MID-CYCLE EVALUATION

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SEATTLE CENTRAL
COLLEGE

SEATTLE CENTRAL COLLEGE

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INSTITUTIONAL OVERVIEW

INSTITUTIONAL OVERVIEW

Seattle Central College, located in the vibrant Capitol Hill neighborhood of Seattle, offers higher education and workforce training programs to the diverse Seattle community, providing residents with the skills and knowledge to build better lives for themselves and create stronger communities. The college serves Seattle students at the main campus near downtown Seattle and at three co-locations: the Wood Technology Center, the Seattle Maritime Academy, and the Health Education Center. The college is one of three colleges in the Seattle Colleges District VI.

From 2019-2022, Seattle Central enrolled 22,392 unique students. Current enrollment trends at Seattle Central reflect the nature of the college and the population it serves:

- 55% of students are students of color
- 31% of students are historically underserved students of color (includes students who identify as Black/African American, American Indian/Alaska Native, Hispanic, and Pacific Islander)
- 19% of students receive need-based financial aid
- 43% of students enroll full-time

Seattle Central College strives to serve our diverse student population by fostering a culture of inclusion and promoting equity and social justice through course offerings and extra-curricular programming. The value of "diversity, inclusion, and equity for all individuals, particularly the underserved in our community" has been a vital part of our college culture from the time of our founding.

Seattle Central College first opened its doors as "Seattle Community College" in 1966 on the site of the historic Broadway High School. Seattle Community College was the first two-year college in the city, and its establishment filled an unmet need for affordable education and career training for the city's residents.

The Tsutakawa Fountain Sculpture was created by George Tsutakawa, one of 213 Broadway High School students expelled from the school following Executive Order 9066 in 1942.

When North Seattle and South Seattle community colleges were created in the early 1970s, Seattle Community College changed its name to "Seattle Central Community College." This signified its geographic location at the heart of the city, but also foretold its role as an educational, cultural, and social cornerstone, as it became "central" to the Capitol Hill neighborhood and the city of Seattle.

Over the last few decades, Seattle Central has grown and evolved in significant ways to remain relevant and vital to students and the community. In 2014, the college changed its name again, to Seattle Central College, to reflect its status as an institution that awards four-year bachelor's degrees in addition to two-year associate degrees and short-term certificates.

Seattle Central College has a long history as a center for grassroots social activism in the Seattle community. From the college's earliest days, students have advocated for diverse representation in college leadership and in the curriculum. In 1968-1969, Seattle Central's Black Student Union led protests that resulted in the creation of Black Studies courses and the hiring of Black faculty and administrators. A few years later, students in the Oriental Student Union staged sit-ins to demand that the college hire five Asian administrators. In both instances, Seattle Central students' advocacy led to lasting change at the college. Over the years, Seattle Central students have engaged in countless other grassroots activism efforts and remain active in social justice movements today.

Seattle Central College employees, too, have long shown a deep commitment to social justice and student learning. Faculty have always created innovative courses and programs that challenge students to think critically about the world, including Coordinated Studies Programs (now called Learning Communities) that challenge Eurocentrism and Western Universalism; the Equity and Social Justice Emphasis, which examines various dimensions of human diversity; the Academy of Rising Educators, a program that seeks to increase the number of teachers of color in the K-12 schools; and most recently, the Umoja Scholars Program, which is dedicated to enhancing the cultural and educational experiences of Black and African American students. Faculty and staff have worked to create a diverse, supportive community by advocating for diversity in hiring, forming employee of color affinity groups, and engaging in authentic discussions about the harms of systemic racism.

Because of our location and history of activism, Seattle Central College serves as a hub for demonstrations and protests in the Seattle area. Students and employees have protested war, police brutality, and the World Trade Center and demonstrated in support of the Equal Rights Amendment, LGBTQ rights, Occupy Wall Street, and Black Lives Matter.

Along with institutions across the country, Seattle Central College is now experiencing a renewed commitment to racial equity. The Seattle Central College community is working to break down systemic inequalities within our institution and create a beloved community where every individual can thrive. Much of our work today is guided by the Black Solidarity Think Tank, a group formed to ensure that our Guided Pathways work is rooted in racial equity. Building on Seattle Central College's legacy of social activism, the Black Solidarity Think Tank works to "ground the college's work in theories, knowledge, and practices of racial equity and care."

At the Black Solidarity Think Tank's request, longtime faculty members Tracy Lai, Carl Livingston, and Dr. Kimberly McRae documented Seattle Central College's activist legacy in their presentation *Seattle Central's Racial Legacy & Roots* at a college-wide professional development session in 2021. Those interested in learning more about Seattle Central College's history, including how the college has been impacted by anti-affirmative action legislation, may watch their presentation here.

UPDATES SINCE 2019 MISSION FULFILLMENT AND SUSTAINABILITY EVALUATION

Seattle Central College (SCC) completed a Mission Fulfillment Self-Evaluation Report in fall 2019 and underwent an on-site peer evaluation by the Northwest Commission on Colleges and Universities (NWCCU) on October 28-30, 2019. The NWCCU reaffirmed Seattle Central College's accreditation status on January 8-10, 2020. The college received 13 commendations and 6 recommendations.

Since the completion of our Mission Fulfillment and Sustainability Evaluation, Seattle Central has moved away from the core themes model for measuring mission fulfillment. We have significantly reduced the number of indicators used to determine mission fulfillment and closely aligned these indicators with our Strategic Plan and Guided Pathways work.

In March 2020, much of the college shifted to remote operations due to the COVID-19 pandemic. Many workforce programs shifted to hybrid instruction, while others continued to meet face-to-face. The college carefully followed public health recommendations to assure safety for students, faculty, and staff who continued to meet in person. The college used student technology fees to purchase and distribute Chromebooks and hotspots for students as faculty converted face-to-face courses to online and hybrid delivery. ELearning expanded support to help faculty and students transition to online and hybrid courses. Student services offered online advising, tutoring, and financial aid services. The library provided curbside lending and remote resources, research help, and instruction. Throughout the pandemic, administration maintained communications through remote town halls, surveys, and listening sessions. The college continues to carefully monitor COVID-19 cases and health recommendations as we transition to offering more in-person classes and services.

Like many other colleges, Seattle Central College enrollment declines sharpened during the COVID-19 pandemic, especially for International and Running Start students. This decline in enrollment has contributed to a budgetary shortfall. The college is committed to retaining and recruiting students and searching for new revenue sources to sustain our programs. In an effort to remain financially sustainable, the college reviewed all programs and seriously considered some for closure. An upwelling of support from community, business, and government prevented these closures. This experience showed the impact our programs have had on the Seattle Community.

Despite the difficult conditions of the last two years, faculty and staff worked tirelessly to revise processes and instruction to better serve our students. We have made great advances in using the Guided Pathways framework to revise our intake and onboarding practices, advising services, and processes for assessing student learning outcomes. The college implemented block scheduling in fall 2021, a change that reduces trips to campus in an area where traffic is a significant inconvenience.

Finally, Seattle Central College has experienced several shifts in leadership over the last year. In spring 2021, President Dr. Sheila Edwards-Lange and Executive Vice President of Instruction, Finance, and Planning Dr. Bradley Lane left the college, resulting in numerous changes of leadership across the college as administrators worked to fill empty positions. The college has benefitted from outstanding and dedicated administrators who have filled acting and interim roles to keep all areas covered. Dr. Yoshiko Harden served as Interim President, Dr. Wendy Rockhill served as Interim Vice President of Instruction, Finance and Planning, and Kao LéZheo served as Interim Vice President of Student Services. Dr. Bradley Lane returned to Seattle Central College as Interim President on August 1, 2022. Over the next year, the college will conduct multiple searches to permanently fill positions, including Vice President of Student Services, Vice President of Instruction, and multiple deans. In addition to the leadership transitions at Central, the Seattle Colleges Chancellor role is undergoing transition. Dr. Rosie Rimando-Chareunsap is currently serving as Acting Chancellor. During 2022-2023, the Seattle Colleges will conduct a search for a permanent Chancellor to lead the district.

This Mid-cycle Self Evaluation Report is the next step in Seattle Central College's evaluation cycle. Part one outlines our definition of mission fulfillment. In part two, we describe current progress on mission fulfillment indicators and show how Seattle Central compares with regional and national comparison institutions. Part three addresses our programmatic assessment process, and part four previews the work Seattle Central College will undertake over the next four years to reach student success and institutional effectiveness goals. The report ends with updates on progress towards four outstanding recommendations from the NWCCU—three recommendations from the fall 2019 comprehensive site visit (#1, #2, #3) and one from a follow-up spring 2021 site visit (#1).

Section 1: Mission Fulfillment

GUIDING FRAMEWORKS

Seattle Central College is guided by two closely aligned plans—the Seattle Colleges Strategic Plan and the Seattle Central College Operational Plan. The district's strategic plan lays out goals, strategies for achieving the goals, and metrics used to evaluate progress, while the college's operational plan provides the college's detailed plans for achieving the goals established in the strategic plan.

The Seattle Colleges Strategic Plan and the Seattle Central College Operational Plan share four goals:

1. **Student Success:** We strive to improve student satisfaction, retention, completion, and job placement, as well as to narrow student performance gaps.
2. **Equity, Diversity, Inclusion, and Community:** We firmly establish equity, diversity, and inclusion as a human right for all. We frame our decisions and actions with this lens and are accountable to the community.
3. **Organizational Excellence:** We seek continuous improvement in excellence in teaching and learning, operational efficiency and fiscal sustainability, strategic innovation, and employee growth and engagement.
4. **Partnerships:** We value and invest in strategic and ongoing partnerships with educational, business, governmental, labor, and community organizations.

Seattle Central College is using the Guided Pathways framework to achieve the Student Success and Equity, Diversity, Inclusion and Community goals in our strategic plan. Guided Pathways is an approach to building policies and practices that make it easier, faster, and more efficient for students to select and complete academic programs. The framework guides changes for every part of the student experience at Seattle Central College, from onboarding to advising and beyond. Our Guided Pathways mission statement centers racial equity, stating that, "the ultimate goal of this effort is to dismantle systems that perpetuate racial and social inequity, using inclusive evidence-based practices that promote equity and institutional transformation."

In 2019, as Guided Pathways was getting underway, the Black Solidarity Think Tank (BSTT) was formed to ensure that all Guided Pathways work would be rooted in racial equity. This group of faculty and staff seeks to build on Seattle Central College's legacy of social justice by guiding our college towards institutional changes that will help our students, particularly Black and African American students, succeed. The BSTT's equity minded framework has been applied to Guided Pathways projects over the last year and is now being introduced to the college community. Going forward, the framework will help guide decisions, projects, and policy-making efforts at the college.

The BSTT's framework is depicted by four overlapping circles, resembling a hug, to represent how our work with students is grounded in equity mindedness, institutional care, and Critical Race Theory (BSTT diagram is available in Appendix A). The center circle is instructional and student services care, which is at the heart of everything we do at Seattle Central. Because this work represents the intersection of students with college structures and employees, it must be enveloped by equity mindedness, institutional care, and Critical Race Theory. For us, equity mindedness is a willingness to take personal and institutional responsibility for inequities in student outcomes that are the product of oppressive structures, policies, and practices. Institutional care includes race-conscious plans, policies, and strategies

to create an inclusive community where students and employees will thrive. We use Critical Race Theory as a framework for examining and dismantling racist systems and building a college that better serves our students and employees.

Together, the Strategic Plan, the Operational Plan, Guided Pathways, and the Black Solidarity Think Tank's work direct our priorities.

INDICATORS OF MISSION FULFILLMENT

The primary focus of Seattle Central College is helping students learn, grow, and succeed. Our mission, which we share with the Seattle College District and our sister colleges, states:

"As an open-access learning institution, Seattle Colleges prepares each student for success in life and work, fostering a diverse, engaged, and dynamic community."

We see our students' success as the primary reflection of mission fulfillment and we therefore prioritize tracking student success indicators. Our student success measures also give an overview of the health of our organization. These indicators show broad progress and provide a "temperature check" on our institutional health and success. We review these metrics regularly to identify areas of strength and opportunities to improve.

Alongside student success metrics, we also include metrics for Organizational Excellence to ensure we are maintaining a healthy, sustainable, and functioning organization.

Seattle Central College is deeply committed to our Equity, Diversity, Inclusion, and Community (EDIC) goals and we consider racial equity integral to student success and organizational excellence. For this reason, we are using disaggregated data to determine progress towards student success metrics rather than creating standalone metrics for our Equity, Diversity, Inclusion, and Community goals.

The Strategic and Operational Plans outline Partnerships goals, but we have chosen not to include these in our self-assessment of mission fulfillment. While the Strategic Plan provides some metrics related to partnerships, these metrics describe district level efforts that do not strongly reflect Seattle Central College's work in this area. We deeply value strong partnerships and will highlight the partnerships that are contributing to student success and organizational excellence.

Seattle Central's mission fulfilment indicators mark a shift in our approach to evaluating our effectiveness as an institution. In 2019, we reported on 68 indicators to support four Core Themes. These indicators described important work, but we found it difficult to meaningfully track so many indicators. By reducing the number of indicators from 68 to 13, we are better able to focus on the most meaningful indicators for an institutional-level analysis of mission fulfillment.

With fewer indicators, individuals and departments within the college may see less of their day-to-day activities quantified, but they will see the results of their labor as we attribute the success of our students to all employees—those who work directly with students in instruction or student services, and those who work to create an effective and safe learning and working environment.

Each mission fulfilment indicator has a target, adopted from either the Seattle Colleges Strategic Plan, or from Seattle Central's Title III Grant[1] and Guided Pathways work. Descriptions for each mission fulfillment indicator are available in .

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1   Seattle Central was awarded a five-year, $2,000,000 Title III grant from the Department of Education for our project titled "Seattle Pathways: First Year Experience." The primary objectives of the Title III grant are to increase retention and completion rates, and decreases length of time to completion through launching a first year program and implementing activities to support the first year experience including implementing a Direct Self-Placement tool for English placement, establishing a First Year College Skills course, redesigning New Student Orientation, and establishing a Career Exploration-First Year Experience Center.

DEFINITION OF MISSION FULFILLMENT

Annually, Seattle Central College assesses its progress towards achieving our 13 mission fulfilment indicators with the goal of achieving, or being within range of achieving, our targets by the end of the accreditation cycle in 2026. We are using both college-wide and disaggregated data to assess our progress because we are dedicated to transformative change that centers racial equity.

We rate indicators based on progress towards target achievement using three levels of progress. We consider both Target Achieved and Target Within Range to indicate successful progress towards mission fulfillment. Out-of-range indicators show where we need to focus additional efforts and resources.

Mission Fulfillment Metric Progress Rating

	Progress Rating	Criteria
Successful progress towards mission fulfillment	Target Achieved	College-wide value at or above 100% of target AND All values disaggregated by race/ethnicity are above 80% of the target (for data that can be disaggregated)[2]
	Target Within Range	College-wide value is above 80% of the target AND All values disaggregated by race/ethnicity are above 80% of the target (for data that can be disaggregated)
Unsuccessful progress towards mission fulfillment	Target Out of Range	College-wide value is below 80% of the target OR One or more value(s) for disaggregated data by race/ethnicity is below 80% of the target (for data that can be disaggregated)

Seattle Central College defines mission fulfillment as achieving or being within range of achieving targets for 10 of 13 indicators.

Currently, Seattle Central:
- Has achieved targets on three indicators
- Is within target range on four indicators
- Is out of target range on six indicators

In total, we have achieved or are within range of achieving the target on seven indicators. At this time, we have not met our mission.

We create a Mission Fulfillment Scorecard annually and share it with the Accreditation Steering Committee, President's Cabinet, College Council, the Curriculum Coordinating Council + (CCC+), and the campus community. The 2022 Scorecard is available in Appendix C.

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2 Unreported race/ethnicity is not included in the mission fulfillment definition as it does not provide meaningful insights on areas for improvement.

Section 2: Student Achievement

STUDENT SUCCESS METRICS

Appendix B outlines Seattle Central's 13 Mission Fulfillment Indicators. Eight of the indicators focus on student success. As part of Central's commitment to racial equity and improving outcomes for all students, we disaggregate data for the student success indicators by race/ethnicity, gender, age, receipt of need-based financial aid, age, and enrollment status. Where possible, we also include an additional disaggregation for Black men because we recognize that improving outcomes for Black men will improve outcomes for all students. In the future, we will also seek to disaggregate by first-generation status.

COMPARISON INSTITUTIONS

In addition to using disaggregated data to monitor progress on student success, Seattle Central College selected three regional and five national comparative institutions. We chose comparison colleges with the aim of learning about practices that are resulting in student success at other colleges. We prioritized comparison institutions that provide meaningful examples in the work they do, recognizing that metrics alone will not tell us everything about their progress. A full description of the selection process can be found in Appendix D: The Accreditation Peer Group Selection Process Memo.

Our comparison institutions range in size and student demographic profile. Our three regional peers—Highline College, Green River College, and Pierce College—are geographically close to Central in the Seattle-Tacoma-Bellevue metropolitan area. Central serves a shared labor market and a similar service area to these three peers. As part of the same state system, we share a funding model, state-wide leadership, and common data and reporting practices. Despite our commonalities, our student profiles differ: Central has a higher proportion of students over age 25, and a higher proportion of part-time students than all three of our regional peers, and we have a more racially diverse population than Green River College and Pierce College. We selected these regional peers not only because of their similarities, but also because they are known as leaders in student success work.

Our five national comparison colleges—Broward College, Community College of Aurora, Lorain County Community College, Portland Community College, and City College of San Francisco—are more diverse in terms of geography, size, institutional characteristics, and student profile. These colleges are exemplary in their work on Guided Pathways (Broward College, Aurora, Lorain) and racial equity (Portland). Community College of Aurora and City College of San Francisco have similar economic and political landscapes as Seattle Central. They are situated in cities with gentrification, high costs-of-living, and large technology industries. City College of San Francisco has experienced enrollment and budget challenges like Central's. While we are currently limited in the data we have access to for our national peers, we are committed to exploring additional ways we can learn from these schools.

A full demographic comparison of our regional and national peers can be found in Appendix E.

DATA SOURCES AND AVAILABILITY

Data availability varies by student success metric and institution. Many of our student success indicators come from a common statewide dataset, the First-Time Entering Student Outcomes Dashboard (FTEC) produced by the Washington State Board of Community and Technical Colleges (SBCTC) Research department. The FTEC is a cohort-based data set that includes all *first time at institution* and *first time in college* degree-seeking students and is the basis of many statewide research initiatives, including Guided Pathways. This readily available data set makes comprehensive comparison of degree-seeking student success among our regional peers possible. However, because the FTEC focuses on degree-seeking students, Basic and Transitional Studies (BTS) students are not included in the majority of our mission fulfillment indicators. BTS students are included in our Student Satisfaction and College Wide Learning Outcomes indicators. Additionally, student success for BTS students is being monitored as part of the College Spark and AANAPISI grants.

Data for our national peers is sparse, and we had to rely on publicly available data through IPEDS. Appendix F shows the data source and available comparisons for Settle Central's Student Success indicators.

STUDENT SUCCESS INDICATORS

The tables below show Seattle Central's progress on our eight student success metrics. Each cell is shaded based on progress towards the indicator target: dark green indicates a target achieved (current value is at or above 100% of target), light green indicates a target within range (current value is at or above 80% of target), and yellow indicates a target out of range (current value is less than 80% of target). While we are only using disaggregated race/ethnicity data to determine mission fulfilment, additional disaggregated data drives discussion and further inquiry into student success. We are not using comparison data to determine mission fulfillment, but we use the same color coding with comparison institutions to help identify areas where we can look to our peers for best practices and improvement. For example, our regional comparison data shows that our peers may offer insights on improving completion rates, especially for our students of color.

Student Satisfaction: Data from the 2021 administration of the Community College Survey of Student Engagement shows that overall satisfaction at Seattle Central is relatively high, with an average score of three out of four, and we are on track to meet our target. However, satisfaction varies among groups, with Black and multi-racial students reporting higher levels of satisfaction than Asian, Hispanic, and White students. Male students, non-traditional aged students, and part-time students report lower levels of satisfaction than their peers. Regional comparison data shows that levels of overall satisfaction at Central are lower than the average level of satisfaction at our regional peers, especially among Asian, Hispanic, and White students.

Student Success 1. Student Satisfaction - 2021 CCSSE Administration

CCSSE Question: How would you evaluate your overall educational experience at this college?
(1-4, with 1= Poor and 4 = Excellent)

	Seattle Central	Regional Comparison
Mission Fulfillment Target	**3.2**	
Overall		
	3.03	3.22
Race/Ethnicity		
American Indian or Alaska Native	-	-
Asian	3.17	3.22
Black or African American	3.60	3.24
Hispanic or Latino	2.60	3.32
Native Hawaiian	-	-
Pacific Islander (non-Native Hawaiian)	-	3.17
White	2.93	3.28
Other	-	3.22
2+ Races	3.20	3.12
Not Reported	-	2.81
Gender		
Man	2.95	3.17
Woman	3.12	3.27
Other	2.72	3.14
I prefer not to respond	-	2.98
Age		
Nontraditional Age	2.98	3.38
Traditional Age	3.11	3.13
Enrollment Status		
Full-Time	3.21	3.29
Part-Time	2.79	3.24
First Generation		
Not first-generation	3.02	3.20
First Generation	3.07	3.25

Note: Seattle Central's national peer group is not available as fewer than three of our peer colleges participated in the 2021 CCSSE.

Fall-Winter Retention: 75% of students who started at Central in fall 2021 were retained to winter quarter. Retention rates were highest among Asian, Black, and White students, and lowest among Hispanic, Native Hawaiian, and multi-racial students. While both Historically Underserved Students of Color, and students who are not historically underserved are on track to meet our mission fulfillment target, there is a 5-point difference in the retention rates between these two groups, showing an equity gap. Younger students had higher rates of retention than their older peers, and those who received need-based aid were more likely to be retained than students who did not receive need-based aid. The regional comparison data shows that while our peers also struggle with an equity gap between Historically Underserved Students of Color and others, their overall retention rates are higher. Our regional peers have higher retention rates for Asian students, students aged 19 and under, and full-time students.

Student Success 2. Fall - Winter Retention, FTEC 2021 Cohort

	Seattle Central	Regional Comparison
Mission Fulfillment Target	89%	
Overall		
	75%	82%
Race/Ethnicity		
American Indian or Alaska Native	-	72%
Asian	83%	90%
Black or African American	77%	75%
Hispanic or Latino	67%	79%
Native Hawaiian or Other Pacific Islander	63%	69%
White	73%	83%
2+ Races	69%	82%
Not Reported	77%	73%
Students of Color		
Students of Color	76%	82%
Non Students of Color	73%	83%
Not Reported	77%	73%
Historically Underserved Students of Color		
HU Students of Color	72%	78%
Non Students of Color	77%	85%
Not Reported	77%	73%
Gender		
Female	76%	83%
Male	74%	79%
Unknown	74%	85%

Black Men		
	74%	76%
Need-Based Aid		
Received Need-Based Aid	80%	83%
Did Not Receive Need-Based Aid	73%	82%
Age		
0-19	77%	89%
20-24	75%	71%
25-29	73%	71%
30-39	72%	73%
40+	71%	60%
Enrollment Status		
Full-Time	80%	89%
Part-Time	67%	68%
Took Pre-College Math or English		
Took Pre-College Math/English	75%	81%
No Pre-College Math/English	75%	82%
Educational Intent		
Transfer	75%	85%
Professional/Technical	75%	72%

Completion Rate: The mission fulfillment metric for completion rate is based on the four-year completion rate from the SBCTC FTEC data, which allows for a direct comparison with our regional counterparts. In this section, we also include data completion data from IPEDS to make a national comparison. While FTEC data and IPEDS data show similar results, it is important to note that the samples are constructed differently and cannot be directly compared.

The FTEC Completion Rate data shows that we are out of range of our target. We also have substantial equity gaps that are more pronounced for Hispanic students and Black and African American Men. Professional-technical students are more likely to complete their degrees and certificates than transfer students. The regional comparison data also shows that we are behind our peers in completion.

The IPEDS data shows that while our completion rate is comparable to our national peers, our transfer out rate is higher, suggesting that many of our students transfer to a four-year institution before finishing their degrees. This is unsurprising given our proximity to highly regarded four-year institutions, including the University of Washington and Seattle University.

Student Success 3. Completion Rate (4-YR), FTEC 2017 Cohort

	Seattle Central	Regional Comparison
Mission Fulfillment Target	**34%**	
Overall		
	25%	36%
Race/Ethnicity		
American Indian or Alaska Native	38%	33%
Asian	26%	43%
Black or African American	24%	22%
Hispanic or Latino	16%	31%
Native Hawaiian or Other Pacific Islander	-	32%
White	26%	37%
2+ Races	22%	32%
Not Reported	35%	47%
Students of Color		
Students of Color	23%	33%
Non Students of Color	26%	37%
Not Reported	35%	47%
Historically Underserved Students of Color		
HU Students of Color	22%	28%
Non Students of Color	25%	38%
Not Reported	31%	42%
Gender		
Female	28%	38%
Male	22%	32%
Unknown	17%	13%
Black Men		
	15%	21%
Need-Based Aid		
Received Need-Based Aid	33%	34%
Did Not Receive Need-Based Aid	22%	36%

	Seattle Central	Regional Comparison
Age		
0-19	20%	39%
20-24	25%	25%
25-29	23%	30%
30-39	35%	32%
40+	40%	40%
Enrollment Status		
Full-Time	32%	42%
Part-Time	17%	26%
Took Pre-College Math or English		
Took Pre-College Math/English	25%	31%
No Pre-College Math/English	25%	37%
Educational Intent		
Transfer	20%	35%
Professional/Technical	35%	39%

Student Success 3B. IPEDS Graduation Rate - 150% of Time

	Seattle Central	National Comparison
IPEDS Graduation Rates	27%	28%
Transfer-out-Rate	24%	16%
Completion Rate, Race/Ethnicity		
American Indian/Alaska Native	0%	5%
Asian	57%	37%
Black/African American	23%	17%
Hispanic/Latino	14%	24%
Native Hawaiian	-	11%
White	29%	28%
2+ Races	7%	26%
Race/ethnicity unknown	21%	35%
Non-Resident Alien	50%	31%
Completion Rate, Gender		
Male	33%	25%
Female	21%	30%

Job Placement: Job Placement data comes from the Data Linking for Outcomes Assessment (DLOA) dataset produced by the SBCTC that links professional-technical students' college records with educational outcomes from the National Student Clearinghouse and employment outcomes from Washington State unemployment insurance data. Due to the security level of the data, we only have access to our own data, and we cannot make a regional comparison. The most recent dataset includes data from the 2019-2020 cohort of exiting students and includes data from nine months after they left college. The DLOA data only includes students who were enrolled in a professional-technical program at the time they left college, either upon completing or exiting the program. Students who are self-employed or leave the region are not included as having a job placement as they do not appear in the unemployment insurance data.

74% of professional-technical students are employed nine months after leaving college, and we are within range for reaching our target for all race/ethnicity groups (excluding not reported students).

Student Success 4. Job Placement, DLOA 2019 Cohort

	Seattle Central
Mission Fulfillment Target	**85%**
Overall	
	74%
Race/Ethnicity	
American Indian or Alaska Native	100%
Asian	81%
Black or African American	71%
Hispanic or Latino	100%
Native Hawaiian or Other Pacific Islander	93%
White	74%
2+ Races	75%
Not Reported	64%
Students of Color	
Students of Color	76%
Non Students of Color	74%
Not Reported	64%
Historically Underserved Students of Color	
HU Students of Color	74%
Non Students of Color	76%
Not Reported	64%

	Seattle Central
Gender	
Female	76%
Male	71%
Unknown	60%
Black Men	
	78%
Need-Based Aid	
Received Need-Based Aid	73%
Did Not Receive Need-Based Aid	74%
Age	
0-19	90%
20-24	77%
25-29	78%
30-39	74%
40+	59%
Enrollment Status	
Full-Time	76%
Part-Time	68%

College Level Math and English in Year 1: These measures indicate students' early progress and momentum to complete their degrees and certificates.

While we are within range of achieving our math target, there are substantial equity gaps. While 41% of Asian students complete college level math in their first year, only 13% of Hispanic students and 19% of Black and African American men complete college-level math in their first year. Students under 19 and full-time students are more likely to complete college-level math. Unsurprisingly, students who take pre-college math are less likely to complete college-level Math in their first year as they may need more time to progress from their starting class. Importantly, the rates of math completion for transfer students are substantially higher than the math completion rate for professional-technical students as not all professional-technical programs require standalone college Math classes. While our regional peers also have equity gaps, the overall math completion rate is higher among our peers.

Student Success 5. College Level Math in Year 1, FTEC 2020 Cohort

	Seattle Central	Regional Comparison
Mission Fulfillment Target	31%	
Overall		
	26%	36%
Race/Ethnicity		
American Indian or Alaska Native	-	24%
Asian	41%	47%
Black or African American	24%	29%
Hispanic or Latino	13%	27%
Native Hawaiian or Other Pacific Islander	15%	28%
White	24%	37%
2+ Races	21%	35%
Not Reported	26%	36%
Students of Color		
Students of Color	27%	36%
Non Students of Color	24%	37%
Not Reported	26%	36%
Historically Underserved Students of Color		
HU Students of Color	21%	30%
Non Students of Color	30%	39%
Not Reported	21%	34%
Gender		
Female	27%	35%
Male	26%	37%
Unknown	24%	36%
Black Men		
	19%	27%
Need-Based Aid		
Received Need-Based Aid	28%	32%
Did Not Receive Need-Based Aid	26%	37%

	Seattle Central	Regional Comparison
Age		
0-19	35%	41%
20-24	20%	24%
25-29	23%	31%
30-39	15%	22%
40+	7%	19%
Enrollment Status		
Full-Time	35%	43%
Part-Time	15%	22%
Took Pre-College Math		
Took Pre-College Math	24%	33%
No Pre-College Math	27%	36%
Educational Intent		
Transfer	35%	40%
Professional/Technical	8%	19%

Our current data show that we are currently out of range for achieving our English target: 46% of students complete college-level English within one year of starting at Seattle Central. Asian and Black students and students under 19 have the highest rates of English completion. The high rate of English completion among students under 19 is likely driven by the requirement that all Running Start students take English 101. The regional data shows that we lag in English completion compared to our regional peers for all groups.

Student Success 6. College Level English in Year 1, FTEC 2020 Cohort

	Seattle Central	Regional Comparison
Mission Fulfillment Target	**65%**	
Overall		
	46%	64%
Race/Ethnicity		
American Indian or Alaska Native	-	45%
Asian	63%	72%
Black or African American	54%	58%
Hispanic or Latino	49%	59%
Native Hawaiian or Other Pacific Islander	46%	63%
White	37%	65%
2+ Races	41%	61%
Not Reported	35%	60%

	Seattle Central	Regional Comparison
Students of Color		
Students of Color	52%	63%
Non Students of Color	37%	65%
Not Reported	35%	60%
Historically Underserved Students of Color		
HU Students of Color	50%	59%
Non Students of Color	46%	67%
Not Reported	36%	61%
Gender		
Female	42%	64%
Male	52%	64%
Unknown	40%	63%
Black Men		
	50%	57%
Need-Based Aid		
Received Need-Based Aid	48%	51%
Did Not Receive Need-Based Aid	45%	67%
Age		
0-19	70%	79%
20-24	32%	35%
25-29	27%	35%
30-39	17%	28%
40+	12%	24%
Enrollment Status		
Full-Time	57%	73%
Part-Time	33%	44%
Took Pre-College English		
Took Pre-College English	68%	36%
No Pre-College English	44%	64%
Educational Intent		
Transfer	56%	71%
Professional/Technical	26%	36%

College Wide Learning Outcomes: Student Success Indicators seven and eight both address College Wide Learning Outcomes and are used together to determine how many students are meeting our institutional learning outcomes.

Indicator seven measures students' self-reports of meeting College Wide Learning Outcomes (CWLOs). In spring 2022, 1,052 students responded to the survey questions:

> Please rate your level of confidence in your ability to do the following *(1 = I am not confident in my ability to do this; 5 = I am extremely confident in my ability to do this)*:
> - Think: Analyze, create, and reflect to address and appreciate challenges and opportunities.
> - Collaborate: Work effectively with others to learn, complete tasks, and pursue common goals.
> - Communicate: Exchange ideas and information through intentional listening, speaking, signing, reading, writing, or presenting.
> - Connect: Apply knowledge and skills to solve problems.
> - Continue learning: Self-evaluate and act to improve knowledge and skills.

Each student was assigned a composite score: students who self-rated their ability as a 4 (I am fairly confident in my ability to do this) or 5 (I am extremely confident in my ability to do this) on at least four of the CWLOs are counted as meeting College Wide Learning Outcomes. Using self-reported data and this scoring method, we found that 68% of student respondents met the CWLOs. This metric is one of the few in which we can disaggregate students enrolled in our Adult Basic Education and English as a Second Language programs. Only half of this group reports high levels of confidence in meeting our CWLOs.

Student Success 7. Students self-reporting meeting College Wide Learning Outcomes, 2022 Annual Student Survey

	Seattle Central
Mission Fulfillment Target	**68%**
Overall	
	68%
Race/Ethnicity	
American Indian or Alaska Native	75%
Asian or Asian American	56%
Black or African American	71%
Hispanic or Latino	65%
Native Hawaiian or Other Pacific Islander	100%
White	80%
2+ Races	76%
Not Reported	65%

	Seattle Central
Students of Color	
Students of Color	65%
Non Students of Color	81%
Not Reported	65%
Historically Underserved Students of Color	
HU Students of Color	70%
Non Students of Color	68%
Not Reported	65%
Gender	
Female	71%
Male	65%
Non-Binary, Genderqueer	71%
Unknown	62%
Black Men	
	62%
Age	
0-19	65%
20-24	59%
25-29	75%
30-39	77%
40+	71%
Age Unreported	62%
Enrollment Status	
Full-Time	69%
Part-Time	70%
I don't remember	52%
Educational Intent	
Transfer	69%
Professional/Technical	74%
ABE and ESL	50%
Other Intent	65%

Indicator eight includes faculty assessments of students' achievement of the CWLOs. In the 2021-2022 academic year, 77 faculty participated in our Ensure Learning Assessment process, assessing a total of 87 courses and 1,947 enrolled students. In the Ensure Learning process, faculty assess student achievement of at least one CWLO per class. Faculty used a binary indictor to show if a student demonstrated skill in the chosen outcome(s). We aggregated the results to create the Mission Fulfillment indicator "Students demonstrating success on College Wide Learning Outcomes." In total, 92% of the assessments showed that students demonstrated success. The full annual Ensure Learning report can be found here.

Student Success 8. Students demonstrating success on College Wide Learning Outcomes, 2021-22 Ensure Learning Reports

	Seattle Central
Mission Fulfillment Target	**85%**
Overall	
	92%

Section 3: Programmatic Assessment

Faculty at Seattle Central College evaluate the quality of learning in their programs through two related processes: Ensure Learning (student learning outcomes assessments) and Program Review. The faculty-led Instructional Assessment and Program Review Committees lead these processes, support faculty in their continuous improvement efforts, and communicate programs' successes and needs to the college community.

Ensure Learning is Seattle Central College's approach to assessing student learning outcomes. Each year, full- and part-time faculty document student achievement of course, program, and college-wide learning outcomes and they reflect on student learning in an Ensure Learning Report. Faculty are encouraged to meet with colleagues both inside and outside of their academic departments to share how they determine that students are learning in their courses and what they have learned by reviewing student work. Detailed information about the Ensure Learning process is available in Appendix G.

Every fall, faculty in each academic department reflect on their assessments of student learning over the previous academic year. The Office of Institutional Effectiveness provides each department with a report of their assessments of course, program, and college-wide learning outcomes (example in Appendix I). Faculty are encouraged to use these data as a starting point for conversations about teaching and learning in their courses and to improve student learning based on what they learned from assessments of student learning outcomes.

The Program Review and Instructional Assessment Committees created a new annual program review process that will begin implementation during the 2022-2023 academic year. Program Review is an annual discussion among colleagues about programmatic changes, progress, and needs. It is not an evaluative process, but an opportunity for colleagues to reflect on shared work and plan next steps. Faculty document their discussions through an online Program Review Form (Appendix H). The Instructional Assessment and Program Review Committees will support faculty through the Program Review process by communicating with faculty about the process, collecting program review responses, and reporting each department's progress to Instructional Deans and the Vice President of Instruction.

Seattle Central College's revised Program Review process was heavily influenced by Guided Pathways Program Mapping Retreats held from 2020-2022. These retreats brought faculty together to share the legacy they hope to leave for students, reflect on disaggregated student success data, review program learning outcomes, update departmental websites, and work with academic advisors to develop sample schedules for prospective students.

Two programs are highlighted below: Social & Human Services and the Associate of Arts Direct Transfer Agreement. These programs are excellent examples of programmatic assessment at Seattle Central College. Faculty in both programs participated in Guided Pathways Mapping Retreats and reflected on student learning outcomes assessments through Ensure Learning. A select group of faculty in the Associate of Arts program piloted the new program review process that will be fully implemented in 2022-2023.

PROGRAMMATIC ASSESSMENT: SOCIAL & HUMAN SERVICES

The Associate of Applied Arts Transfer Degree (AAS-T) in Social and Human Services (SHS) attracts individuals who are passionate about serving others. The program prepares students for careers in community-oriented social and human services occupations, including professions in family services, community development, mental health services and rehabilitation services. Many SHS graduates go on to earn Bachelor of Applied Science (BAS) degrees in Applied Behavioral Science (ABS) at Seattle Central College.

Social and Human Services and Applied Behavioral Sciences faculty began meeting together in 2020 to ensure that their program learning outcomes provided a progression of skills from the Social and Human Services program into the Applied Behavioral Sciences program. Faculty from both programs participated in a Guided Pathways Program Mapping retreat during winter 2021.

In the year after revising program learning outcomes, all three SHS faculty submitted Ensure Learning Reports. Faculty assessed student learning in three core courses in the Social and Human Services program. Faculty reported high levels of achievement of course learning outcomes. Students in these courses further demonstrated skill in all program and college-wide learning outcomes. Full Results are available in Appendix I.

Social and Human Services faculty reflected on teaching and learning in their Ensure Learning Reports and in a departmental Ensure Learning discussion facilitated by the Instructional Assessment and Program Review Committees.

In the department's Ensure Learning Discussion, held in the spring of 2022, faculty shared how they assess student learning outcomes, how they involve students in assessment, and what they learn from reviewing students' work. They considered how students build skills and grow in their achievement of program learning outcomes as they progress through the program, with a focus on program learning outcomes 1 and 6.

The Social and Human Services department's Ensure Learning Reports described student involvement and perspectives on assignments, barriers students faced, reflections of pedagogical changes, and ideas for improving learning in the future.

> *"Students enjoyed the assignment. They reported it allowed them to learn in a different manner than usual. Students also felt they could apply this learning to other classes, both now and in the future" – Peggy Martin-Waters, Social & Human Services*

Faculty reflected on student learning in their courses to identify students' strengths and needs, observing:
- Students feel valued when they can provide input on assignments/collaborate with their instructors to alter assignments
- Students benefited from observing collaboration between their instructor and a librarian
- Two faculty reported making changes in their courses that improved student learning, including:
- Providing more class time for students to collaborate in groups
- Rewriting assignments using the Transparency in Learning and Teaching (TiLT) framework

Two faculty identified ways to improve student learning in the future. Their proposed improvements include:
- Revising curricula to build a better foundation in historical information
- Connecting coursework to the real world
- Revising assignments
- Considering what course modalities are best for students

The Social and Human Services program is an excellent example of assessment work at Seattle Central College. Faculty engaged in deep discussions about student needs and their curricula during a Guided Pathways Mapping Retreat and carefully revised their program learning outcomes, ensuring that the learning outcomes are relevant and assessable. All program faculty engaged with the Ensure Learning process by assessing student learning in their courses, reflecting on assessment results individually through the Ensure Learning Report, and meeting together to share their results and reflect on how students build skills as they move through the program. In the next cycle, faculty who reported making changes will be asked to reflect on whether the changes improved student learning for the same learning outcomes.

PROGRAMMATIC ASSESSMENT: THE ASSOCIATE OF ARTS DIRECT TRANSFER AGREEMENT PROGRAM

The Associate of Arts degree Direct Transfer Agreement (AA-DTA) program is the most popular degree offered at Seattle Central College and satisfies the general education requirements for most arts and sciences bachelor's degree programs. In 2021-2022, Seattle College graduated 303 AA-DTA students, 26% of our total degrees conferred.
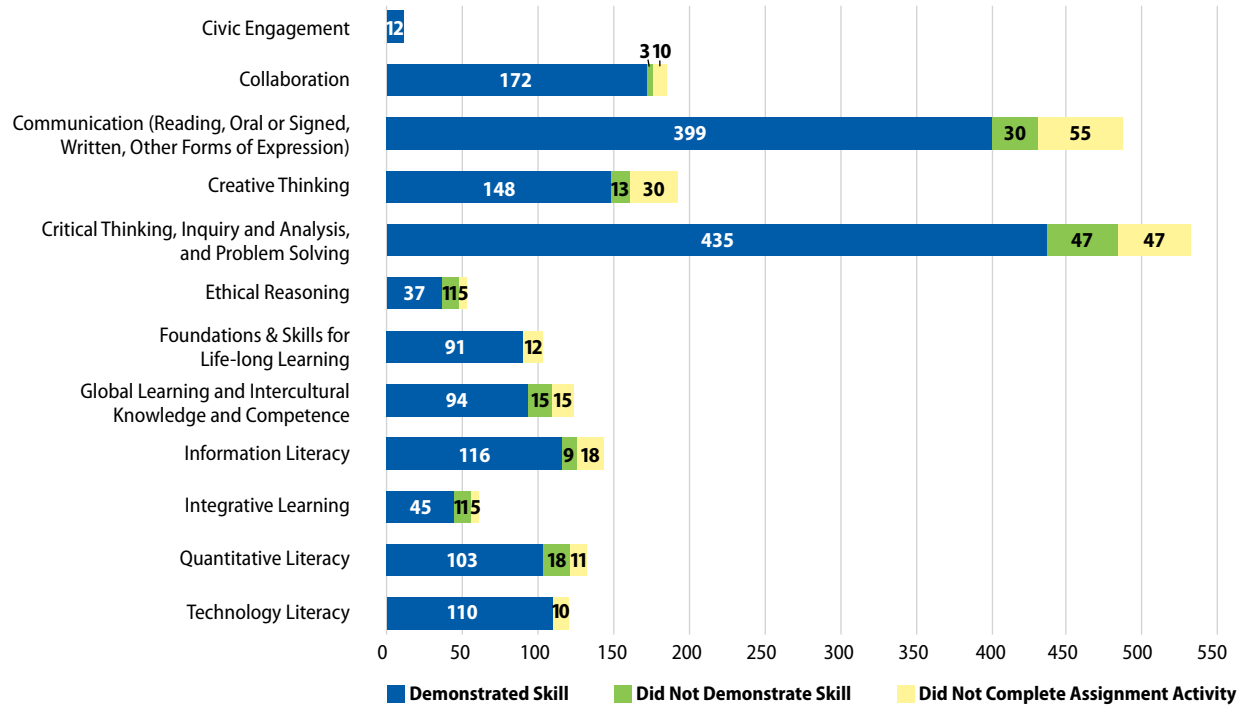
All academic departments that serve the Associate of Arts degree participated in Guided Pathways Program Mapping retreats in 2021-2022, and many faculty have documented student learning in their courses through Ensure Learning. Additionally, three departments that serve the Associate of Arts degree piloted our revised Program Review process in spring 2022.

Associate of Arts Ensure Learning

Since spring 2021, 30 faculty members (24 full-time and 6 part-time) have documented student learning in 32 courses that apply to the Associate of Arts degree, including courses in art, American Sign Language, biology, chemistry, communications, computer science, drama, English, French, history, math, music, nutrition, physics, and psychology.

The Associate of Arts Degree has 12 learning outcomes. The diagram below, from the Ensure Learning Dashboard, shows the assessment results for these outcomes across the 32 Associate of Arts courses that have been assessed since spring 2021. The two most frequently assessed outcomes were Critical Thinking, Inquiry and Analysis and Communication (Reading, Oral or Signed, Written, Other Forms of Expression). The two least-assessed outcomes were Civic Engagement, assessed in two courses, and Ethical Reasoning, assessed in three courses.

Associate of Arts Program/Degree Outcomes Assessed

Legend: Demonstrated Skill | Did Not Demonstrate Skill | Did Not Complete Assignment Activity

Data labels shown in chart:
- Civic Engagement: 12
- Collaboration: 172, 3, 10
- Communication (Reading, Oral or Signed, Written, Other Forms of Expression): 399, 30, 55
- Creative Thinking: 148, 13, 30
- Critical Thinking, Inquiry and Analysis, and Problem Solving: 435, 47, 47
- Ethical Reasoning: 37, 11, 5
- Foundations & Skills for Life-long Learning: 91, 12
- Global Learning and Intercultural Knowledge and Competence: 94, 15, 15
- Information Literacy: 116, 9, 18
- Integrative Learning: 45, 11, 5
- Quantitative Literacy: 103, 18, 11
- Technology Literacy: 110, 10

Students Assessed on the Outcome

	% of Students Who Demonstrated Success (excludes students who didn't attempt assignment/activity)	% of Students Who Demonstrated Success (includes students who didn't attempt assignment/activity)
Civic Engagement	100%	100%
Collaboration	98%	93%
Communication (Reading, Oral or Signed, Written, Other Forms of Expression)	93%	82%
Creative Thinking	92%	77%
Critical Thinking, Inquiry and Analysis, and Problem Solving	90%	82%
Ethical Reasoning	77%	70%
Foundations & Skills for Life-long Learning	100%	88%
Global Learning and Intercultural Knowledge and Competence	86%	76%
Information Literacy	93%	81%
Integrative Learning	80%	74%
Quantitative Literacy	85%	78%
Technology Literacy	100%	92%

Students in the Associate of Arts program demonstrated success in all college-wide learning outcomes. The following image, taken from the Ensure Learning Dashboard, shows assessments of College Wide Learning Outcomes in these courses. Faculty often documented student learning of multiple college-wide learning outcomes in their Ensure Learning Reports. "Communicate" was the most frequently assessed learning outcome, having been assessed in 19 courses and 37 course sections and 750 students. "Collaborate" was assessed the least frequently with 235 students in 11 courses (14 sections) assessed.

Associate of Arts and Associate of Science Program/Degree College-Wide Outcomes Assessed
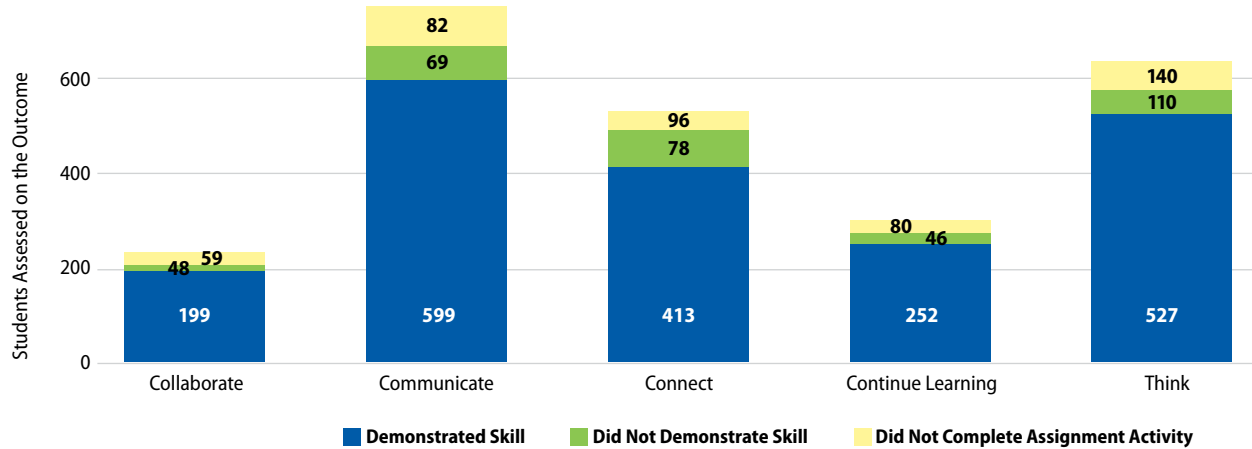
Number of Course Sections that Assessed Each Outcome

Collaborate	14
Communicate	37
Connect	27
Continue Learning	17
Think	33

Number of Faculty Reporting Results

30

Number of Courses Assessed

32

Percent of Students Who Showed Skill
(Excluding Students Who Didn't Attempt Assignment)

Collaborate	96%
Communicate	90%
Connect	84%
Continue Learning	91%
Think	92%

Percent of Students Who Showed Skill (All Students)

Collaborate	85%
Communicate	80%
Connect	78%
Continue Learning	84%
Think	83%

The Instructional Assessment and Program Review Committees read Ensure Learning Reports to identify common themes and share their insights with faculty, Instructional Deans, the Vice President of Instruction, and other college constituencies as appropriate. Themes from Associate of Arts faculty responses are available in Appendix J.

Associate of Arts Program Review

During the spring of 2022, the Biology and Psychology departments piloted the revised Program Review process. Faculty met as departments to reflect on the work they have done over the past year, discuss programmatic issues and decisions, and plan for the coming academic year.

The Instructional Assessment and Program Review Committees reviewed each department's responses, noted common themes, and created reports for Instructional Deans and the Vice President of Instruction. Program Review Reports for Biology and Psychology are available in Appendices K and L.

CONCLUSION

Ensure Learning and Program Review provide valuable opportunities for Seattle Central faculty to reflect on student learning and connect with colleagues to share their knowledge, experiences and ideas. The Instructional Assessment and Program Review Committees have done tremendous work in creating flexible, supportive processes that help faculty regularly assess student learning outcomes and make improvements. Across the college, faculty are engaging in authentic, meaningful conversations about student learning.

Section 4: Moving Forward

Seattle Central College has established Mission Fulfilment indicators that closely align with our institutional goals and Guided Pathways work. The section below describes steps the college will take over the next few years to reach our targets and fulfill our mission.

ORGANIZATIONAL AND LEADERSHIP CHANGES

The Seattle Colleges District has worked to better integrate processes and services across the district over the last several years as part of a system sustainability effort. In 2021, Chancellor Shouan Pan convened a district-wide committee to explore the pursuit of single accreditation across the Seattle Colleges District. The committee, comprised of administrators and faculty from the three colleges in the district, worked with the National Center for Higher Education Management Systems (NCHEMS) to examine the impacts of single accreditation. The Board of Trustees is currently reviewing all information gathered to determine if action is needed. Regardless of the decision about single accreditation, the Seattle Colleges District will continue to align processes and systems to better serve students in the coming years. The district has identified financial aid and intake as high priority for alignment because of their impact on students, including work in financial aid and intake processes.

The Seattle Colleges District and Seattle Central College will conduct searches for multiple leadership positions in the coming years, including District Chancellor, President, Executive Vice President for Instruction and Planning, Vice President for Student Services, and multiple dean positions. These vacant positions are currently being filled by exceptionally dedicated employees, many of whom are serving in multiple roles at college.

EVALUATING DEGREE AND COURSE OFFERINGS

The college will continue to evaluate our mix of degree offerings to ensure that we are serving community needs and maintaining financial stability. The college has plans to add degree programs, including a Bachelor of Science in Nursing. The college will also consider changes to existing degrees and programs, including pursuing long-term funding sources and external partnerships to support high-cost programs.

The college vastly increased online and hybrid course offerings over the last two years, a change that was embraced by students and faculty alike. As Seattle Central resumes in-person operations, we are adapting course schedules to meet student preferences and needs for face-to-face, hybrid, and online courses.

GUIDED PATHWAYS

Guided Pathways is Seattle Central College's approach to eliminating systemic barriers to students, reducing equity gaps, and increasing student success and completion. For 2022-2023, we have identified four priority areas to improve student outcomes: exploratory experiences, math and English placement, program mapping, and intake and onboarding. The projects under these priorities aim to help students see early success in their college careers by finding an area of study that fits their interest, enroll in classes with ease, choose the appropriate math and English classes, and chart a course plan for their studies.

SUPPORTING BASIC & TRANSITIONAL STUDIES STUDENTS

Our Basic and Transitional Studies Division was recently awarded AANAPISI and College Spark Grants, which will allow them to revise curricula and support students as they transition to college-level coursework.

The five-year AANAPISI Grant will improve and expand capacity to serve and meet the needs of Asian American and Native American Pacific Islander (AANAPI) and low-income students. Seattle Central will create a first-year program; provide peer mentoring, tutoring, career services, and work-based learning; and provide professional development for faculty and staff. Seattle Central College's AANAPISI program seeks to increase the number of AANAPI students who transition from Basic and Transitional Studies programs to college-level programs, increase student success in courses and programs, and create a stronger sense of belonging and community among students.

The College Spark Grant will implement inclusive and culturally responsive curricula in Adult Basic Education, English as a Second Language, high school completion, and GED programs. Students will work alongside faculty of color to guide the division through professional development about anti-racist teaching practices, course materials, and course learning outcomes. The goal of this student-centered work is to better serve BIPOC students in the Basic and Transitional Studies Division and increase the number of BTS students who transition to college-level courses after one year. The work done through the College Spark grant will provide a valuable model for centering students in the work of the college.

The work being done in the Basic and Transitional Studies Division demonstrates the college's commitment to developing an inclusive learning environment where students can thrive. Improvements in the Basic and Transitional Studies will lead to college-wide improvements.

PARTNERSHIP PROGRAMS

Seattle Central College has community partnerships that contribute to increasing student success, retention, completion, job placement and student satisfaction. Over the next few years, Seattle Central College will continue to develop and strengthen these partnerships.

Seattle Promise, a district partnership with Seattle Public Schools and the City of Seattle, puts higher education within reach by providing free tuition for graduates of Seattle Public Schools, equity scholarships to help students pay for education-related expenses, and specialized student support and advising. Seattle Promise has grown steadily since its inception in fall 2018, from approximately 230 students enrolled district-wide in the first year to approximately 1,100 in fall 2021. Seattle Promise closely aligns with Seattle Central's value of providing "accessibility for all learners" as well as our commitment to provide personalized support to help students reach their goals.

The Umoja Scholars Program is a new partnership that enhances the cultural and educational experiences of African American and other students. Students in the program take courses designed based on the Umoja Community's 18 Core Practices and receive advising, counseling, and leadership and networking opportunities. Faculty in the Umoja program complete the Umoja University Faculty Institute where they "gain an understanding of African-centered praxis through critical examination, collective engagement, and identifying effective strategies to transform the teaching and learning experience into one that contributes to the illumination of Black students' intellect." The Umoja program exemplifies the way Seattle Central is transforming student success with racial equity and community at our core. Umoja students and faculty will experience an enhanced cultural and educational programming aimed at increasing well-being, feelings of belonging, and, ultimately, student success.

A number of our partnership programs serve smaller groups of students with particular interests and goals. These partnerships exemplify Central's approach to using external partnerships to achieve our student success goals and improve financial stability through external funding. Examples of these include:

- The Academy of Rising Educators, a partnership with Seattle University, City University and Seattle Public Schools that prepares teachers with the goal of increasing the number of teachers of color in Washington schools.
- The Housing & Social Services Provider Certificate, a 25-credit stackable certificate program offered in conjunction with Catholic Community Services. The certificate provides basic and foundational concepts and skills to current providers in the housing and social service sector.
- Mathematics, Engineering, Science Achievement (MESA) supports historically underrepresented students who plan to transfer into a STEM field at a 4-year institution. The program offers Academic Excellence Workshops, career exploration services, transfer assistance, and a student lounge where students can meet with tutors, study, and connect with other students.
- Springboard 8, a partnership with Slalom Consulting that seeks to help Black male students complete college degrees while building academic and professional networks.
- The Technical Theatre for Social Justic Emphasis, a partnership with Intiman Theatre that trains students in technical theatre and film elements alongside topics of equity and social justice.
- Year Up, a 23-week program that provides tuition support, stipends, and internships to students as they study in the fields of software development, testing, or IT support.

This report has outlined some of the steps that Seattle Central College will take in the next few years to achieve mission fulfillment. Additional projects and initiatives that contribute to progress on mission fulfillment indicators are listed in Appendix M.

CONCLUSION

The Seattle Central community is united in our pursuit of student success and organizational excellence. Our mission fulfillment framework reflects our commitment to racial equity and seamlessly connects to the meaningful work we are doing to improve student success. In the coming years, we look forward to engaging in deep discussions about the work being done in all areas of the college to achieve mission fulfillment.

Section 5: Addendum

Seattle Central College has four outstanding recommendations from the NWCCU. The section below outlines each recommendation and describes the actions taken to address them.

RECOMMENDATION 1 (SPRING 2021)

> The Commission recommends that Seattle Central College fully implement student learning outcomes assessment across all degrees and programs (including general education learning outcomes). Use assessment results to inform academic and learning-support planning and practices to continuously improve student learning outcomes. (2020 Standard(s) 1.C.5;1.C.6;1.C.7)

Implementation of Ensure Learning

Ensure Learning is Seattle Central College's approach to ensuring that students are gaining the skills we have promised them through our course, program, and college-wide learning outcomes. Faculty on the Instructional Assessment and Program Review Committees developed and piloted Ensure Learning during the 2020-2021 academic year as documented in the ad hoc report submitted on October 25, 2021.

Ensure Learning was introduced to the college community through several campus-wide events during the 2021-2022 academic year. The Chair of the Instructional Assessment Committee hosted two breakout sessions about Ensure Learning during our President's Day program on September 23, 2021. These sessions introduced the Ensure Learning process and explained the guiding principles behind the redesign of Seattle Central's assessment system. Following these information sessions, the Chair of the Instructional Assessment Committee met with Faculty Program Coordinators to answer questions and invite them to partner with the Instructional Assessment and Program Review Committees by communicating with their colleagues about the new process.

The Instructional Assessment and Program Review Committees then hosted an Ensure Learning Event on October 22nd, 2021 to introduce Ensure Learning to a wider audience of faculty, explain the purpose of assessing student learning outcomes and detail the steps of the Ensure Learning Process. The event included a panel presentation in which faculty in a variety of disciplines shared how they ensure that students are learning in their courses and programs. In the last hour of the event, faculty were encouraged to meet in departmental groups to create their own plans to participate in Ensure Learning.

An Ensure Learning Training Program, hosted on Canvas, was released on October 22nd, 2021. The training program covers the purpose of Ensure Learning, the process, the use of results, approaches to assessing student learning outcomes, and equitable assessment practices. The Canvas site provides links to Ensure Learning Reporting forms and due dates. Moving forward, the Canvas Training Program will also be a space to share assessment work being done across the college. Faculty who complete the Ensure Learning Training Program are eligible to receive credits towards the Equity in Practice Program, a 30-hour professional development program for Seattle Central College Employees.

The Instructional Assessment and Program Review Committees recognized that faculty need time to engage in Ensure Learning. The college agreed to support this work through the creation of regular Ensure Learning Events for faculty to learn about assessment and engage in discussions about assessments of student learning outcomes with colleagues. The college further supports part-time faculty who engage in Ensure Learning work by providing stipends for their participation in the Ensure Learning process and in Ensure Learning Events.

Participation in Ensure Learning

Since the spring of 2021, 77 faculty members, including 24 part time faculty, have submitted Ensure Learning Reports. 21 faculty have participated in facilitated Ensure Learning discussions. 87 courses and 107 course sections have been assessed, representing a total of 1,947 enrolled students.

Ensure Learning has been well-received by faculty, who have shared that the process is meaningful and less burdensome than our previous assessment process.

> *"The conversation we had, prompted by this Ensure Learning Process, was the most enriching, meaningful assessment we have done as a group. This sentiment was unanimous among all the participating librarians." Alyssa Jocson-Porter, Librarian*

> *"This is surely a worthwhile process. It is always enlightening to look at specific assignments and how they can be more effective learning tools, and so that our courses don't become stale, continuing to change with the times. The meeting in which we met instructors of other disciplines was very informative and provided a fantastic perspective on assignment assessment. The meeting was expertly run, the discussion was guided skillfully, and helpful, encouraging feedback was provided." Yuka Sasaki, Music faculty*

> *"I think this is a great improvement! The old model was more burdensome, and it became too easy to talk about assessment every three years and then forget to implement our ideas as a department and as an individual faculty member." John Wiseley, Biology*

Moving forward, the Instructional Assessment and Program Review Committees aim to engage more faculty in Ensure Learning by implementing a liaison system. As departmental liaisons, committee members will communicate with faculty to answer questions and support them as they create Ensure Learning plans.

Using Ensure Learning Results

The Ensure Learning Process yields quantitative and qualitative data that are used to begin conversations at the college at various levels.

Quantitative results of the Ensure Learning process are available in the Ensure Learning Dashboard, The dashboard displays the number of students who have been assessed on each college-wide and program learning outcome, the number of course sections that assessed each outcome, and the percentage of students who demonstrated success on each outcome. The data can be filtered by academic program and course prefix, allowing faculty to ensure that students in every program are successfully achieving the learning outcomes.

Qualitative results are gathered from the reflective questions on the Ensure Learning Report. The Instructional Assessment and Program Review Committees review faculty responses to these questions to identify themes.

Quantitative and Qualitative results are compiled in an annual report of Ensure Learning Results (Appendix N). Results are shared annually with curriculum committees, the CCC+, instructional deans, the Vice President of Instruction, College Council, the Accreditation Steering Committee, and other constituents as needed.

Instructor/Course Level Improvements

Faculty used the results of their assessments of student learning outcomes to inform pedagogical and curricular change. During 2021-2022, 74% of all Ensure Learning Reports included an improvement that faculty believe improved student learning. These improvements include:

- Created/adopted new course materials
- Made a pedagogical change
- Increased flexibility for students
- Improved assignment instructions
- Revised assignment
- Improved/increased communication with students
- Applied content to students' lives/the world

81% of respondents identified improvements they could make in the future. The most common were:
- Modify the assignment
- Improve/increase communication with students
- Make a pedagogical change
- Increase interaction/involvement among students

82% of respondents identified opportunities to improve their courses or programs, including:
- Revise course materials/assignments
- Return to face-to-face/hybrid modality
- Add or remove a skill/concept to the curriculum
- Increase time spent on topic/skill

Faculty who identify potential improvements are asked to assess learning outcomes again after making changes to determine whether the changes improved student learning.

Department Level Improvements

Beginning in 2022, faculty reflect on their Ensure Learning Results during the annual Fall Ensure Learning Event. Each academic department will receive a report (see example in Appendix I) detailing their assessments of course, program, and college-wide learning outcomes.

As faculty review these data, they are encouraged to discuss these questions:
- Looking at these results, what are students doing well?
- How do courses in each department help students build the skills described in the college-wide learning outcomes?
- Which learning outcomes do we assess most and least often? Why?
- Are there learning outcomes that are difficult to assess? What ideas can we share about how we approach these learning outcomes in our courses?
- Do students have opportunities to show that they are achieving all the college-wide and program learning outcomes?
- Faculty at Seattle Central College have not created a shared definition of success for the college-wide learning outcomes. What does success in these outcomes look like?

The Instructional Assessment and Program Review Committees will collect summaries of departmental discussions via a simple form.

College-Level Improvements

Ensure Learning Results are shared with decision-making bodies at the college so that assessment results can be used to inform academic and learning-support planning and practices to continuously improve student learning outcomes. The Office of Institutional Research creates an annual report of Ensure Learning results ([Appendix N](#)) for review by the Instructional Assessment Committee, Program Review Committee, Curriculum Coordinating Council+ (CCC+), instructional deans, Professional Development Committee, College Council, and Accreditation Steering Committee.

During spring 2022, faculty in the Instructional Assessment and Program Review Committees reviewed and discussed the annual report of Ensure Learning Results and considered ways to help more faculty participate in the process. The group also noted that one of our college wide learning outcomes, Collaborate, was assessed much less often than our other college-wide learning outcomes. The committees considered reasons for this, including the challenges of creating opportunities for students to collaborate in remote instruction. The committee then reviewed results from an annual student survey in which students are asked to rate the extent to which their collective experiences at Seattle Central contributed to their knowledge, skills, and personal development in the skills described in our college wide learning outcomes. The committees noted that students consistently reported their experiences at Seattle Central College contributed more towards their skills in thinking, communicating and connecting and less towards collaborating. After reviewing the Ensure Learning and student survey responses, the Instructional Assessment and Program Review Committees decided to create an interdisciplinary community of faculty to focus on teaching and assessing Collaborate during the 2022-2023 academic year. This group will engage in a series of discussions about how to teach and assess this learning outcome.

The Curriculum Coordinating Council+ (CCC+) reviewed the quantitative and qualitative Ensure Learning results at their meeting on June 16, 2022. The council considered how the college could use the results to inform academic and learning-support planning and practices. The council discussed the subjectivity of the quantitative results and considered the value of building shared definitions of success for our college-wide learning outcomes. The council recommended connecting with other colleges to learn how they are approaching issues raised in the qualitative results. The council also identified constituents across the campus who could use the Ensure Learning results to make decisions, including the Professional Development Committee, eLearning, Student Services, and the Associated Student Council.

The Interim Associate Director of Assessment and Research met with eLearning to share faculty responses about limitations of online and hybrid courses, communications with students, and challenges and opportunities presented by changing of modalities.

Discussions with the Instructional Deans, eLearning, the Professional Development Committee, College Council, President's Cabinet, and the Accreditation Steering Committee will be held in fall 2022.

Ensure Learning provides valuable quantitative and qualitative information that can be used to make continuous improvements at the course, program, and college level. The college uses Ensure Learning Results to start conversations about teaching, learning, and student success.

Mission Fulfillment Metrics

Ensuring that students are learning is essential to fulfilling our mission to "prepare each student for success in life and work." For this reason, the Accreditation Steering Committee selected two mission fulfillment metrics related to assessments of student learning outcomes:

Indicator 6: Achievement of College Wide Learning Outcomes (Student Self-Assessments)

Seattle Central strives to include students in assessment in meaningful ways. We ask students whether they believe they have built the skills described in our College Wide Learning Outcomes statements to better understand their perspective of the skills they have gained in our courses and programs. Students' self-reports of their learning can be disaggregated by race and ethnicity, which allows us to ensure that our curriculum is meeting the needs of all students.

Students' self-assessments will be used in conjunction with faculty assessments of College Wide Learning Outcomes to begin conversations about how the College Wide Learning Outcomes are approached across the curriculum. If we find that student self-reflections of their learning do not align with faculty assessments, we will reflect on how and when faculty assess these skills. If student responses indicate that they have not had the opportunity to achieve the College Wide Learning Outcomes, we consider curricular changes to increase opportunities for students to build these skills.

Indicator 7: Achievement of College Wide Learning Outcomes (Faculty Assessments)

Our College Wide Learning Outcomes describe skills that Seattle Central students will build as they progress through their academic programs. Students gradually build on these skills as they apply them to different topics and tasks throughout their programs of study. Faculty document student achievement of College Wide Learning Outcomes through Ensure Learning. These assessments of student learning outcomes are snapshots of student learning at one point in time. They do not represent the final state of students' abilities. Faculty use learning outcomes assessment results in combination with qualitative reflections of student learning to inform pedagogical and curricular improvements.

The college reviews Ensure Learning results to ensure that students have opportunities to build the skills described by the College Wide Learning Outcomes throughout the curriculum. Faculty curriculum committees use these results to start conversations about how the College Wide Learning Outcomes are approached and assessed throughout the curriculum. The results are compared with students' self-reports of achievement of the College Wide Learning Outcomes (Indicator 7).

Including student learning outcomes assessments in our mission fulfilment metrics ensures that the college will regularly engage in discussions about student learning outcomes assessments to identify opportunities to improve, both in the classroom and through learning support practices.

Student Success Dashboard

Seattle Central College is further able to use the results of student learning outcomes assessments to inform decisions through the Student Success Dashboard. The Student Success Dashboard provides information about enrollment and student success in courses. These data can be disaggregated by race, ethnicity, gender, and participation in various programs, including Running Start and International Programs. Though the Student Success Dashboard does not include direct assessments of student learning outcomes, it does provide some indication of student achievement of learning outcomes because student grades are closely connected to a students' achievement of course learning outcomes.

The Executive Director of Institutional Effectiveness released a preliminary Student Success Dashboard during the 2020-2021 academic year. The Office of Institutional Effectiveness gathered feedback on the dashboard while the Curriculum Coordinating Council+ developed a statement regarding the purposes and uses of the dashboard. The current version of the Student Success Dashboard was released in winter 2022. It is updated quarterly and is available to all faculty, staff, and administrators who complete an in person, virtual, or online training that teaches users to navigate the dashboard and approach data with a strength-based mindset.

Faculty reflect on student success data in the Student Success Dashboard during Guided Pathways Program Mapping Retreats. These data are used to begin conversations about course sequencing, racial equity, and ways the college can better support students in their classes. Faculty are encouraged to continue having these conversations by periodically reviewing student success data as part of the revised Program Review process (Appendix H).

The Student Success Dashboard is also used to identify Strategic Courses, courses that are required for students to earn a degree and in which the success rate is lower than average either for all students or for African American/Black men in particular. Many strategic courses require students to gain competency and skills in challenging concepts. Reviewing Strategic Courses provides opportunities for the college to consider how to best support students in these challenging courses.

The Office of Institutional Effectiveness publishes a list of Strategic Courses every fall. Faculty are encouraged to review their Strategic Courses during the annual program review and consider ways that the campus community can better support students in these courses.

During 2021-2022, faculty teaching Strategic Courses had opportunities to apply for a Strategic Course Grant to complete a small-scale project with the goal of improving student success in their courses. Faculty used these grants for the following projects:

- Accounting and Economics faculty worked with student services representatives to create an early alert system for students through Starfish. The early alert system provided feedback to students on their progress very early in the quarter, allowing them to get needed support early in the quarter
- English and Library faculty created course materials to improve instruction of their learning outcome to "understand how power shapes which sources and voices are amplified and how to rebalance power by incorporating marginalized sources and voices into students' compositions"
- Psychology faculty included content about how psychologists are studying race and trying to "do better" in their Introduction to Psychology course
- Psychology faculty built review opportunities into their curriculum to help students prepare for assessments in their Lifespan Development course.

Conclusion

In response to Recommendation 1 (Spring 2021), Seattle Central College has fully implemented student learning outcomes assessment across degrees and programs (including general education learning outcomes) by:

- Introducing the Ensure Learning process to the campus community
- Training faculty to assess student learning outcomes through Ensure Learning
- Hosting Ensure Learning Discussions among faculty
- Paying stipends to part time faculty members who complete assessment work
- Creating annual Ensure Learning Gatherings to provide opportunities for faculty to reflect on assessment results and make assessment plans

Seattle Central College is using assessment results to inform academic and learning-support planning and practices to continuously improve student learning outcomes by:

- Including student learning outcomes assessments as mission fulfillment metrics
- Regularly discussing the results of student learning outcomes assessments with decision-making groups on campus
- Providing student success data to faculty, staff, and administrators through the Student Success Dashboard

- Training employees to interpret and use student success data with a strength-based mindset
- Publishing a list of Strategic Courses for Success to allow the college community to focus on courses where we have the most opportunity to improve student success.

Seattle Central College looks forward to building on the work we have done over the last two years to build a culture of assessment for the purpose of continuous improvement. We hope to increase faculty participation in Ensure Learning and facilitate many more conversations about student success with all members of our college community.

RECOMMENDATION 1 (FALL 2019)

The Commission recommends that Seattle Central College continue to refine indicators of achievement so they are relevant, meaningful, and reflect the actual work being done on campus to fulfill the College mission. (2020 Standards: 1.B.2)

In our previous accreditation cycle, Seattle Central reported on 68 indicators of achievement of four Core Themes: Responsive Teaching and Learning, Catalyst for Success and Opportunities, Diversity in Action, and Community Engagement. In the 2019 visit, peer evaluators noted that the college had too many indicators. Seattle Central had 68 indicators to document progress on the excellent work being done in all areas of the college. These indicators showcased the breadth of work being done across the college, but the college struggled to use the large number of indicators to inform improvements. Additionally, the large number of indicators were difficult to track and review in a timely and meaningful way.

The peer evaluators also noted that some of our indicators no longer aligned with college work and values. For example, one indicator measured the "increase in number of...courses meeting new criteria requiring alignment to college-wide student learning outcomes and program learning outcomes." This indicator was established shortly after the college began requiring that course revisions include alignments between course, program, and college wide learning outcomes. By 2019, most courses at Seattle Central had been revised to include the outcome alignments, and this indicator was no longer a meaningful reflection of our mission. A few indicators measured progress on initiatives in which the college was no longer actively engaged. For example, two indicators measured steps taken towards an assessment process that was no longer in use due to technological barriers. In short, Seattle Central had created mission fulfillment indicators that were too closely tied to specific approaches and initiatives and not focused on our ultimate goals of student success. We needed a different approach.

In creating our current indicators of achievement, we aligned indicators to the long-term goals in our strategic and operational plans and Guided Pathways, the frameworks that shape the work of the college. As a result, we reduced the number of indicators from 68 to 13, allowing deeper examination of disaggregated data to identify and respond to equity concerns as we track our progress towards these goals. Our chosen indicators relate to the impact of our work rather than steps taken towards specific initiatives. This set of indicators reflects the outcomes of the work being done collaboratively across the college to improve systems, rather than focusing on outputs. Employees will no longer see their day-to-day work quantified in our mission fulfilment indicators, but they will see how their work, alongside the work of others, contributes to progress on student success and organizational excellence indicators.

Our indicators serve as a "temperature check" for the college that we will regularly review to determine whether the actions we are taking are resulting in increased student success and organizational excellence. When indicators reveal areas of need, we will collect additional information to better understand issues and we will work as a campus community to find and implement solutions.

Accreditation Steering Committee

The current Accreditation Steering Committee was formed in fall 2021. Committee members were carefully chosen to represent all areas of the college, with the plan to engage the group for their expertise and dedication to the mission. This representative body meets twice per quarter to discuss accreditation-related issues, inform decisions, and review the college's progress in comparison with comparison institutions. The group is led by the Accreditation Planning Committee, a smaller group that meets monthly to review the steering committee's recommendations and plan steering committee meetings.

The Accreditation Steering Committee communicates and consults with groups and individuals across the college community. The committee invites those with areas of expertise to join discussions in Accreditation Steering Committee meetings. The Planning Committee also visits faculty and staff meetings across campus to communicate accreditation-related decisions and receive input from a wide range of constituents. Over the last year, the Planning Committee has met with College Council, The Curriculum Coordinating Council+, the President's Cabinet, Instructional Deans, Student Services, and Math and English faculty. These discussions helped familiarize the college community with our mission fulfillment framework.

Mission Fulfillment Framework

In fall 2021, the Accreditation Steering Committee identified student learning and achievement indicators for our Mission Fulfillment Framework. The Steering Committee reviewed and discussed the existing indicators for our Strategic Plan, Guided Pathways, and Title III grants. The Planning Committee reviewed the committee's discussion and drafted a set of 13 mission fulfillment indicators. The Planning Committee gathered feedback from additional groups on campus, including College Council, the Curriculum Coordinating Council+, Instructional Deans, Student Services Leaders, and Math and English faculty before finalizing the Mission Fulfilment Framework. This process resulted in the set of indicators that we will use going forward.

Currently, we have 13 indicators: 8 that focus on student achievement and learning, and 5 that focus on organizational excellence. Where appropriate, we have aligned the mission fulfillment indicators and targets with those used in the Seattle Colleges Strategic Plan and with Pathways and Title III work.

The indicators, listed in Appendix B, were chosen to reflect and monitor overall institutional health and progress on our Mission and the goals laid out in our Operational Plan. These indicators are intentionally high-level to provide an overall picture of progress. Where necessary, the Accreditation Steering Committee, in partnership with other groups on campus (e.g., College Council, Executive Leadership), will gather additional quantitative and qualitative data to explore the "why's" of the data.

Seattle Central College infuses equity at every level of our work. To reflect this approach, we have chosen to disaggregate all student level data by student characteristics (e.g., race, ethnicity, first-generation, student type) as appropriate and available. Further, we are using disaggregated data by race and ethnicity to determine our level of progress towards meeting our targets to ensure that we are focusing on equitable outcomes for all students through our student success work.

Conclusion

Seattle Central College has refined our indicators of achievement so that they are closely aligned to our goals and the work that we are doing to improve student success and organizational excellence. Our revised indicators reflect progress to our ultimate mission of preparing students for "success in life and work" and serve to ensure that we are focusing on progress towards our end-goals. Furthermore, a reduced number of indicators allows the Accreditation Steering Committee and the campus community to review data in a timely manner to assess our progress, facilitating real-time decision making and planning. The college will regularly review disaggregated data for our thirteen indicators to identify equity issues and have meaningful discussions about how the college community is contributing to our shared goals.

RECOMMENDATION 2 (FALL 2019)

The Northwest Commission recommends that Seattle Central College improve student and stakeholder's accessibility to expected learning outcomes, required course sequences, and the names, titles, degrees held, and conferring institutions for administrators and full-time faculty. (2020 Standards: 2.G.2)

The Seattle Colleges district publishes biannual college catalogs that serve all three colleges in the district. The catalog is maintained by the Seattle Colleges District by the Associate Vice Chancellor for Communications and Strategic Initiatives. At the time of Seattle Central College's 2019 site-visit, the district was experiencing a delay in publishing the 2019-2020 catalog, with the result that the 2019-2020 catalog was not yet available through the college website or in print. The 2019-2020 catalog was published to the Seattle Colleges website in fall 2019, shortly after the site visit.

Students can access the current academic catalog via the Seattle Colleges District website and on the Seattle Central College website. The catalog contains:

- Each college's mission/vision/values
- Degrees offered
- Learning outcomes
- Course sequences
- Enrollment and funding information
- Graduation requirements
- Grading and transcript policies
- Student conduct, rights, and responsibilities
- Course descriptions
- Information about administrators and faculty, including names, titles, degrees held, and conferring institutions
- Academic calendar

Students will also be able to easily access much of this information through new program pathway pages on our website. Program pathway pages include learning outcomes, course sequences, quarterly to-do lists, career and educational opportunities, and tuition fees. The Seattle Central College website currently includes program pathway pages for all concentrations in the Associate of Arts, Associate of Business, Associate of Science-Track 1, and Associate of Science-Track 2 degrees. Professional technical programs will develop program pathway pages during the 2022-2023 academic year.

Seattle Central College provides current, detailed program information to students through our college catalog and our website in accordance with NWCCU 2020 standard 2.G.2.

RECOMMENDATION 3 (FALL 2019)

The Northwest Commission recommends that Seattle Central College systematically evaluate and provide effective orientation and academic advising to students. Advising should be timely, useful, and accurate. Academic, transfer, and graduation requirements must be provided and easily located. (2020 Standards: 1.C.3, 1.C.4, 2.G.6)

Over the last two years, Seattle Central College has used the Guided Pathways framework to redesign advising services at Seattle Central to provide students with timely, helpful, and accurate academic advising. Additionally, we used the Guided Pathways framework to overhaul New Student Orientation (NSO). This report documents improvements made to better serve students in both areas.

Reorganization of Advising Services

Advising and Career Services redesigned their department to improve student support and success. Particularly for first-generation students, students of color, and students from historically underrepresented communities. This project involved moving advisors in academic departments on campus into the Advising Department, developing advising processes, revising systems, and integrating support for staff and students. Additionally, Advising and Career Services developed comprehensive advising training for the initial onboarding of advisors. Finally, the department changed its name from Academic Planning and Career Services to Advising and Career Services to clarify the support the department provides to students and the campus community.

Before the redesign, the Academic Planning and Career Services Department consisted of five centers: the Career Education Center, Cooperative Education and Service-Learning, the Transfer Center, the Academic Planning Center, and Seattle Promise. The overall caseload for each advisor consisted of 800–1,000 students, with an active caseload of 500-600 students. There was no consistency with advising, as various areas were advising different student cohorts and not collaborating to clearly define their specific areas of support and ways they could help one another. For example, students were not always sure when they should speak to an Area of Study Advisor, Exploratory Advisor, or Faculty Counselor. This lack of collaboration amongst the various advising areas confused the greater campus community and students, as there was uncertainty about which offices to refer students to for support.

The Academic Planning and Career Services Department leadership worked with staff in the area (department director, assistant directors, advisors, and program coordinators) to streamline advising services at Seattle Central. They reorganized advising services, changed reporting duties and departments, and revised job titles and descriptions. These changes have improved staff collaboration and helped students understand who to contact for support.

The following departments were re-organized and re-named to promote a greater understanding of the services offered and increase support for students and staff:
- Academic Planning and Career Services and the Transfer Center were integrated and renamed the Advising and Transfer Center.
- The Career Education Center is now called the First-Year and Career Services Center.
- Alternative Programs and Cooperative Education integrated into the First-Year and Career Services Center.

The redesign of Advising and Career Services expanded support for students, reduced advisors' caseloads, and provided more capacity to develop systems and practices that support students and the campus community. Since the redesign we have:

- Reduced overall advisor caseloads and active student caseloads from 500-600 to 150-300 students
- Increased advising staff for the Advising area by:
  - Hiring three core advisors with Guided Pathways funding.
  - Integrated two specialists from Social & Human Services and Applied Behavioral Sciences into the Advising Department.
  - Integrated the Running Start Center into the Advising Department.
  - Moved Alternative Programs completely into the First-Year and Career Services Center.
  - Expanded the role of the Manager of Cooperative Education to offer academic advising and guidance to students regarding internship and externship-related matters.

The advising redesign has allowed advisors to provide students with more timely, helpful, and accurate advice. In addition, with smaller caseloads, advisors have increased support for students. For example, all first-term students receive short-range educational plans each quarter, and advisors utilize proactive and intrusive advising principles to support student success. The redesign has also fostered greater collaboration between department staff and the campus community. As a result, advisors can better help and are working with the college community on several projects to increase student success. One of these projects involved collaborating with faculty to develop online Program Pathway Maps. Pathway maps provide information about academic programs, degree and transfer requirements, future career and educational opportunities, and sample course schedules. Though Pathway Maps are not intended to replace academic advising, they provide easy access to academic, transfer, and graduation requirements.

Other projects advisors have worked on include:
- Evaluating systems to remove barriers that impact student success
- Developing projects for First-Year Experience (FYE)
- Clarifying roles with faculty counselors on individual areas of support, particularly with the First Year and Career Services Center
- Providing advising support for Springboard8 students

Moving forward, Advising and Career Services will further support students by creating short-range educational plans (0-45 credits) for all students in quarterly cohorts. The department will also improve advising services by developing an Advising Policy Manual and Advising Training Course on Canvas. Additionally, we will collaborate with campus partners such as TRIO, Seattle Promise, International Programs, and Umoja by supporting the onboarding of staff, where applicable, who work closely with our Advising department.

Changes in Advising and Career Services have improved student access to advising services. The department's reorganization has made it easier for students to locate the services they need while increasing opportunities for collaboration among advisors. In addition, by redesigning and hiring additional staff, the department has reduced advisors' overall and active student caseloads and enabled advisors to provide timely, supportive, and accurate advising support.

New Student Orientation

Prior to the start of remote operations in March 2020, Seattle Central offered a New Student Orientation (NSO) that included system activation support, a campus tour, and a presentation regarding programs and degrees, financial aid information, and advising. Students received hands-on support to activate necessary student accounts and had opportunities to participate in group advising. NSO was offered in-person and online. The online orientation was most popular with students, and 60-80% of students chose the online option. Though the online orientation included similar content, technological constraints limited our ability to update information, leaving SCC with an outdated NSO that was not relevant to the changing needs of students or the institution. Beginning in winter 2020, NSO has been offered exclusively online due to the move to remote operations.

Seattle Central students do not feel well-supported with the current NSO. In the 2021 annual student survey, only 59% of students found NSO at SCC to be satisfactory. In the 2022 annual survey, 61% of students who attended NSO rated it as satisfactory. The college plans to increase student satisfaction with NSO to 68% over the next five years. This will be accomplished through a complete redesign and implementation of in-person and fully interactive online orientation programs.

Seattle Central College (SCC) is working with North and South Seattle Colleges to align New Student Orientation (NSO) across the Seattle Colleges District. At Seattle Central, this project is led by Title III Director, Julie Randall, Assistant Director of First-Year and Career Services, Talia Greenberg, and Chelsea Hoffman, Admissions & Entry Specialist.

Seattle Central began the work of redesigning NSO by engaging with students to learn about their needs and desires. Students enthusiastically shared how they envisioned NSO. Here are a few of the ideas they presented:

> *"What if it was a hybrid process, different components that happen online, and others on campus, like other colleges have college weekends."*

> *"I think for us it should be about how to adjust to life as a student (like the class, college survival skills)"*

> *"sharing the underlying expectations of all your classes: like being present and participating in your classes, explaining plagiarism and other academic no-no's, transfer fairs, networking, expected behaviors."*

Through the engagement of students, Seattle Central has revised the definition, purpose, and outcomes of New Student Orientation:

Definition: New Student Orientation (NSO) is a program designed to welcome, celebrate, and connect new students with college community, services, and support. NSO is attended online or in-person by new students prior to the start of their first quarter.

Purpose: The intent of NSO is to provide new students with the tools necessary to succeed at Seattle Central. Ideally, this will be achieved through interactive, engaging, and accessible experiences that foster a sense of belonging and community for SCC students.

Outcomes:
1. Students will be oriented to the Areas of Study offered at Seattle Central.
2. Students will gain knowledge of student resources and know how to access them.
3. Students will build connections with peers, staff, and faculty.
4. Students will learn about extracurricular activities on campus to help them gain a sense of belonging in the SCC community.

To implement the New Student Orientation Outcomes, in addition to building a comprehensive First Year Experience, Seattle Central has assembled a cross-functional 13-person workgroup, representing nine departments. The group prioritized redesigning NSO and has created an aggressive timeline to launch an in-person orientation in September 2022, in addition to four registration/enrollment events.

Seattle Central student and staff feedback, paired with First Year Experience (FYE) research, indicates a need for a strong online New Student Orientation for equity and accessibility reasons. The online version will be built in Canvas to allow flexibility and adaptability as changes are needed. The objective is to encourage all newly matriculated students to attend the in-person orientation, with the online orientation framed as a supplemental experience that all students will be able to access.

We anticipate challenges due to Seattle Central's enrollment patterns. Typically, students enroll close to the first day of classes, not allowing sufficient time to communicate about NSO. Seattle Central has developed a communication plan with the Entry Specialists, Advising, Information Central and other student support service areas, to communicate with students about NSO.

Although the initial NSO redesign is financially supported by a Title III grant, moving forward, the college will need to identify funding to scale and update NSO, compensate faculty who support NSO, and provide swag for students to help inspire school spirit and a sense of belonging.

Seattle Central's revised NSO will provide students with resources and information to help them succeed at college and reach their goals. The new process will be accessible, interactive and engaging, and foster a sense of belonging and community for SCC students.

Conclusion

This report highlights the valuable work done to provide effective orientation and academic advising to students at Seattle Central. The college has collaborated with other colleges in the district to develop an accessible, student-centered New Student Orientation that provides students with the accurate information they need to reach their academic goals. The Advising and Career Services Department has increased advisors' capacity to serve students by reducing advisors' overall and active student caseloads and developing systems and processes to improve student and staff experiences. The changes made to NSO and Advising and Career Services will contribute to improved student success, persistence, and program completion rates.

APPENDIX

APPENDIX A: BLACK SOLIDARITY THINK TANK FRAMEWORK
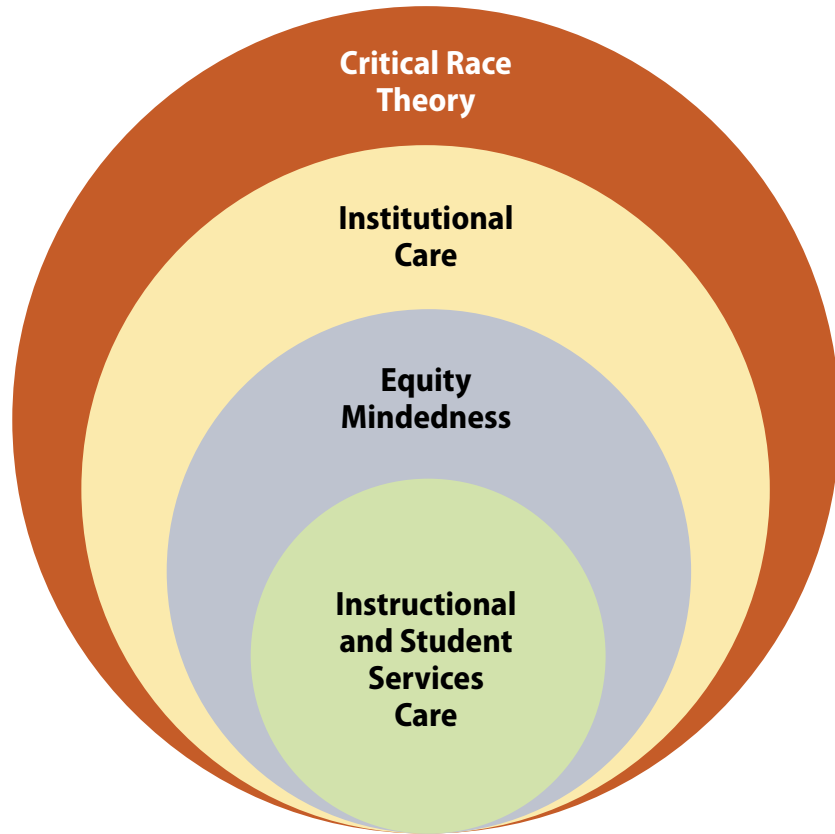
Critical Race Theory	Institutional Care	Equity Mindedness	Instruction and Student Services Care
Counter Storytelling	Adaptive Leadership	Healing Informed Pedagogy	Community of Cultural Wealth
Permanence of Racism	10-Point Plan for Black Campus Community	Othermothering	Harris III & Wood Student Services & Teaching Practices
Whiteness as Property	District EDI Plan		
Interest Convergence	Racial Equity Framework	Otherfathering	HBCU Institutional Vision
Critique of Liberalism	Restorative Policies		

APPENDIX B: MISSION FULFILLMENT INDICATORS

Seattle Central College's mission fulfillment indicators focus on Student Success and Organizational Excellence.

Student Success Indicators

1. **Student Satisfaction**

   Seattle Central College exists to serve students, and their feedback is meaningful to us. This metric measures student survey responses to the following questions:
   - How would you evaluate your overall educational experience at this college?
   - What is your overall satisfaction with your experience at Seattle College?

   We will use this metric to measure student satisfaction in combination with qualitative information from student surveys and focus groups. We are using the target set by the Seattle Colleges Strategic Plan.

2. **Fall-Winter Retention**

   Student retention is an important sign that students are satisfied and making progress towards their goals. We focus on fall to winter retention rates because this metric is also used by Guided Pathways and our Title III grant. We are using the target set by the Title III grant.

3. **Four-Year Completion Rate**

   The four-year completion rate measures the percentage of students who complete any degree within four years of beginning a program at Seattle Central, including students who complete their degrees at another institution. Completion rates tell us the percentage of students who are successfully reaching their stated goals. This metric is also used in Guided Pathways and Title III. We are using the target set by the Title III grant.

4. **Job-Placement Rate (professional/technical students only)**

   Most students enter professional technical programs with the goal of obtaining employment. This metric measures the percentage of students who are employed 9 months after completing a professional technical degree. We are using the target set by the Seattle Colleges Strategic Plan.

5. **College-Level Math in Year One**
6. **College-Level English in Year One**

   Indicators five and six align with the stated Guided Pathways Essential Practice: "the majority of students earn college-level English and degree math (the math required for their program of study) credit within one year of enrollment." Although these metrics are closely connected with the work of Math and English faculty, they also reflect a complex combination of services and resources across the college including advising, enrollment, counseling, tutoring and more. We will use this indicator to inform efforts to reduce barriers and support students as they progress through college-level Math and English. For Math in Year One, we are using the target set by the Seattle Colleges Strategic Plan. For English in Year One, we are using the target set by the Title III grant.

7. **Achievement of College Wide Learning Outcomes (Student Self-Assessments)**
8. **Achievement of College Wide Learning Outcomes (Faculty Assessments)**
    Indicators seven and eight document student achievement of our College Wide Learning Outcomes. For indicator seven, we ask students whether they believe they have built the skills described in our College Wide Learning Outcomes statements to better understand their perspective of the skills they have gained in our courses and programs. Student responses can be disaggregated by race and ethnicity, which allows us to ensure that our curriculum is meeting the needs of students across racial and ethnic groups. Indicator eight documents faculty assessments of College Wide Learning Outcomes through Ensure Learning. These assessments of student learning outcomes are snapshots of student learning at one point in time. They do not represent the final state of students' abilities.

    Students' self-assessments are used in conjunction with faculty assessments of College Wide Learning Outcomes to begin conversations about how the College Wide Learning Outcomes are approached across the curriculum. If we find that student self-reflections of their learning do not align with faculty assessments, we will reflect on how and when faculty assess these skills. If student responses indicate that they have not had the opportunity to achieve the College Wide Learning Outcomes, we consider curricular changes to increase opportunities for students to build these skills.

Organizational Excellence Indicators

9. **Cost per completions, Student Achievement Initiative (SAI) points, Full Time Equivalent Students, compared to state average**
    We will compare our cost per completions, cost per SAI points, and cost per FTEs to determine whether we are spending much less or much more than other colleges in the state system. The purpose of these metrics is not to reduce costs, but to gauge our spending to make sure we are not under or overspending in relation to our peer colleagues. Excessive or insufficient spending indicates that our institutional and financial health needs to be reevaluated to ensure resources are being allocated to support student learning and achievement. We are using the target set by the Seattle Colleges Strategic Plan.

10. **AASHE STARS Points (Associate of Advancement of Sustainability of Higher Education)**
    The Sustainably Tracking Assessment & Rating System™ (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. Seattle Central earns STARS points for including sustainability in our curriculum and for building sustainable practices in our operations, planning and administration, and leadership. We included this metric because we value sustainability. We are using the target set by the Seattle Colleges Strategic Plan.

11. **Conversion Rates (applicants to enrollments)**
    This metric tells us what percentage of applicants enroll in the college from January to October in one year. This metric is a broad indicator that we have a smooth, student-centered onboarding process, and a healthy enrollment pipeline. We are using the target set by the Seattle Colleges Strategic Plan.

12. **Ethnic and Racial Diversity of faculty**
    Seattle Central College serves a diverse student population, and we want all levels of our staff to reflect our student body. We plan to increase the number of BIPOC faculty in order to better serve our students. Though this indicator is limited to faculty, we believe our college is more effective at serving our students when BIPOC voices are heard at all levels of the institution. We are using the target set by the Seattle Colleges Strategic Plan.

13. Staff and faculty satisfaction: Employee Satisfaction

Seattle Central College has the best employees. The talented people in this community are passionate about serving our students and community well. Seattle Central College values the people who give their talents to this institution and recognizes that we need to invest in them to create an environment where all members of the community can thrive. We monitor employee satisfaction so that we can take action to support and retain the people who bring so much to our community.

This metric includes responses to this employee survey question: "What is your overall satisfaction with being an employee of Seattle Central College?" We will use this metric in combination with qualitative information from employee services and focus groups. We will disaggregate these data by race, ethnicity, and department so that we can identify areas of the college community where we can improve working conditions. We are using the target set by the Seattle Colleges Strategic Plan.

APPENDIX C: MISSION FULFILLMENT ANNUAL SCORECARD

Annually, data is compiled and shared with the Accreditation Steering Committee, President's Cabinet, and the campus community. Seattle Central's current progress towards our Mission Fulfillment is below. The disaggregated data used to determine progress ratings for the Student Success Indicators is shown in the Student Achievement Section of the Midcycle Report. Seattle Central College defines mission fulfillment as achieving or being within range of achieving targets for 10 of 13 indicators.

Currently, Seattle Central:

- Has achieved the target on three indicators
- Is within target range on four indicators
- Is out of target range on six indicators

In total, we have achieved or are within range of achieving the target on seven indicators. At this time, we have not met our mission.

Seattle Central Mission Fulfilment Progress Score Card – 2022

Student Success Metric	Indicator Target	Current Indicator Value	% of Target Met	Progress Rating	Criteria Met
Student Satisfaction	3.2	3.03	95%	Target Within Range	College-wide value is above 80% of target All disaggregated data is above 80% of target
Fall–Winter Retention	89%	75%	84%	Target Out of Range	College-wide value is above 80% of target Disaggregated data for Hispanic/Latino, Native Hawaiian and multiracial students is less than 80% of target
Completion Rate (Four-Year)	34%	25%	74%	Target Out of Range	College-wide value is less than 80% of target Disaggregated data for Asian, Black/African American, White and multiracial students is less than 80% of target
Job-Placement Rate (prof/tech students only)	85%	74%	87%	Target Within Range	College-wide value is above 80% of target All disaggregated data is above 80% of target[1]

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1   Excluded unreported race/ethnicity data

Student Success Metric	Indicator Target	Current Indicator Value	% of Target Met	Progress Rating	Criteria Met
College Level Math in Year 1	31%	26%	84%	Target Out of Range	College-wide value is above 80% of target Disaggregated data for Hispanic/Latino, Native Hawaiian, white and multiracial students is less than 80% of target
College Level English in Year 1	65%	46%	71%	Target Out of Range	College-wide value is less than 80% of target Disaggregated data for Hispanic/Latino, Native Hawaiian, white, and multiracial students is less than 80% of target
Students self-reporting meeting College Wide Learning Outcomes	66%	68%	103%	Target Achieved	College-wide value is above 100% of target All disaggregated data is above 80% of target
Students demonstrating success on College Wide Learning Outcomes	85%	92%	108%	Target Achieved	College-wide value is above 100% of target

Organizational Excellence Metrics

Organizational Excellence Metric	Indicator Target	Current Indicator Value	% of Target Met	Progress Rating	Criteria Met
% over/(under) state average on: (1) Cost per completions, (2) cost per SAI point, (3) Cost per FTEs	Be at or below state average	(1) 27% (2) 3% (3) 0%	(1) 27% (2) 3% (3) 0%	Target Out of Range	The first cost measure is 27% over the state average (For this metric, we want all cost measures to be 20% or under the state average)
AASHE STARS Points	59 pts	49.64 pts	84%	Target within Range	Current value is 80% of target
Conversion Rates (applicants to enrollments)	38%	24%	63%	Target Out of Range	Current value is less than 80% of target
Faculty of Color	33%	41%	124%	Target Achieved	Current value is above 100% of the target
Staff and faculty satisfaction: Employee Satisfaction	4	3.2	80%	Target within Range	Current value is 80% or target

APPENDIX D: PEER GROUP SELECTION PROCESS

Step 1: Steering Committee Brainstorm

In an Accreditation Steering Committee meeting on February 10th, 2022, the group used SCC's Framework to Center Racial Equity in Dialogue and Decision-Making to discuss the value of looking to other institutions, and to brainstorm criteria for selecting peer institutions and candidate institutions.

This discussion resulted in the understanding that looking to peer institution is most meaningful not to rank or judge our work at Central, but rather as a mechanism to learn about other schools and practices that are resulting in student success. The Steering Committee emphasized that to make use of comparison data, we also need to look at the context of our comparison institutions and the activities they are undertaking to achieve the results we see. We prioritized picking comparison institutions that are meaningful examples for us in the work they do, and we recognize that metrics alone won't tell us how they are making progress on building an antiracist institution.

Goal of using comparison institutions:
- Be proactive, and not reactive, by looking at peers to anticipate needs and learn valuable practices.
- Help prioritize work and resources in determining areas of growth and need.

The Steering Committee also brainstormed criteria that can be used to determine our regional and national comparisons. Including:
- Budget and economic criteria
  - Cost per student
  - Private/public
  - Cost of living/labor market
  - King County Comparison -- regionally similar, same labor market
- Regional comparison: colleges in areas with similar gentrification and economic dislocation
  - Similar demographic profile
- Similar distribution of working adult population and younger populations
- Pathways colleges
- Colleges that prioritize similar populations through their mission and metrics – including HBCUs and Indian Colleges
- Colleges that are doing radical, out of the box work
- Colleges with co-locations and satellite campuses
- Schools using different initiatives we are using or considering or programs we have:
  - block scheduling
  - Week zero
  - Umoja, AANAPISI, MESA
- Schools who are successful in closing equity gaps

Lastly, the group generated a number of suggested schools to consider more closely.
- Highline, Green River
- University of Colorado at Boulder – Pathways
- Front Range Community College, Boulder, CO
- Highline
- Olympic College—they use the equity & campus climate survey

- Lorraine College (New Jersey)
- Evergreen State College
- Tacoma
- Pierce Colleges (strong equity and anti-racist work)
- Seattle University
- Minneapolis College
- City College of San Francisco
- College of Philadelphia
- Portland Community College
- Amarillo College (Aspen Institute Rising Star)
- Broward College (Aspen Finalist with Distinction)
- San Antonio College (Aspen Institute Winner)
- Community College of Aurora
- San Diego Miramar College
- Valencia College

Step 2: Preliminary Data Collection & Review with Steering Committee

Based on Steering Committee's suggested criteria, the Interim Associate Director of Assessment and Research collected data on institution type, enrollment, student demographics, special programs and initiatives, funding sources/expenditures, and geographic/economic information for 12 regional colleges and 17 national colleges. The information was summarized in a spreadsheet and shared with the Steering Committee.

The information on the 29 candidate colleges was shared with the Accreditation Steering Committee during a meeting on March 2nd, 2022. During this meeting, the Steering Committee broke into two groups; one group discussed the regional colleges and the other discussed the national colleges. The groups narrowed down the choices by selecting schools that they considered "high priority" for inclusion. The schools rated as high priority for inclusion in this step were:
- Regional Comparisons: Highline College, Green River, College, Renton Technical College
- National Comparisons: Broward College, Community College of Aurora, Lorain County Community College, Portland Community College

Step 3: Consensus Building and Recommendation Making

The Accreditation Planning Committee reviewed the recommendations by the Steering Committee and largely agreed with the selections. Based on the Planning Committee's expertise and prior Steering Committee discussions, the Planning Committee asked the Steering Committee to reconsider Renton Technical College, Pierce College, North and South Seattle Colleges, City College of San Francisco, and Lawson Community College.

The Steering Committee was asked to come to a consensus on the suggested schools. This yielded a group of 8 comparison schools that together provide a meaningful sounding board for Seattle Central's student achievement metrics.

The recommended schools are:
- Regional Comparisons (3): Highline College, Green River, College, Pierce College
- National Comparisons (5): Broward College, Community College of Aurora, Lorain County Community College, Portland Community College, City College of San Francisco

Comparison Institution Recommendations:

Regional Comparisons
Green River Community College

Green River College, in Auburn, WA, is situated in the same King County metropolitan area as Seattle Central College. It serves a similar student population and offers a similar mix of college transfer and professional technical programs. The Accreditation Steering Committee noted that Green River College serves many young students and has strong Running Start program.

Highline College

Highline College is located in Des Moines, WA, a community that shares the same labor market as Seattle and has similar demographics. Highline College's student body is comparable to Seattle Central's, and the college offers similar degrees and student support programs, including AANAPISI, MESA, TRIO, and Umoja Scholars.

Pierce College

Pierce College has campuses in Lakewood and Puyallup, Washington. Pierce College is noted for its strong equity work. Pierce has recently received national recognition for progress made on student retention and completion and their commitment to equitable outcomes for students. Like Seattle Central, Pierce College is a recipient of the AANAPISI and College Spark grants. Pierce College was awarded the Aspen Prize Top 10 Award in 2021, an award given to "colleges with outstanding achievement in five critical areas: teaching and learning, certificate and degree completion, transfer and bachelor's attainment, workforce success, and equity for students of color and students from low-income backgrounds."

National Comparisons
Broward College

Broward College is a large college with 9 campuses in Fort Lauderdale, FL. Broward serves a diverse student body—27% of Broward's students are Black or African American and 27% are Hispanic or Latino/a/x. Broward College is a Pathways college. The college has been recognized for multiple awards, including the Aspen Prize Top 10, top regional college in the South. Diverse Issues in Higher Education ranked Broward College first in the nation for awarding degrees to Black and African American students.

Community College of Aurora

Community College of Aurora has two campuses—one in Aurora and one in Denver. Like Washington, Colorado draws in many out-of-state workers for its growing technology industry. The Colorado Department of Higher Education set a goal to decrease racial equity gaps in higher education. Community College of Aurora is a Guided Pathways College. They have recently used program mapping to create a more reliable course schedule, increased the number of students who take English and math in their first year, adopted inclusive hiring strategies to increase racial diversity of staff and faculty, and provided professional development on creating an inclusive campus and inclusive pedagogy.

Lorain County Community College

Lorain County Community College, in Elyria, OH, is a model for Seattle Central College's Guided Pathways Work. LCCC's work includes cohort-based learning programs, corequisite courses for developmental English and math, assigned advising, and success messaging for students.

Portland Community College

Portland Community College is a large college with four campuses in the Portland area and many smaller educational centers in communities near Portland. Portland Community College has been a model for racial equity work at Seattle Central. PCC is a Guided Pathways college that has similar initiatives to Seattle Central, including MESA, TRIO, a Promise program, early alert/coordinated care networks, and an Advising Redesign Initiative.

City College of San Francisco

Like Seattle Central College, San Francisco City College is situated in a city that has experienced gentrification, has a high cost-of-living, and is home to a large technology industry. City College of San Francisco serves a diverse student population and offers some of the same programs as Seattle Central, including a Promise program, TIRO, MESA, and Umoja Scholars.

Step 4: Campus Input & Review

The group of eight comparison schools were shared with stakeholders across campus. Stakeholder groups included:

- Curriculum Coordinating Committee (4/12/2022)
- Instructional Deans and Student Services Council (5/4/2022)
- College Council (4/25/2022)
- President's Cabinet (4/26/2022)

All stakeholder groups agreed on the recommended schools.

APPENDIX E: COMPARISON INSTITUTION DEMOGRAPHICS

Regional Comparison Institution Demographics

	Seattle Central College	Highline College	Green River Community College	Pierce College
Fall 2021 Enrollment	5,869	7,779	8,244	7,907
Race/ethnicity				
American Indian/Alaska Native	0%	0%	1%	1%
Asian	24%	18%	20%	9%
Black or African American	18%	17%	7%	9%
Hispanic or Latino/a/x	7%	11%	7%	8%
Native Hawaiian/API	1%	1%	1%	2%
White	25%	18%	36%	48%
2 or more races	12%	10%	12%	20%
Race/ethnicity unknown	13%	24%	16%	4%
Sex				
Female	55%	63%	51%	61%
Male	33%	33%	48%	33%
Not Reported	9%	4%	1%	6%
Age				
<20	26%	27%	37%	39%
20-24	25%	20%	24%	24%
25-29	17%	14%	11%	13%
30-39	19%	23%	14%	14%
40 or above	13%	16%	15%	11%
Not reported	0%	0%	0%	0%
Received Need-Based Aid				
Received Need-Based Aid	30%	50%	12%	34%
Did not receive Need-Based Aid	70%	50%	88%	64%
Enrollment Status				
Full-time	52%	38%	55%	58%
Part-time	48%	62%	45%	42%

	Seattle Central College	Highline College	Green River Community College	Pierce College
Educational Intent				
Transfer	47%	42%	52%	67%
Professional-Technical	27%	21%	27%	21%
Basic Education for Adults	10%	37%	8%	4%
Other	16%	4%	13%	9%
Core expenses per FTE enrollment IPEDS				
Instruction	$7,457	$7,446	$6,874	$3,310
Academic Support	$1,149	$2,506	$1,032	$3,298
Student Services	$2,004	$1,534	$1,782	$1,941
Institutional Support	$1,701	$1,725	$2,208	$2,271
Other Core Expenses	$2,206	$2,091	$1,603	$1,845
TOTAL	$14,517	$15,302	$13,499	$12,665

Comparison Institution Student Demographics, IPEDS

	Seattle Central College	Highline College	Green River College	Pierce College	Broward College	Comm. College of Aurora	Lorain County Comm. College	Portland Comm. College	City College of San Francisco
Fall 2020 Enrollment	5,763	5,829	7,493	8,329	33,243	7,835	10,138	22,904	19,707
Race/ethnicity									
American Indian or Alaska Native	0%	0%	1%	0%	0%	0%	0%	1%	0%
Asian	15%	17%	12%	8%	3%	6%	1%	8%	34%
Black/African American	13%	15%	6%	8%	27%	18%	9%	5%	7%
Hispanic/Latinx	9%	16%	12%	16%	38%	32%	10%	16%	27%
Native Hawaiian or Other Pacific Islander	0%	2%	1%	2%	0%	0%	0%	1%	1%
White	29%	24%	39%	49%	16%	30%	73%	55%	20%
Two or more races	10%	12%	11%	11%	7%	5%	4%	7%	5%
Race/ethnicity unknown	12%	10%	7%	4%	4%	4%	1%	6%	4%
International students	11%	4%	11%	2%	5%	4%	0%	1%	2%

	Seattle Central College	Highline College	Green River College	Pierce College	Broward College	Comm. College of Aurora	Lorain County Comm. College	Portland Comm. College	City College of San Francisco
Sex									
Male	40%	38%	48%	36%	38%	40%	37%	42%	45%
Female	60%	62%	52%	64%	62%	60%	63%	58%	55%
Age									
Under 25	56%	66%	76%	66%	69%	77%	73%	61%	43%
25 and Over	44%	34%	24%	33%	31%	23%	27%	39%	57%
Enrollment Status									
Full Time	53%	54%	64%	62%	32%	17%	24%	39%	34%
Part-Time	47%	46%	36%	38%	68%	83%	76%	61%	66%
Financial Aid									
Received any grant or scholarship	35%	36%	29%	33%	49%	27%	74%	43%	32%
Received Pell Grants	20%	22%	20%	27%	41%	24%	33%	29%	13%

APPENDIX F: STUDENT SUCCESS DATA SOURCES AND COMPARISONS

Student Success Data Sources and Comparisons

	Data Source	Regional Comparison	National Comparison
Student Satisfaction	CCSSE every three years; annual student survey	✓ (in CCSSE years)	✗
Fall–Winter Retention	SBCTC FTEC	✓	✗
Completion Rate (Four-Year)	SBCTC FTEC	✓	✗
	IPEDS	✓	✓
Job-Placement Rate (prof/tech students only)	SBCTC DLOA files	✗	✗
College Level Math in Year 1	SBCTC FTEC	✓	✗
College Level English in Year 1	SBCTC FTEC	✓	✗
Students self-reporting meeting College Wide Learning Outcomes	Annual Student Survey	✗	✗
Students demonstrating success on College Wide Learning Outcomes	Faculty Ensure Learning Reports	✗	✗

APPENDIX G: ENSURE LEARNING PROCESS

Faculty at Seattle Central College document that students are gaining the skills we have promised them through a reflective process called Ensure Learning.

The chart below shows the four steps of the Ensure Learning process. All faculty are asked to participate in Ensure Learning at least once per year, and stipends are provided to part time faculty who engage in the process.

Plan to Ensure Learning

Review your course and program/degree learning outcomes.

Select an assignment or activity that allows students to demonstrate success on one or more course and program/degree learning outcome(s).

Submit the Ensure Learning Plan form to document your plan.

Analyze Student Work

Review student performance on one assignment/activity. On this assignment/activity are students:
- meeting course learning outcomes?
- demonstrating skill in program/degree outcomes?
- demonstrating skill in college wide outcomes?

Reflect and Report Results
- Complete the Ensure Learning Report
- Participate in optional facilitated discussions with colleagues

Could learning be improved?

Consider choosing a different outcome for the next cycle. Aim to measure all program/degree outcomes within three years.

NO

Course Improvement

The following resources are available to help faculty make course improvements:
- Guided Pathways Critical Course Grant
- Assessment grants for large-scale projects
- Equity in Practice Program
- Assessment trainings

Plan and Implement Change to Improve Student Learning
Examples:
- Change how a skill/concept is taught
- Refine the assignment/activity
- Use a new pedagogical technique
- Make a curricular change

YES

Step One: Plan to Ensure that Students are Learning

At the beginning of each quarter, all faculty are invited to submit an Ensure Learning Plan, either individually or in groups. This online form asks faculty to describe a key assignment they will use to determine that students are achieving course, program/degree, and college-wide learning outcomes. The form helps faculty think through their assessment plans and gauges their interest in participating in small group discussions about assessment of college-wide learning outcomes.

Step Two: Analyze Student Work

Faculty administer the assignments/activities they selected in step one and determine how many students demonstrated success in the course, program/degree, and college-wide learning outcomes associated with the assignment.

Step Three: Reflect and Report Results

Faculty submit an <u>Ensure Learning Report</u> after assessing student learning. The Ensure Learning Report asks faculty to report how many students demonstrated success on college-wide, program/degree, and course learning outcomes. Faculty describe how they defined success on learning outcomes and reflect on their results.

After Ensure Learning Reports are submitted, members of the Instructional Assessment and Program Review Committees facilitate small-group discussions among faculty. Discussion groups, comprised of three to four faculty members, provide a valuable opportunity for faculty to meet with colleagues from across campus to learn how our shared learning outcomes are approached in different disciplines. These discussions promote continuous learning and improvement among faculty by offering opportunities to learn more about different types of assessment practices. Facilitators of these discussions guide faculty to discuss these questions:

1. Tell us about your assignment. What skills were you hoping to see students demonstrate on this assignment? How do these skills relate to our college-wide outcomes?
2. How did you know your students met the outcomes? What does success look like?
3. How did students do? Did you learn anything about your students from the assignment?
4. Would you repeat this assignment/activity? Would you do anything differently?

Step Four: Plan & Implement Change to Improve Student Learning

The Ensure Learning Report asks faculty to consider opportunities to improve student learning in their courses. If faculty do not identify potential improvements, they are asked to select a different outcome in the next Ensure Learning cycle. If they do identify potential improvements, they are asked to implement changes and measure student learning of the outcomes again in the next cycle. The changes faculty make include relatively minor changes, such as revising an assignment, and larger changes, such as course revisions. The college supports faculty through these efforts by providing professional development opportunities and funding faculty who engage in larger curricular improvement projects.

APPENDIX H: PROGRAM REVIEW FORM, 2021-2022

Purpose

Program Review is an annual discussion among colleagues about programmatic changes, progress, and needs. This is not an evaluative process. Rather, it is an opportunity to connect with colleagues to reflect on shared work and plan next steps.

The Instructional Assessment and Program Review Committees developed this process for faculty to:
- Document achievements and curricular changes
- Engage in reflective discussions
- Communicate needs and changes with other constituents
- Consider how we are reaching these goals in <u>Seattle Central College's Operational Plan</u>:
  - Reinforce a culture that supports anti-bias, anti-racist curricula and pedagogy
  - Continually assess programs, curricula, and course offerings to ensure that they are high-quality and meet students' academic and career goals
  - Facilitate internal partnerships to promote employee collaboration and increase positive outcomes for students

Process Overview

- Faculty meet with colleagues every year to discuss and complete the Program Review Form
- Your Program Review Liaison will confirm that the Program Review Committee has received the form each year. Your liaison may follow up with you to ask questions or request clarification.
- The Instructional Assessment and Program Review Committees will review the forms and create a report for the Vice President of Instruction (VPI) every two years. The report will focus on program successes and needs. The report will include information from your Program Review forms but will not include the forms themselves. Faculty will have an opportunity to review the report before it is submitted to the VPI.

Instructions

The revised Program Review process consists of three parts. Complete all three parts at one time or spread these discussions out over multiple meetings. Plan to spend two to four hours on this process.
- Part One: Reflecting on This Year's Work
- Part Two: Group Discussion topics
- Part Three: Planning for Next Year

Enter your responses on this Office 365 Word document. Your work is saved automatically and the Program Review Committee has access to this document. Please send an email to your Program Review Liaison when you have completed the document.

Part time faculty can receive stipends for participating in these discussions. Part time faculty should submit <u>this form</u> to receive their stipends.

Program:
Date(s):
Names of participating faculty:

Part One: Reflecting on This Year's Work

Please type short responses to the following question (bulleted lists are fine).

1. What are some highlights of your work this year? What are you proud of? What's going well?
2. What changes/improvements did you make this year? Why did you make these changes?
3. Did your program undergo any other relevant changes?
4. Review your learning outcomes chart. The learning outcomes chart was created using master course outlines in the online course inventory and shows how your courses align to college wide and program learning outcomes. The chart also shows when each course was last updated in the Automated Course Approval System. These are some questions to consider as you review this chart:
   a. Do any courses need to be updated? If any of your master course outlines are not in the Automated Course Approval System, they should be prioritized.
   b. How often do courses need to be updated in your academic discipline to keep the curriculum current?
   c. The learning outcomes chart shows how each course connects to the college-wide and program learning outcomes. Does this accurately reflect what is happening in your courses?
   d. Have you recently updated any courses? If so, please update the learning outcomes chart so that it remains current.
5. Review your program website.
   - Is the information on the website current?
   - Review the sample course schedule on your website.
     - Have you created any new courses? If so, do you want to add these courses as options to the sample schedule on your program page?
     - Did any course prerequisites for your program change?
     - Do you need to make changes or additions to the "Future Education Opportunities" or "Future Career Opportunities"

Do you need to make any changes to the "Before Quarter One" to do list or the quarterly to do list?
   - Contact your dean to inform them of any changes to your program website. Your dean will manage changes to the website.

Part Two: Choose a Discussion

Choose one or more of these topics to discuss as a group. After your conversation, there is a space to document which discussion(s) you had and share any information that you want to refer to later or share with the Program Review & Instructional Assessment Committees.

1. Curriculum Updates
   - What changes are happening in your discipline?
   - Share examples of how you are including BIPOC voices, scholars, and viewpoints in the curriculum.
   - Share examples of how you are implementing culturally responsive pedagogy.
   - What courses need to be updated? If any of your master course outlines are not in Automated Course Approval System, they should be prioritized.

2. Student Success Data
   - Review Course Success data in the Student Success Dashboard.
   - To access the Student Success Dashboard, a Canvas training is required.
   - What stands out to you in the data? Does anything surprise you?
   - What questions do you have about student success in your courses?
   - How well are we serving historically underserved students?
3. Strategic Courses

   Strategic Courses are courses that are required for students to earn their degree and in which the success rate is lower than average (less than 85%) either for all students or for African American/Black men in particular. The chart below shows your department's strategic courses. Click here for more information about Strategic Courses, conversation starters, and ideas for supporting students in these courses.

Strategic Courses, Fall 2021 (Data from AY 18-19, 19-20, 20-21)

Course	Success Rate	# of Enrollments	Required for:

4. Reflect on barriers/challenges
   - What challenges are students facing?
   - What challenges is the department facing?
   - How can we collaborate to address these problems?

Which discussion(s) did you choose? Use the space below to document any important ideas that you would like to be able to refer to later and information you would like to share with the Program Review & Instructional Assessment Committees.

Part Three: Planning for Next Year
Please write short responses to each question in the space provided. Bulleted lists are fine.
1. What goals do you have, individually or as a department?
2. Will you revise any courses next year? Which courses? Who will work on the revisions, and when?
3. What needs do you have? How can the college support your program?
4. Is there any training or development that you or your department would like to pursue in order to help reach your goals?

Feedback on New Program Review Process
1. Do you have any feedback about this new Program Review process?

APPENDIX I: SOCIAL AND HUMAN SERVICES ENSURE LEARNING RESULTS 2021-2022

Faculty document their assessments of student learning outcomes through Ensure Learning. Ensure Learning asks faculty to document student achievement of course, program/degree, or college-wide learning outcomes on one assignment in a course. Ensure Learning results provide a snapshot of student learning at one point in time. They do not necessarily reflect students' skills at the end of each course or program.

We can use these results as a starting point for conversations about teaching and learning in our courses. These are some conversations we might have as we review these data:

Looking at your results, what are students doing well?

- How do you know that students are learning in your classes? What does success look like?
- What kinds of assignments and activities help students show what they've learned in your courses?
- Give examples of how you are using equitable assessment practices in your courses.
- Which learning outcomes do we assess most and least often? Why?
- How do courses in your department help students build the skills described in the program/degree and college-wide learning outcomes?
- Faculty at SCC have not created a shared definition of success for the program/degree and college-wide learning outcomes. What does success in the program/degree and college-wide learning outcomes look like to you?
- Are there learning outcomes that are difficult to assess? What ideas can we share about how we approach these learning outcomes in our courses?
- What outcomes would you like to focus your Ensure Learning work on in the next year? Will you do your Ensure Learning work individually or as a group?

Course Learning Outcomes Assessments

Three Social and Human Services faculty submitted Ensure Learning Reports for three courses: SHS 100 , SHS 103, and SHS 270. Faculty described an assignment or activity in these courses that gave students an opportunity to show their skill in specific course learning outcomes. Faculty reported student learning on a learning portfolio, two writing assignments, and a presentation.
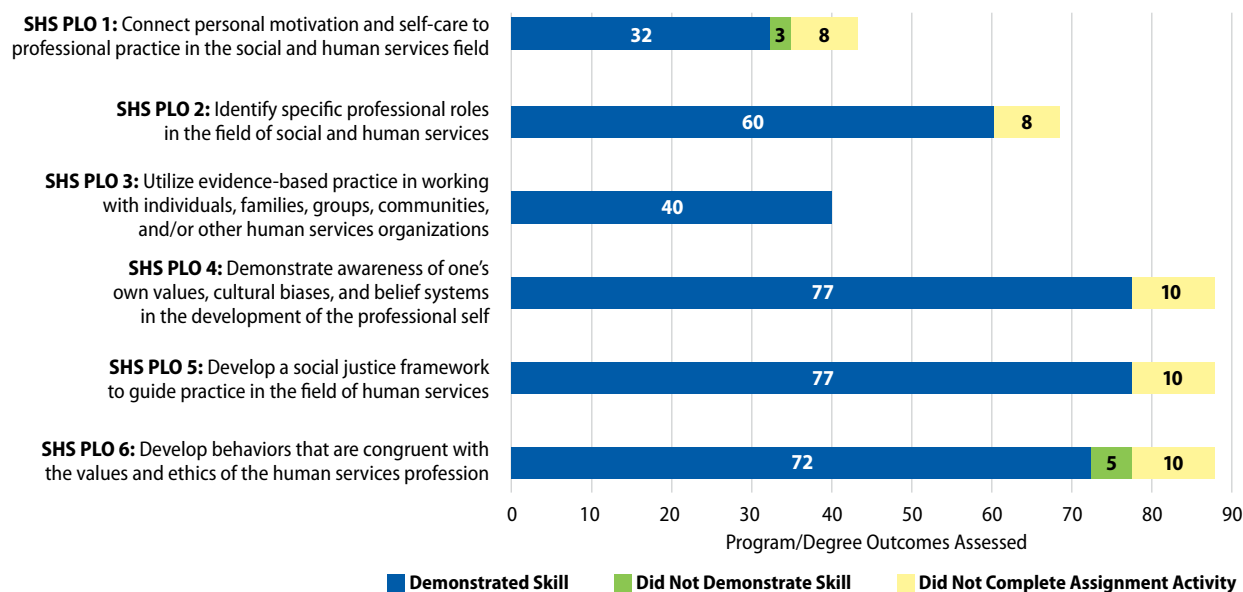
Faculty reported the number of students who demonstrated that they had met the course learning outcomes on that assignment. The table below shows the course learning outcomes assessed, the number of students who achieved the course learning outcomes on the assignment/activity, the number of students who completed the assignment or activity, and the number of students were enrolled in the course.

Course Learning Outcomes (CLO) Assessed	# of Students who Met CLO	# of Students who Completed Assignment	# of Students in Course	% Met Outcome (submitted assignment)	% of Met Outcome (entire class)
SHS 100					
1. Describe and define human services and professional career roles.					
Winter 2022	20	20	28	100%	71%
SHS 103					
1. Describe the historical basis for social welfare, social policy, and social justice.					
Spring 2021	25	25	25	100%	100%
2. Compare and contrast social welfare, social policy, and social justice					
Spring 2021	25	25	25	100%	100%
Winter 2022	17	17	19	100%	89%
3. Critically analyze current social welfare policies, procedures, and programs.					
Spring 2021	25	25	25	100%	100%
Winter 2022	17	17	19	100%	89%
4. Apply the use of the ecological/systems framework in analyzing social welfare policy.					
Spring 2021	25	25	25	100%	100%
5. Assess personal response to diverse perspectives.					
Spring 2021	25	25	25	100%	100%
6. Demonstrate connection between social welfare policy, social justice, and human services practice.					
Spring 2021	25	25	25	100%	100%
SHS 270					
4. Evaluate frameworks for ethical decision-making.					
Winter 2022	12	15	15	80%	80%
Grand Total	**216**	**219**	**231**	**99%**	**94%**

Program/Degree Outcomes Assessments

Students in SHS 100, SHS 103, and SHS 270 demonstrated skill in all Social and Human Services program learning outcomes on the assignments/activities documented in Ensure Learning Reports.

### Program/Degree Outcomes Assessed

Program Learning Outcome	Demonstrated Skill	Did Not Demonstrate Skill	Did Not Complete Assignment Activity
SHS PLO 1: Connect personal motivation and self-care to professional practice in the social and human services field	32	3	8
SHS PLO 2: Identify specific professional roles in the field of social and human services	60		8
SHS PLO 3: Utilize evidence-based practice in working with individuals, families, groups, communities, and/or other human services organizations	40		
SHS PLO 4: Demonstrate awareness of one's own values, cultural biases, and belief systems in the development of the professional self	77		10
SHS PLO 5: Develop a social justice framework to guide practice in the field of human services	77		10
SHS PLO 6: Develop behaviors that are congruent with the values and ethics of the human services profession	72	5	10

Program/Degree Outcomes Assessed

■ Demonstrated Skill   ■ Did Not Demonstrate Skill   ■ Did Not Complete Assignment Activity

	% of Students Who Demonstrated Success (excludes students who didn't attempt assignment/activity)	% of Students Who Demonstrated Success (includes students who didn't attempt assignment/activity)
SHS PLO 1: Connect personal motivation and self-care to professional practice in the social and human services field	91%	74%
SHS PLO 2: Identify specific professional roles in the field of social and human services	100%	88%
SHS PLO 3: Utilize evidence-based practice in working with individuals, families, groups, communities, and/or other human services organizations	100%	100%
SHS PLO 4: Demonstrate awareness of one's own values, cultural biases, and belief systems in the development of the professional self	100%	89%
SHS PLO 5: Develop a social justice framework to guide practice in the field of human services	100%	89%
SHS PLO 6: Develop behaviors that are congruent with the values and ethics of the human services profession	94%	83%

Full results are available in the Ensure Learning Dashboard.

College-Wide Learning Outcomes

Students in SHS 100, SHS 103, and SHS 270 demonstrated skill in all college-wide learning outcomes on the assignments/activities documented in Ensure Learning Reports.

College-Wide Outcomes Assessed
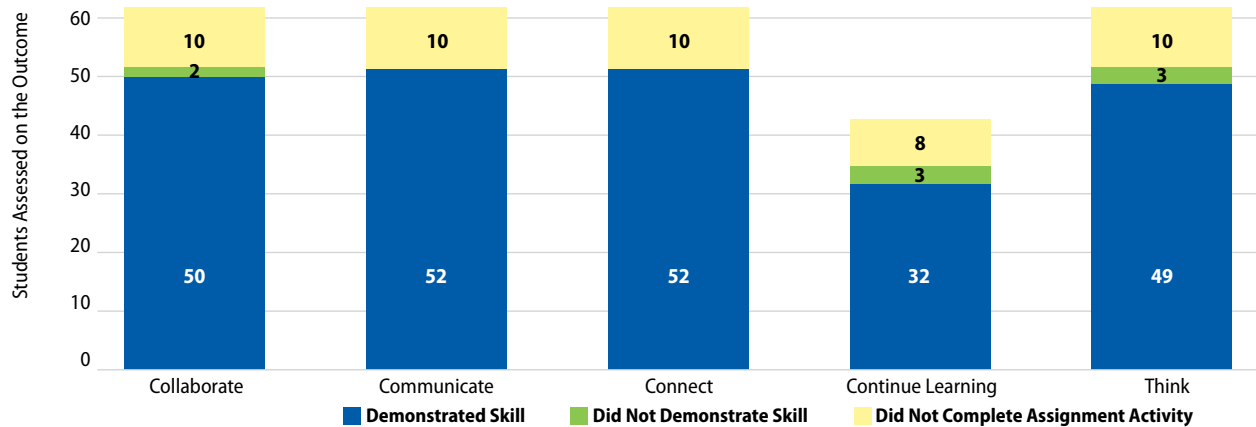
Number of Course Sections that Assessed Each Outcome

Collaborate	3
Communicate	3
Connect	3
Continue Learning	2
Think	3

Number of Faculty Reporting Results

3

Number of Courses Assessed

3

Percent of Students Who Showed Skill
(Excluding Students Who Didn't Attempt Assignment)

Collaborate	96%
Communicate	100%
Connect	100%
Continue Learning	91%
Think	94%

Percent of Students Who Showed Skill (All Students)

Collaborate	81%
Communicate	84%
Connect	84%
Continue Learning	74%
Think	79%

Full results are available in the Ensure Learning Dashboard.

Faculty Reflections on Student Learning

What did you learn about student learning from this assignment? Did you encounter any surprises?
- It is not surprising that some (though few) students do not function well in group projects.
- Students enjoyed the assignment. They reported it allowed them to learn in a different manner than usual. Students also felt they could apply this learning to other classes, both now and in the future.

Did you involve students in planning or reflecting on the assignment? If so, what did you learn from student perspectives of the assignment and their learning?
- Students were involved. One of the librarians was very involved with helping students plan research for their assignment. In one of our course Zoom sessions, we decided to collaboratively reduce the required number and types of sources, as well as the requirements. I learned that students feel valued when they are allowed to give input. They also enjoyed seeing the collaboration between myself and my colleague as we worked together to help them build a successful final product.

From your perspective, did students face any barriers to completing the assignment or course successfully? If so, what barriers did students face?
- The only barrier was working in student groups which is always challenging. I think this is especially true when working remotely. The majority of group members found ways to work successfully but there are always a couple who do not engage fully.

Did you make any changes this quarter that improved student learning? If so, what were they?
- I provided more "in class" time for students to work in groups
- I rewrote the assignment so students can understand the instructions and learning outcomes for the assignment, using TILT

What, if anything, could you do to improve student learning in the future?
- I could spend more time on the historical basis and develop a better curriculum in that regard.
- Continue to connect ideas to the real world
- I would have made it a requirement for students to do more intensive research on the social policy itself rather than what the documentary reported.
- Discuss the assignment and what the students will learn from the assignment.

Based on student work this quarter, do you see any opportunities to improve your course or program?
- I think there is always room for improvement. We are currently assessing how many courses we will move to completely online, hybrid or fully face-to-face. Moving our curriculum to a Pathways model will definitely improve our program and help students complete.
- Yes, I will write the assignments in the TILT format
- I was impressed with the amount of critical thinking most students are capable of when analyzing policy, bias and ethics. I think I would make some minor changes to the assignment, as mentioned earlier.

If you identified changes that could improve student learning, are you willing to report on the same course and outcomes in the future in order to document that the change has improved student learning?
Yes:
- SHS 270
- SHS 103

APPENDIX J: ASSOCIATE OF ARTS ENSURE LEARNING QUALITATIVE RESPONSES

1. **Describe the assignment or activity you used to document student learning in your course or other setting.**
   - The most frequent assignment types are tests/quizzes, projects, writing assignments, presentations, and discussion boards.

2. **What did you learn about student learning from this assignment? Did you encounter any surprises?**
   - Many faculty identified a successful approach to teaching, including building connections to the world and creating opportunities for peer support and encouragement.
   - Many faculty reported that students excelled in their work
   - Faculty identified challenges for students, including challenges understanding course content and difficulty participating in class

3. **Did you involve students in planning or reflecting on the assignment? If so, what did you learn from student perspectives of the assignment and their learning?**
   46% of respondents involved students in planning or reflecting on their assignments. Faculty who did involve students in planning & reflection did so by:
   - Co-creating assignments with students
   - Asking students to reflect (in writing or orally)
   - Using class discussions to generate ideas for an assignment

   16% of respondents shared what they learned from students through planning and reflecting on the assignment. Responses include:
   - Students shared valuable skills learned through the assignment/activity
   - Observations of valuable learning materials/experiences, including using culturally relevant materials and providing opportunities for students to view their classmates' work

4. **From your perspective, did students face any barriers to completing the assignment or course successfully? If so, what barriers did students face?**
   86% of respondents identified barriers that students faced. The following barriers are the most often reported:
   - Personal issues (work schedules, family responsibilities, mental health)
   - Limitations of online/hybrid courses
   - Difficulty accessing resources, including campus resources, technological resources, and supplies
   - Issues with the assignment, including unclear instructions

5. **Did you make any changes this quarter that improved student learning? If so, what were they?**
   78% of respondents identified at least one change they had made that they believe improved student learning. The most common responses were:
   - Created/adopted new course materials
   - Improved/increased communication with students
   - Applied content to students' lives/the world
   - Improved assignment instructions

6. **What, if anything, could you do to improve student learning in the future?**

    84% of respondents identified improvements they could make in the future. The most common responses were:
    - Modify the assignment
    - Create/modify course materials
    - Make connections to students' lives/the world
    - Increase interaction/involvement among students
    - Emphasize particular course content
    - Improve instructions
    - Improve/increase communication with students

7. **Based on student work this quarter, do you see any opportunities to improve your course or program?**

    89% of respondents identified opportunities to improve their course or programs. The most common responses were:

    Revise course materials/assignments
    - Add or remove a skill/concept to the curriculum
    - Change/revise assessment method
    - Return to face-to-face/hybrid modality

APPENDIX K: BIOLOGY PROGRAM REVIEW REPORT

Biology Program Review Report 2021-2022
Date(s): May 6, 12, 13, 2022
Participating faculty: Lauren Yasuda, Mark Ainsworth, Josh Whorley, John Wiseley, Grace Sparks, Marla Robinson, Marina Halverson, Jay McLean-Riggs, Kathleen Putnam (PT), Jessie McAbee (PT)

Program Review Summary

Biology faculty volunteered to pilot the revised Program Review process during spring 2022. They used their weekly meeting time and time on Development Day to reflect on their work during the 2021-2022 academic year, document curricular changes, discuss student needs, and plan for 2022-2023.

Reflections of 2021-2022

1. **What are some highlights of your work this year? What are you proud of? What's going well?**
   - We made a point of teaching our courses in a variety of modalities in order to best serve the diverse needs of our students (F2F, HY, VH, OL). Students who want in-person and/or online classes have these options available to them.
   - We provided a lot of support to each other at our weekly biology department meetings.
   - Students in our F2F and HY classes benefited greatly from being able to do hands-on lab experiments and have in-person interactions with their classmates and instructor.
   - We worked harder than ever to accommodate individual students' needs, because of the stresses of their lives, increased by the pandemic.
   - Our department is exceptionally well represented in college and district level activities and committees: AFT Executive Board, Faculty Senate, Program Review-Instructional Assessment Committee, Course Approval Committee, CCC+, Critical Pedagogy Institute, Equity and Social Justice Emphasis, Global Health Emphasis, Shared Governance, and Umoja Scholars Program.
   - Some Biology faculty experimented with equity-based grading approaches and saw improved student success.

2. **What changes/improvements did you make this year? Why did you make these changes?**
   - We worked hard to adapt our classes to the block schedule
   - We improved our Canvas sites to make materials more streamlined and accessible
   - We offered many more F2F and HY classes compared to 2020/21.
   - The instructors teaching in-person classes showed great flexibility by accommodating the needs of students who couldn't come to class.
   - Our lab manager, Jeff Rash, improved the safety of the laboratory by making sure the ventilation system was functioning properly.
   - Lab and classroom activities were modified to prevent unnecessary risk of COVID exposure for our students.

3. **Did your program undergo any other relevant changes?**
   - The Biology department lost a full-time Lab Technician 4 and hourly workers, so we are now short-staffed in prepping labs.
     - Students have lost access to the greenhouse because there aren't enough lab techs to staff it.
     - The lack of sufficient lab techs is likely to impact whether more F2F or HY biology lab classes can be offered next year.

Curriculum Updates

Biology faculty reviewed how their courses align to college-wide and program learning outcomes on their learning outcomes chart. They noticed that there are several courses for which additional college-wide learning outcomes can be aligned when the courses are revised in the future. They determined that master course outlines should be reviewed every five years to make sure they are up to date. Faculty continually make changes to curriculum to keep course content current.

Faculty determined that the following course should be updated:
- BIOL& 213 – Concurrence meetings should be held with NSC and SSC (these were interrupted by the pandemic)

Faculty Discussion

Faculty selected the following question for discussion:

Reflect on changes in students' perspectives &/or expectations? What barriers &/or challenges are impacting our students?
- How have students changed?
- What challenges are students facing?
- What challenges is the department facing?
- How can we collaborate to address these problems?

Notes from the Discussion:

How have students changed? What challenges do students face?
- Students are self-selecting whether they want to take classes on campus or online.
- The students are trending younger – e.g., more Running Start students.
- Students seem more likely to be self-directing rather than seeing an advisor to find out what classes to take and when.
- Students need to re-learn how to learn without looking everything up on the internet.
- Students have more physical and mental issues, financial problems and job-related burdens. Faculty often take the role of giving advice and support to students in need.
- More students need advising, help and permission to register for classes before the start of the quarter.
- Classes are slow to fill because of delays in students' registering. This increases the chances that administrators will cancel those classes, making them unavailable to students.
- There is insufficient and problematic advising – e.g., students being advised to take a class they don't have the prerequisites for, or to take more than one difficult science class in the same quarter.
- Prerequisite requirements are not being enforced when students register.
- The financial aid system is difficult for students to navigate.
- Students get dropped from classes and lose access to Canvas with no warning and/or without their knowledge.

Challenges that the department is facing
- Classes get canceled early, not giving students enough time to register. We carefully track enrollment and we know that student numbers increase dramatically the closer it gets to the start of the quarter. We're also beginning to keep track of the increasing number of students who request to enroll during weeks one and two of the quarter.
- There is a constant and increasing pressure to increase enrollment, even at the expense of whether the students are or are not likely to succeed.

- The shortage of lab staff impacts faculty's ability to move online labs back in person.
- Faculty feel uncertain and anxious about the administrative, bureaucratic and financial future of the college.
- The change to ctcLink has made the process of ordering and purchasing equipment and supplies etc. more complicated.

Collaborating to address these issues
- Faculty can track enrollment and communicate with administrators to advocate for opportunities for students to learn (i.e., keeping sections open instead of canceling them). Our UA's responsiveness, positivity and support are extremely beneficial for students, faculty and staff.
- It'd be very helpful to have data about why students withdraw from classes. Possibly there could be a short exit survey that students complete when they withdraw. Is the reason because of problems with the class or college, or are there external reasons related to family, work, financial, mental and/or physical health reasons, etc.?

Plans for 2022-2023
1. **What goals do you have, individually or as a department?**
   - We will develop a system of reviewing and updating courses as a department.
   - We would like to collect some data about students' preparedness after having taken earlier classes in a series online vs in person.
   - We are all planning to submit Ensure Learning Reports next year.

2. **Will you revise any courses next year? Which courses? Who will work on the revisions, and when?**
   - Course revision work will initially be done by our program's faculty, individually and working together. We will coordinate with other colleges where appropriate.

Program Needs
- Our current lab staffing is insufficient. Inadequate lab support will only become more of a problem as more students take in-person lab classes.
- We need improved connections and communication with advisors and the various programs that include advising services for students (MESA, TRIO, Running Start, Seattle Promise, etc).
  - It'd be helpful to be invited to the quarterly Advisors meeting before registration opens for the next quarter.
  - ; We'd be happy to talk to the Seattle Promise and Running Start advisors about Biology classes that would be appropriate for students who are just starting college.
- We are concerned about how college-wide decisions are made and procedures revised with respect to online vs in-person course modalities.

Training/Development Needs
- None at this time.

APPENDIX L: PSYCHOLOGY PROGRAM REVIEW REPORT

Psychology Program Review Report 2021-2022
Date(s): May 12, 2022
Participating faculty: Shaan Shahabuddin, Charles Jeffreys, Krystle Balhan, Rachel Macor

Program Review Summary

Psychology faculty volunteered to pilot the revised Program Review process during the spring of 2022. They met during Development Day to reflect on their work during the 2021-2022 academic year, document curricular changes, discuss student needs, and plan for 2022-2023.

Reflections of 2021-2022

1. **What are some highlights of your work this year? What are you proud of? What's going well?**
   - Making the transition back to in-person hybrid classes. Also, comfort with Zoom has increased across the pandemic and is now a highlight. I've written several letters of recommendation for my students throughout the years. I like relating psych theories to current events happening around our city and country.
   - Co-creating Canvas General Psychology Template course, Guiding a student through an Individual Study: Literature Research Review. I assigned an extra credit assignment on Maslow's Hierarchy of Needs and had students evaluate how the needs were compromised and compensated due to the effects of Covid.
   - I'm teaching Social Psych for the first time this quarter (Spring 2022) and it's been very nice! All the new preparation and great discussions are rewarding. I wrote a few letters of recommendations for my students, and they have gained admission to grad and undergrad program (Surgical Tech at Central, SU's Counseling program, Antioch's Clinical Psych program). I've looked at the "no harm grading policy" and I've implemented a few of these conditions. I also use relevant examples of information occurring around the world (Covid, war on Ukraine, etc.)
   - 1) One Research Methods student completed an undergraduate research project, UGR 294. Advising original research is a highlight for me because it's rare and typically faculty are not financially or administratively supported for research work. 2) Many students successfully admitted to graduate school (e.g., Gonzaga, Seattle University, Antioch, Western Washington University, University of Nebraska). 3) Engaged in "Ungrading" inquiries with faculty from sociology, English, and chemistry. Fully ungraded PSYC 209.

2. **What changes/improvements did you make this year? Why did you make these changes?**
   - Umojafying classes (e.g., PSYC 250 Psychology of African Americans). This course was already closely aligned with Umoja's outcomes. Looking to continue to build on how Umoja develops academic skills in students (e.g., with tutor funding). Improved use groups in virtual hybrid classes using Zoom. Noticed an improvement in time management and creation of instructional content. Feels like moving from being a conductor to a composer. Working to improve assessment (e.g., using more essays than the traditional quizzing or testing.)
   - Began using Open Education textbook in PSYC 100, OpenStax. Change made in effort to meet a wide variety of learning styles (eBook, PDF), and was accessible across socioeconomic levels. Linking current day events via assignments and extra credit to the concepts being studied (e.g. Maslow's Hierarchy of Needs and the pandemic), adjusting testing methods throughout the pandemic, e.g. when students didn't have or had limited access to internet, conducting tests by phone striving for equity for all students

- OER (Open Stax) in PSYC 100 and 209 (the books are under $30). The pitch from the Psych Committee recommended Open Stax as a financial alternative to our student demographics. In PSYC 100, there is a race, equity deep dive. The content fits the full expression of how psychologists are studying race and trying to "do better" (instead of "look how bad things used to be"). I made this change to improve strategic courses. I made a change in PSYC in Gender to make it more activism (more aligned to the ESJ). It not only fits the content of ESJ but teaches skills of equity and social justice. One recent example was the Texas Anti-Trans legislation. The assignments were along the lines of "non-disposable assignments", students wrote letters to the Texas government and legislature by using information from Psych of Gender to educate the public. Brainstormed activism around the "Don't say gay." "Ungrading work" in PSYC 209 is to incentivize learning and taking risks and moving away from the "points" scale.
- TILT all assignments to include instructions, task, etc. This is to make the purpose transparent as well as what is expected for certain grades. All instructional materials are accessible with captions, tagged PDF downloads. Created video lectures for all classes, Zoom extra credit and breakout groups. Using many of the engagement tools for virtual hybrid classes (e.g., polls, breakout rooms). Students reporting that these intentional learning activities are building community even in the online modality.

3. Did your program undergo any other relevant changes?

- The Psych Faculty were one of the first academic programs to update our Program Maps. Seattle Central is planning to publish new program maps of all divisions by the summer, and the Program Mapping Committee used the Psych Department's map as a model. Our website is also one of the few in the College that contains a webpage of contact information for Psych faculty (image, email address, office number, etc.). It's important for a website to be inviting so that students feel welcome (and a website that contains general information about the psychology major). The Psych faculty, as a department, completed the Ensure Learning process as well. I am also in contact with the Equity, Social Justice (ESJ) committee to get PSYC 260 (Psych of Racism) into the ESJ track (I aligned the CLOs of PSYC 260 to fit that of the ESJ).

Curriculum Updates

Psychology faculty reviewed how their courses align to college-wide and program learning outcomes on their learning outcomes chart. They determined that college wide learning outcomes are well-covered across Psychology offerings. Associate of Arts degree learning outcomes have some gaps with quantitative, creative thinking, technology literacy, collaboration, and civic engagement. Faculty agreed that courses need to be reviewed every five years. Not all courses will need to be revised every five years, but faculty need to check to ensure that the courses are current.

Faculty determined that the following courses need to be updated:

- PSYC 257 requires updating. Krystle made a revision request in the ACA, and the course is not tied to Seattle Central at all. There needs to be a fix at the district or "behind the scenes" level for an update to be possible.
- PSYC 250 has been revised through the ACAS and is at the Dean Review stage.
- Courses at five-year mark: PSYC 100, PSYC 209, PSYC 210 PSYC 230, PSYC 255
- PSYC 250 pending in queue

Faculty identified these additional opportunities for curricular updates:
- PSYC 240 is no longer a requirement for Culinary Arts. Unsure of Wood Tech.
- Students outside of Wood Tech and Culinary Arts have expressed an interest in PSYC 240. Add as another optional course?
- PSYC 100 will be Umojafied for better success rates.

Faculty Discussion

Faculty selected the following question for discussion:
Reflect on changes in students' perspectives &/or expectations? What barriers &/or challenges are impacting our students?
- How have students changed?
- What challenges are students facing?
- What challenges is the department facing?
- How can we collaborate to address these problems?

Notes from the Discussion:

Reflect on changes in students' perspectives and / or expectations

How have students changed? What challenges do students face?
- Several students have limited (or lack of) internet
- Several students have become accustomed to using technology (zoom, Canvas, polls, emails, etc.)
- The intake of information (asking questions, clarification), is exponentially more compared to pre-pandemic
- It's been "unique" to switch to zoom classes (zoom only allows one person to speak at a time; students can't talk to their neighbors and make friends)
- Psych classes have a focus on "real life" experiences
- Ruby attends some classes to talk about the free counseling services offered to students by Central
- Since virtual classes, students have changed how they engage online (for the better); they've learned skills. Out of Krystle's 29 students for PSYC 209, 27 attend regularly (more students are present and participate).

Challenges that the department is facing
- Empty full-time position (one full-time, Tenured instructor left the faculty position)
- Our Psych Department has had high enrollment every quarter (in contrast to the enrollment records of the rest of the college)

Collaborating to address these issues
- Maybe each department/program has their set of responsibilities to "work on" (ex: Psych doesn't seem to have an issue with enrollment, so what can we do instead?)

Plans for 2022-2023

1. **What goals do you have, individually or as a department?**
   - "Ungrade" an assignment in PSYC 100 or full class. Mentor at least 1 PSYC undergraduate research project, perhaps collaborating more with the WA CURES grant led by Dr. Ruppender. Learn more about Umoja and Umojafying courses like PSYC 100 and PSYC 200 that are strategic courses.
2. **Will you revise any courses next year? Which courses? Who will work on the revisions, and when?**
   - PSYC 100
   - PSYC 257: Krystle to revise when the ACAS is fixed regarding the course.
   - PSYC 209: Krystle to revise fall 2022
   - PSYC 210
   - PSYC 230: Krystle to revise winter 2023
   - PSYC 255

Program Needs

- We need increased funding for instructors who mentor undergraduate research. The $400 for a 5 credit independent study is not sufficient.
- Krystle Balhan needs a VPN tunnel or other mechanism for accessing her on-campus machine that has SPSS software
- Shaan: As Covid hopefully dies down during the summer and events start being held in-person again, it would be great to attend psychology/teaching conferences. In the past, I've been able to network and take information from the conferences to apply to my classes. Receiving funding to travel to these conferences would also be helpful.

Training/Development Needs

- Umoja training specifically for the department

APPENDIX M: APPROACHES TO REACHING MISSION FULFILLMENT

The following chart shows how the work being done at Seattle Central College connects with our Indicators for Mission Fulfillment.

Indicators	Work Being Done to Reach Target
Student Satisfaction	- Student Voices Committee - Student support specialist - Umoja - Springboard8 - Fellas Fridays - AANAPISI - Strategic Course Projects
Fall-Winter Retention	- Advising Redesign - Educational plans for all new students - Program pathway pages - Exploratory Experiences - Umoja - Springboard8 - AANAPISI - College Skills Course (HDC 101) - Strategic Course Projects - College Spark Grant
Four-Year Completion Rate	- Advising Redesign - Educational plans for all new students - Program pathway maps - Exploratory Experiences - Umoja - Springboard8 - AANAPISI - Fellas Fridays - Strategic Course Projects - College Spark Grant
Job-Placement Rate (professional/technical students only)	- Springboard8 - AANAPISI - Community Partnerships - Handshake
College-Level Math in Year One	- Math redesign - Math Directed Self-Placement - AANAPISI
College Level English in Year One	- English Directed Self Placement - AANAPISI

Indicators	Work Being Done to Reach Target
Achievement of College Wide Learning Outcomes (student self-assessments)	• Ensure Learning • Student Leadership Assessment • Program Review
Achievement of college wide learning outcomes (faculty assessments)	• Ensure Learning • Student Leadership Assessment • Program Review
Cost per completions, Student Achievement Initiative (SAI) points, full time equivalent Students, compared to state average	• Strategic Equity Enrollment Workgroup • Increased collaboration between campus and district budget offices • Achieving System Integration • Working with state legislature on funding models
AASHE STARS Points	• Facilities improvements • Academic programs with focus on equity and sustainability • Global Impact programs • Seattle Central College Plant Science Laboratory • Student Sustainability Engagement Ambassadors
Conversion rates (applicants to enrollments)	• Admissions and Entry Navigators • Financial Aid Specialist • Student Support Specialist • New Student Checklist/Funding Checklist • New communications to students
Ethnic and Racial Diversity of faculty	• Inclusion Advocates in Search Committees • Faculty Diversity and Inclusion Committee
Staff and faculty satisfaction: Employee Satisfaction	• Black Solidarity Think Tank • Equity in Practice • Professional Development Opportunities • College wide quarterly development days

APPENDIX N: ENSURE LEARNING RESULTS SPRING 2021-SPRING 2022

Faculty document their assessments of student learning outcomes through Ensure Learning. They select one assignment that allows students to demonstrate their achievement of course, program, and college-wide learning outcomes.
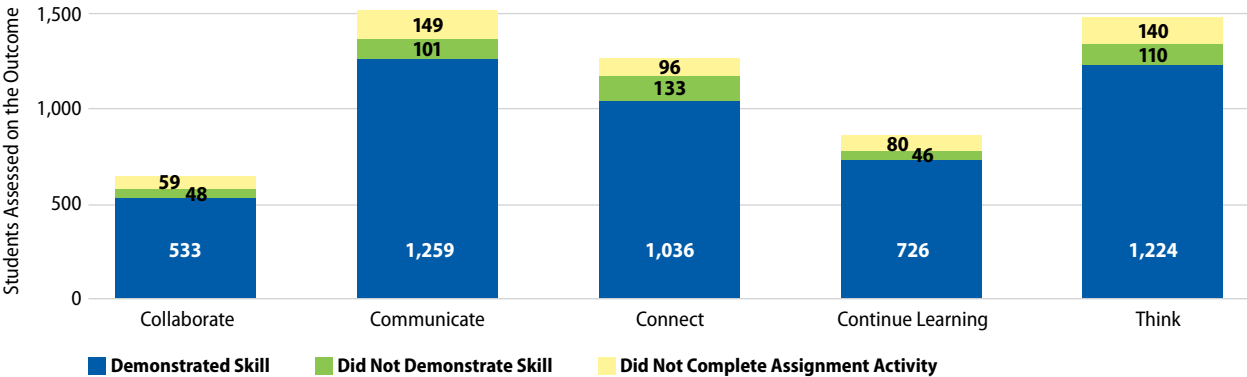
Participation
- 77 faculty (24 part time and 53 full time) have submitted Ensure Learning reports since spring 2021. 20% of all teaching faculty participated. 37% of full time faculty participated, and 10% of part time faculty participated.
- 21 faculty have participated in Ensure Learning Discussions (excluding the PRC/IAC Pilot Discussions)
- 87 courses have been assessed through Ensure Learning, representing a total of 1,947 enrolled students

Assessments of College-Wide Learning Outcomes
The image below, from the Ensure Learning Dashboard, shows the number of students who have been assessed on the college-wide learning outcomes, the number of course sections that assessed each outcome, and the percentage of students who demonstrated success on each outcome.

College-Wide Outcomes Assessed

	Collaborate	Communicate	Connect	Continue Learning	Think
Did Not Complete Assignment Activity	59	149	96	80	140
Did Not Demonstrate Skill	48	101	133	46	110
Demonstrated Skill	533	1,259	1,036	726	1,224

Y-axis: Students Assessed on the Outcome (0, 500, 1,000, 1,500)

Legend: ■ Demonstrated Skill ■ Did Not Demonstrate Skill ■ Did Not Complete Assignment Activity

College-Wide Outcomes Assessed

Number of Course Sections
that Assessed Each Outcome

Collaborate	39
Communicate	83
Connect	68
Continue Learning	49
Think	80

Percent of Students Who Showed Skill
(Excluding Students Who Didn't Attempt Assignment)

Collaborate	92%
Communicate	93%
Connect	89%
Continue Learning	94%
Think	92%

Number of Faculty Reporting Results

77

Number of Courses Assessed

87

Percent of Students Who Showed Skill (All Students)

Collaborate	83%
Communicate	83%
Connect	82%
Continue Learning	85%
Think	83%

We can use these results as a starting point for conversations about teaching and learning at SCC. These are some conversations we might have as we review these results:

- Looking at these results, what are students doing well?
- How do courses in each department help students build the skills described in the college-wide learning outcomes?
- Which learning outcomes do we assess most and least often? Why?
- Are there learning outcomes that are difficult to assess? What ideas can we share about how we approach these learning outcomes in our courses?
- Do students have opportunities to show that they are achieving all of the college-wide learning outcomes?
- Faculty at SCC have not created a shared definition of success for the college-wide learning outcomes. What does success in these outcomes look like?

Qualitative Results

Faculty were asked a series of reflective questions on the Ensure Learning Report during 2021-2022. The Program Review & Instructional Assessment Committees reviewed the responses and found the following themes.

1. **Describe the assignment or activity you used to document student learning in your course or other setting.**
    - Most frequent assignment types were writing assignments, projects, tests/quizzes, presentations, and discussion board posts.

2. **What did you learn about student learning from this assignment? Did you encounter any surprises?**
   - Many faculty identified a successful approach to teaching, including building connections to the world, building opportunities for peer support and encouragement, repetition of ideas, and providing students with choices.
   - Many faculty reported that students excelled in their work
   - Faculty identified challenges for students, including challenges understanding course content and challenges working with other students
   - Faculty identified modifications that would increase student success

3. **Did you involve students in planning or reflecting on the assignment? If so, what did you learn from student perspectives of the assignment and their learning?**
   62% of respondents involved students in planning or reflecting on their assignments. Faculty who did involve students in planning & reflection did so by:
   - Asking students to reflect (in writing or orally)
   - Co-creating assignments with students
   - Offering students choices in their work or in how they demonstrate their knowledge
   - Eliciting student feedback on an assignment

   31% of respondents shared what they learned from students through planning and reflecting on the assignment. Responses include:
   - Students shared valuable skills learned through the assignment/activity
   - Students suggested improvements, such as providing more examples and practice opportunities
   - Faculty observations of valuable learning materials/experiences, including using culturally relevant materials and having students co-create an assignment

4. **From your perspective, did students face any barriers to completing the assignment or course successfully? If so, what barriers did students face?**
   75% of respondents identified barriers that students faced. The following barriers are the most often reported:
   - Personal issues (work schedules, family responsibilities, mental health)
   - Limitations of online/hybrid modality
   - Accessing resources (technology, campus resources, etc.)
   - Issues with the assignment, including unclear instructions

5. **Did you make any changes this quarter that improved student learning? If so, what were they?**
   74% of respondents identified at least one change they had made that they believe improved student learning. The most common responses were:
   - Created/adopted new course materials
   - Made a pedagogical change
   - Increased flexibility for students
   - Improved assignment instructions
   - Revised assignment
   - Improved/increased communication with students
   - Applied content to students' lives/the world

6. **What, if anything, could you do to improve student learning in the future?**

   81% of respondents identified improvements they could make in the future. The most common responses were:
   - Modify the assignment
   - Improve/increase communication with students
   - Make a pedagogical change
   - Increase interaction/involvement among students

7. **Based on student work this quarter, do you see any opportunities to improve your course or program?**

   82% of respondents identified opportunities to improve their course or programs. The most common responses were:
   - Revise course materials/assignments
   - Return to face-to-face/hybrid modality
   - Add or remove a skill/concept to the curriculum
   - Increase time spent on topic/skill

8. **Do you have any feedback to offer on the Ensure Learning Process and/or report?**

   Faculty feedback was generally positive. Faculty reported that the process was meaningful and well-organized. Areas for improvement include:
   - Reduce repetition between the Ensure Learning Plan & Ensure Learning Report
   - Make the intent of reflective questions clear. Some responses indicate that some questions may have led faculty to feel that they needed to find problems to solve in their courses or that our committees expected faculty to make and evaluate changes very quickly.
   - Provide professional development around assessment for new faculty

Next Steps

- The Program Review & Instructional Assessment Committees will revise Ensure Learning report for 2022-2023. Revisions to be made include clarifying the intent of reflective questions and adding a branch of questions for faculty who are reporting on a 2nd round of assessment of the same learning outcomes after making changes.
- The Program Review & Instructional Assessment Committees will ask faculty to meet during the Fall Ensure Learning Gathering to discuss their Ensure Learning results for the 2021-2022 academic year and make plans for 2022-2023. Each department will receive a report the contains their department's course and program learning outcomes.
- The Program Review & Instructional Assessment Committees will form a community of practice to focus on "Collaborate." The group will explore approaches to teaching and assessing collaborative skills. The goals of this project are to create a shared definition of success on this outcome, create resources for faculty to teach this outcome, and provide a supportive community for faculty seeking more structure in their Ensure Learning work.
- The Interim Assoc. Director of Assessment and Research will contact programs that have not yet participated in Ensure Learning to provide support.
- Create an Ensure Learning 101 course for Equity in Practice. This course will include learning outcomes, assessment strategies, etc.
- Explore opportunities to build Ensure Learning into faculty work groups and communities.
- Share the excellent work faculty are doing with the college community.