MID-CYCLE EVALUATION

Prepared for the Northwest Commission on Colleges and Universities
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SOUTH SEATTLE
COLLEGE

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TABLE OF CONTENTS

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INSTITUTIONAL OVERVIEW

South Seattle College (South) is an open-access, comprehensive, two-year institution of higher education authorized by the State of Washington under the Community College Act of 1967. Located on an 87-acre hilltop campus in West Seattle, South offers panoramic views of the city skyline and surrounding mountains. This unique setting serves as a portal of opportunity for students with diverse needs to meet their educational and career goals. South Seattle College is one of the three colleges of Seattle Colleges, which also includes Seattle Central College and North Seattle College. Each college in the District is separately accredited.

OVERVIEW OF SEATTLE COLLEGES

Seattle Colleges enjoys a proud 50-year history of serving Seattle and is Washington state's largest college district, with more than 30,000 students from Seattle and neighboring cities enrolled each year. It is composed of South Seattle College in West Seattle, Seattle Central College on Capitol Hill, North Seattle College near Northgate, and multiple specialty centers throughout the city.

Seattle Colleges is governed by a five-member Board of Trustees (BOT) appointed by the Washington state governor and approved by the state senate for sequential five-year terms. The primary responsibility of the BOT is to meet the changing educational needs of the community while reflecting the community's values in fulfilling our Mission. The Board selects the chancellor, the chief executive officer for the District, to whom it delegates authority to carry out the District's Mission. Each college president reports directly to the District chancellor and also serves in a district-wide capacity as vice-chancellors. Serving as the chief executive officer of their college, the presidents commit to taking their college to a new level of excellence and to leading their college as a partner in implementing the Seattle Colleges Strategic Plan.

The District is proud of its stellar track record of high-quality academic, transfer, and career technical programs and its effective partnerships with local K-12 districts, universities, city government, labor, business, and civic organizations. Collectively, Seattle Colleges offers more than 130 college transfer and professional technical programs, 13 applied baccalaureate programs, and an array of vocational, adult basic education, and continuing education courses and programs. In addition, the colleges have formed strong partnerships with educational, business, governmental, and civic organizations and leaders throughout Seattle, including South's partnership with Vigor, Central's partnership with Neighborcare, North's partnership with Rolex, and the District's partnership with the City of Seattle for Seattle Promise.

By design, each of the colleges reflect the communities they serve. While the colleges are an integral part of their neighborhoods and offer certain unique educational programs, all share the same commitment: transforming lives, bridging opportunity gaps, and fulfilling community needs.

SOUTH SEATTLE COLLEGE PROFILE

The 2021-2022 academic year marks the 52nd year South Seattle College has served its community. When the College welcomed its first students in September 1969, classes were offered at several community locations, including a high school in West Seattle and an industrial building in South Seattle. One year later, students were able to attend classes in just-constructed buildings on what became the College's 87-acre main campus in West Seattle overlooking downtown Seattle and Elliott Bay. The campus includes inspiring green spaces, including a six-acre Arboretum and an adjacent Seattle Chinese Garden.

In 2020-2021, South served 9,793 unique students, totaling 4,083 Full-Time Equivalent (FTE); that number includes 3,405 (35 percent) full-time students. Approximately 50 percent are in Workforce Training, 29 percent in College Transfer, seven percent in Pre-College, and 14 percent in Continuing Education. The average student age is 30. About 44 percent are self-identified students of color. Additionally, 17 percent of our student body receives some form of need-based aid. About 32 percent of students work full- or part-time, and almost 22 percent have children or other dependents. In addition, the College serves 331 unique international students from approximately 29 countries. The College has 87 full-time faculty, 187 part-time faculty, and 209 classified and exempt staff and administrators. (For additional information, see the Seattle Colleges Data Dashboard).

The College is recognized both locally and nationally for its diversity and rich learning environment. Celebration of that diversity and a focus on access and student success are hallmarks of this institution. South is an Asian American Native American Pacific Islander Serving Institution (AANAPISI) and actively supports veteran students through the Veteran Center. South Seattle College's initiatives to reduce achievement gaps and improve college access for traditionally underserved populations include the Seattle Promise Scholarship (formerly the 13th Year Promise Scholarship) which offers up to two years of tuition-free college to all graduating seniors from area high schools, and an institution-wide commitment to implementing a Guided Pathways model for student success, where clear educational pathways and robust support systems have a real positive impact on completion.

South Seattle College operates three campuses. In addition to the College's main campus in residential West Seattle, it has satellite campuses in the nearby neighborhoods of Georgetown and Beacon Hill. Program areas include college transfer, professional technical career training, apprenticeships, distance learning, basic and transitional studies, and lifelong learning. South's background and history as a professional technical college have led an array of workforce development programs that are complemented by strong partnerships with industry leaders such as Boeing, Delta Airlines, and Vigor Industrial. The College's Georgetown campus operates the largest apprentice and pre-apprentice training program in the state.

South's offerings include educational pathways through two applied baccalaureate degrees, four associate-level transfer degrees, over 30 degrees and certificates in a variety of professional technical programs, and 12 approved Joint Apprenticeship and Training Committee (JATC) programs to offer 44 apprenticeship programs. The College also offers a non-credit program of continuing education classes as well as pre-college courses in English and mathematics, Adult Basic Education (ABE) and GED preparation, Justice Involved Solutions, English as a Second-Language (ESL), and High School Completion.

UPDATES SINCE 2019 MISSION FULFILLMENT AND SUSTAINABILITY EVALUATION

South completed a Mission Fulfillment Self-Evaluation Report in the Spring of 2019 and underwent an on-site peer evaluation by the Northwest Commission on Colleges and Universities (NWCCU) on April 24th–26th, 2019. The NWCCU reaffirmed South Seattle College's accreditation status on July 12th, 2019. The College received four commendations and five recommendations as a result of this evaluation.

Since the completion of our Mission Fulfillment and Sustainability Evaluation, South continues to be committed to, and focused on our vision, mission, and strategic plan.

We have moved away from the core themes model for measuring mission fulfillment and instead emphasize continuous improvement in institutional effectiveness as measured through 23 identified Key Performance Indicators that support our current 2017-2023 Strategic Plan. This approach aligns and supports the newly adopted NWCCU 2020 Accreditation Standards and highlights our continued commitment to student achievement, learning, and success.

In March of 2020 the pandemic took hold of our communities, and South made an emergency shift to mostly remote operations. Like other educational institutions across our nation, the next two years since that shift have been marked by continual alignment with public health requirements, our commitment to evolving student support and instruction so that students can stay on track with their education through a deeply tumultuous time, and the realities of decreased higher education enrollments. While the pandemic has been an everyday challenge, South continues to make strides as an institution.

Additional notable changes since 2019 are highlighted below:

- After three full academic years of leadership transitions and interim assignments, as of December 2019, South officially had a complete and permanent President's Cabinet. The ten member team has overcome many challenges (COVID-19, enrollment, and budget) over the last several years and provided stability for the College to pursue our goals, initiatives, strategic directions, and resource allocation.

- During our annual 2019-2020 President's Day in September, 2019, South's President Rosie Rimando-Chareunsap set forth a vision and an invitation for us to move to become an anti-racist college. This vision has become a central focus for our work, planning, and resource allocation. In Fall 2021, South's new Welcome Center was launched and provides services to new, returning, and prospective students in one place including assistance with admissions and enrollment, financial aid, and advising.

- In Fall 2021, a staff-led BIPOC (Black, Indigenous, and People of Color) Council was created to support and advocate for South's BIPOC employees and students.

- In Fall 2019, Chancellor Shouan Pan charged a task force of representative leaders from across Seattle Colleges to research and make recommendations toward a "Strategic Equity and Enrollment Management" (SEEM) plan. The recommendation has provided the groundwork to prioritize efforts and resources towards a systematic district-wide SEEM plan.

- Seattle Colleges Racial Equity Charge 2023 was officially launched. The plan articulates three district-wide goals that have informed our work around racial equity.

- In Fall 2021, for the third time, South was awarded a Federally funded AANAPISI grant to improve the retention, progression, and graduation of Asian American and Pacific Islander Students (AAPI).

- South remains focused and committed to our Guided Pathways work, which is supported by our Title 3 grant, College Spark Grant and the State Board of Community and Technical Colleges.

- A peer to peer student mentoring program is in development to develop student leadership and provide support for new students who are in the process of determining their academic goals, especially for and by students who are furthest away from opportunities.

- Resulting from our 2019 Mission Fulfillment and Sustainability Evaluation, in Fall 2019, South hired our newly-created Faculty Assessment and Accreditation Coordinator. The position has been instrumental in leading a faculty-led approach to a systemic and meaningful institutional-wide practice of assessment.

- Based on national best practices and with the intent of impacting student success, and later Central and North, implemented English Directed Self-Placement as an alternative to standardized placement processes for English placement. The Math department is currently working on a similar approach for Math placement.

- South's Division of Instruction continues to partner with business and industry to increase access, awareness, and relevancy to our community. For example, the College has partnered with YearUP, Generation USA, and Career Launch FTE to provide short term, targeted programs to support underserved communities entering the workforce.

- Based on evidence-based results, we have implemented IBest (Washington's Integrated Basic Education and Skills Training Programming) in Welding, Aviation Technology, and Automotive Technology. The model uses a team-teaching approach to quickly boost students' literacy while they learn job skills or academic subjects.

- Seattle Colleges implemented Starfish in Spring 2019 in an effort to better connect students to Student Services staff. Starfish uses the power of the campus community to engage with and motivate students to persist through the challenges they face in higher education. It supports the alignment of college communications and student services processes and the development of collaborative intervention strategies, making it easier for faculty, advisors, and other college partners to support student success.

- On February 22, 2021, Seattle Colleges—North Seattle College, Seattle Central College, and South Seattle College—moved to a new data system called ctcLink. ctcLink replaced our decades-old student data, employee, and business systems. It is a PeopleSoft enterprise resource planning system that integrates data across Seattle Colleges and the state's community and technical college system.

This Mid-Cycle Self-Evaluation Report is the next step in the College's seven year evaluation cycle (2019-2026). As outlined in Appendix I (page 106) of the NWCCU 2020 Handbook of Accreditation, the following sections (1-3) of this report highlight the College's commitment, progress, and structure to mission fulfillment, student achievement, and institutional assessment planning. Section 4 follows up with actions and priorities in anticipation of the 2026 Year Seven Self-Evaluation Report. Section 5 addresses the College's four outstanding recommendations from the 2019 Mission Fulfillment and Sustainability Evaluation.

Section 1: Mission Fulfillment

In January 2017, the Board of Trustees determined that Seattle Colleges needed one vision, one mission, one set of values, and one set of goals for the entire District. Seattle Colleges planned a series of conversations beginning in the Winter Quarter of 2017. Additional conversations continued throughout the subsequent months to ensure faculty, staff, students, community members, and civic and business leaders were able to provide feedback. Through June of 2017, input was received from members of the chancellor's advisory council; the District management team; more than 20 external experts from business, government, and community; and nearly 200 employees through an online survey. Additional input activities included a town hall and stakeholder input meetings with faculty and classified staff.

On July 13th, 2017, the Board of Trustees approved the new 2017-2023 Strategic Plan and one Mission, Vision, Values, and Goals (see Appendix A) that are universally used and operationalized by all three colleges:

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

South Seattle College's Mission Statement provides the direction for decision-making that supports the College's planning, assessment, improvement, and resource allocation efforts at all levels. South is guided by two closely aligned plans—the Seattle Colleges Strategic Plan and the South Seattle College Operational Plan. The District's Strategic Plan lays out goals, strategies for achieving the goals, and the metrics that are used to evaluate progress. South's Operational Plan provides the College's detailed plans for achieving the goals established in the Strategic Plan.

South systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission, and uses the results of assessment to effect institutional improvement. We are committed to a comprehensive approach to strategic and operational planning that reflects the needs of the entire college community for the foreseeable future. The College utilizes an ongoing, purposeful, systematic, integrated, and comprehensive planning process to implement and fulfill the College's Mission and Goals.

STRATEGIC PLANNING

All of the College's institutional plans are publicly available, easily accessible, and shared with the college community. These plans guide how resources are allocated, support decision-making at the institutional and program level, and guide partnership development within the community. South strives to ensure that all members of the College are engaged and offered opportunities to participate in the institutional planning processes. The structure of distributed leadership employed by the College—utilizing campus- and district-wide committees—is by its nature broad-based and provides for input from appropriate constituencies.

The Seattle Colleges Strategic Plan is predicated upon the College's commitment to continuous improvement in fulfillment of its Mission and Goals. It is a living document that is designed to be modified to reflect the changing realities of the College and its community, based upon new information or changing circumstances. Because of the long-range nature of strategic planning, modification of the plan will occur infrequently and will be carefully vetted by the institution, but the plan itself is designed to serve as a guide to the future, not a preconceived notion of what must occur.

The 2017 strategic planning process was broad and inclusive with representatives from all three campuses and employee types. With the 2023 expiration of the current strategic plan, and as facilitated by the Vice-Chancellor for Academic and Student Success, Seattle Colleges will begin a new strategic planning process during Summer 2022.

INSTITUTIONAL OPERATIONAL PLANNING

Guiding all planning is the Seattle Colleges Strategic Plan, which is facilitated at the district level, and developed with significant engagement at the College level along with our sister colleges (North Seattle College and Seattle Central College).

Every two years, the College Operational Plan is developed and implemented to support the Strategic Plan and is defined at the division and departmental unit level. Within the Strategic and Operational Plans are strategies that support one or more of the four goals and support our annual priorities and resource allocation. South's current Operational Plan is set to expire in Spring 2023 and will be assessed alongside the strategic planning process and timeline.

MISSION FULFILLMENT AND INSTITUTIONAL EFFECTIVENESS

The Mission Statement clearly articulates the purpose of the institution and provides direction for the College. The goals and metrics outlined in the 2017-2023 Strategic Plan collectively represent essential elements of the College's Mission. South Seattle College defines mission fulfillment as successfully meeting specified thresholds by the assessment and performance of 23 Key Performance Indicators (KPIs) relative to predetermined targets. See Appendix B (Strategic Plan Scorecard).

The KPIs support and relate to our four Strategic Planning Goals—1) Student Success; 2) Equity, Diversity, Inclusion, and Community; 3) Organizational Excellence; and 4) Partnerships—that guide the College's path to mission fulfillment.

Each KPI provides a high-level overview of Seattle Colleges' and South Seattle College's performance in certain areas that are key to the fulfillment of its Mission. Led by the Office of Institutional Effectiveness, the KPIs are informed by standards of professional practice and were developed through campus-wide participatory processes, where evaluation of their achievement is supported by College, District, and state data systems and research capacity.

Each KPI is institutional in scope; within the College's ability to control or influence; reflects the results of actions taken by the College (not the actions themselves); and connects to one or more of the Strategic Goals. The acceptable threshold of mission fulfillment is attainment of 80 percent or more of the benchmark target. Overall, successful achievement of fifteen or more KPIs will demonstrate fulfillment of South's Mission to "prepare each student for success in life and work, fostering a diverse, engaged, and dynamic community."

South Seattle College defines mission fulfillment as meeting the following thresholds annually:
- At least 15 of the 23 KPIs are at Complete or On Track and
- No more than 8 of the 23 KPIs are At Risk

To measure the extent of mission fulfillment, the College first establishes baselines (using 2016-17 datasets where available) for each KPI. From each baseline, a target performance level is identified as the benchmark for the College to reach by the close of academic year 2023—the end of the current District and College plan cycle. For several indicators, where appropriate and available, indicators are further disaggregated by groups (e.g., race and ethnicity, etc.) to provide additional data and insight.

On an annual basis, performance data are collected for each indicator. The data are then compared to the targets. Each indicator is then rated as (1) Complete—met 2023 target, (2) On Track—met 80-99 percent of target, or (3) At Risk—met less than 80 percent of target. This process yields scores of data points each year, and hundreds of data points over a multi-year period. For ease of interpretation, the ratings are color-coded as shown below:

Fulfillment Rating	Status	Color Legend
Complete	Met 2023 target	
On Track	Met 80% of 2023 target (closed 80% of gap between baseline and 2023 target for Goal 2 KPIs)	
At Risk	Did not meet 80% of 2023 target	

Annually, the updated scorecard is presented to the Board of Trustees and College leadership, and widely distributed across the College. Additionally, the Board of Trustees and College and District leadership annually review the Strategic Plan, Mission, Vision, and the strategies and operational tactics across Seattle Colleges. This process helps maintain the focus of the College and ensures we utilize authentic measurable, assessable, and verifiable key performance indicators to measure accomplishment of mission fulfillment.

Section 2: Student Achievement

During our annual President's Day at the beginning of the 2019-20 school year, South Seattle College President Rosie Rimando-Chareunsap set forth a vision and an invitation for us to move to become an anti-racist college. In alignment with this vision, at South we have come to consider the path to student achievement to be an integrated and holistic process of instruction and student services considered from within a frame of anti-bias anti-racist (ABAR) practices and perspectives. As we come to understand anti-racist work to be human-centered, we seek to become more student-centered as an institution. Instruction; Student Services; and Equity, Diversity, and Inclusion have collaborated to provide holistic support for students.

The foundational work of South is to provide avenues and supports that give students the best opportunity to achieve their self-determined educational and professional goals. The College's adoption of the Guided Pathways initiative, perhaps, best illustrates the College's commitment to positively impacting student success, and in equal measure, the College's practice of continuous reflection and improvement. This work has served to support the College's efforts to fulfill Goal #1—Student Success (The success of our students is the central focus of Seattle Colleges. We strive to make steady gains in improving student satisfaction, retention, completion, job placement, and narrowing student performance gaps.)—and in turn, continuously improve educational and student support programs and services at South.

Cognizant that the College serves a diverse student population with varied needs, South takes an equity-based and inclusive approach to different kinds of support and related resources to foster student learning and development. The Guided Pathways transformation process facilitates this work by prescribing strategies for clarifying and simplifying the ways in which students move through their educational journey, in placing students in programs that are fully mapped out and aligned with further education and career advancement, and in supporting motivation and metacognition as an explicit instructional goal across programs.

Our practice of building a stronger sense of community and care for each other was already beginning with leadership direction provided by President Rimando-Chareunsap, but has accelerated and expanded during the pandemic as the very real dilemma of COVID-19 related safety and workforce considerations continued to increase and evolve. We quickly came to understand that adaptation was key and that we needed to stay abreast of our global and rapidly evolving understanding of the virus and its impact on us as a college community, institution, and—ultimately—our students.

The need for collaborative decision-making on behalf of student achievement requires trustworthy collegiality. In our experience as we have worked to become an anti-racist college, shifts in values require that we do our own individual personal work to take up solid partnership with others to create systemic change as an institution. This necessarily requires developing a sense of trust in each other to be able to act on each others' behalf to do the work of the institution. It also requires building capacity for gathering and elevating the voice of our students in decision making. This is not fast work, but happens over time as we address challenges that require complex approaches to resolve issues. Because we have put in the time to practice this process, we have been able to rely on each other to move quickly as emerging aspects require action.

An example of this collaborative process being employed when we needed to move quickly was the decision to prioritize students' and employees' safety by moving to remote instruction and services for students as the pandemic took hold, while continuing to provide the best conditions possible to support students academically.

The decision to move to mostly online/remote or hybrid instruction and remote/online services for students and employees needed to be made quickly as positive COVID cases emerged in the campus community. Broad-based decision-making and consultation between the President, President's Cabinet, deans and directors, staff, faculty, and students was key to understanding the vast impacts this shift would have on student experience and achievement, and helped us determine how to attend to the increasing needs of students for non-instruction support so they could continue to participate in classes. Existing services were examined to discern safer ways for delivery, and new resources were built out including the distribution technology to students for remote learning, distribution of CARES Act funds for students experiencing financial impacts from the pandemic, expansion of Food Pantry and Emergency Funds services, and very proactive Completion Coaching. For Instruction, the decision-making process to move to predominantly remote instruction involved collaboration with Institutional Research on student surveys about experiences and preferences for modality of instruction—in-person, hybrid, and remote. Student feedback was also solicited via student forums on Zoom and faculty feedback from interactions with students. E-Learning services served both faculty and students to pave the way for smoother transitions to remote modalities.

The same principles employed in that emerging public health emergency guide the College's equity work, and we are building on everyday practices to become an anti-racist institution. This is an iterative process and as we learn more, we do better. We are committed to providing the best instruction and services that we can to our students through a considered process that takes into account students' safety, access to quality instruction, and serving the broader needs of students during stressful times.

This equity-based inclusive approach is the foundation of our student achievement work. South's measures are outlined in the remainder of this section.

OVERVIEW OF STUDENT ACHIEVEMENT MEASURES

The Seattle Colleges Strategic Plan focuses on 23 leading and lagging KPIs that make up four overarching goals: Student Success; Equity, Diversity, Inclusion, and Community; Organizational Excellence; and Partnerships. The Strategic Plan was developed during the 2016-17 academic year and projects KPI targets for the 2022-23 academic year, the final year of the plan.

The College is committed to pursuing and promoting student achievement and removing barriers to success. To do so, we believe in disaggregating specified KPIs by race-ethnicity, age, and gender to get a better sense of where gaps exist within specific student populations. This practice and commitment to better understanding our disaggregated data improves our ability to successfully plan, implement, assess, and allocate resources that increase the successes of students.

Peer Comparisons

Based on the definitions of these metrics outlined in the district-wide Strategic Plan and other institutions' publicly available data, South Seattle College used a mix of in-district and in-state comparisons, and will explore national comparisons in the future. For three of the metrics (four-year completion, job placement, and wage progression), other colleges had not publicly released data that meets the KPI definitions, so in-district sister colleges Seattle Central and North Seattle Colleges were used as the comparison group. Two further metrics (fall-winter retention and math progression) were available on the SBCTC's First Time Entering Student Outcomes dashboard, so in-state comparisons were available.

Five in-state colleges were selected as a Guided Pathway Cohort comparison group as they are working towards Guided Pathways goals on similar timelines as a part of the College Spark Guided Pathways grant and the AACC Pathways Project: Everett Community College, Peninsula College, Pierce College, South Puget Sound Community College, and Skagit Valley College. For the remaining metric, Student Engagement, South Seattle College would usually only be able to compare to in-district colleges as this KPI is obtained from a district-wide student survey, but in this most recent year Seattle Colleges administered the Community College Survey of Student Engagement (CCSSE). This allowed for an in-district comparison, a comparison to three of the five Guided Pathways Cohort colleges, and a comparison to all medium-sized colleges that administered CCSSE in 2021.

Metric	Source	Seattle Central College and North Seattle College Comparison	Guided Pathways Cohorts Comparison
Student Engagement	Internal dataset: CCSSE/other student climate survey	✓	†
Fall-Winter Retention Rate	SBCTC's First Time Entering dashboard	✓	✓
4-year Completion Rate	Internal dataset: First Time Entering transfer/award dataset	✓	
Job Placement Rate	Internal dataset: SBCTC DLOA jobs dataset	✓	
Wage Progression	Internal dataset: SBCTC DLOA jobs dataset	✓	
Math Progression	SBCTC's First Time Entering dashboard	✓	✓

† availability based on CCSSE comparison data

Student Engagement: 2021 Community College Survey of Student Engagement

	South Seattle College	Seattle Central College & North Seattle College	Guided Pathways WA CTC Cohort**	2021 CCSSE Cohort Medium Colleges
Overall				
	3.2	3.3	3.3	3.3
Race/Ethnicity				
American Indian or Alaska Native	*	*	3.5	3.3
Asian	3.3	3.3	3.4	3.3
Black or African American	3.1	3.5	3.5	3.3
Hispanic or Latino	2.8	2.9	3.4	3.3
Native Hawaiian	N/A	N/A	*	3.6
Pacific Islander (non-Native Hawaiian)	*	*	3.8	3.4
White	3.3	3.3	3.3	3.3
Other	*	*	3.4	3.2
Two or More	3.4	3.2	3.2	3.3
"I prefer not to respond"	*	*	2.8	3.0
Gender				
Man	3.1	3.2	3.2	3.2
Woman	3.3	3.4	3.4	3.3
Other	*	3.1	3.3	3.1
Prefer not to respond	N/A	*	3.1	2.9
Age				
Traditional-age (18-24)	3.0	3.2	3.2	3.2
Nontraditional-age (25+)	3.3	3.3	3.4	3.4

** Only includes CTCs with 2021 CCSSE data—Everett, Peninsula, Pierce
* less than 10 observations/data suppressed

Data for the Student Engagement KPI were gathered from local and national surveys. Approximately every three years, the Community College Survey of Student Engagement (CCSSE) is administered at all three colleges of Seattle Colleges. In non-CCSSE years, a district-wide survey is administered to assess climate and satisfaction. This most recent year of data is from the average response to CCSSE item "How would you evaluate your overall educational experience at this college?" (1 = poor, 2 = fair, 3 = good, 4 = excellent). Both South Seattle College and the District have met the 2023 goal of a 3.2 average response. In addition to comparing South Seattle College's data to its sister colleges, Seattle Central and North Seattle, data is available for three of the five Guided Pathways and the national CCSSE cohort of medium colleges,

who all administered the CCSSE in 2021. While there are quite a few cells suppressed due to small counts of respondents, overall, South and the other Seattle Colleges had similar equity gaps—particularly for respondents that identified as "Hispanic or Latino," who had the lowest average rating for both South Seattle College and the District overall. Other gaps were common among all comparison groups, like female-identified respondents and respondents of non-traditional age giving higher average ratings than their counterparts.

Fall to Winter Retention Rate: 2020 Cohort

	South Seattle College	Seattle Central College & North Seattle College	Guided Pathways WA CTC Cohort
Overall			
	81%	76%	83%
Race/Ethnicity			
American Indian/Alaska Native	*	54%	78%
Asian	83%	82%	88%
Black/African American	83%	76%	79%
Hispanic	85%	75%	81%
Pacific Islander/Native Hawaiian	80%	63%	85%
White	81%	76%	84%
Two or More Races	79%	75%	82%
Not Reported	73%	72%	84%
Need-Based Aid			
Received	85%	80%	83%
Did Not Receive	80%	75%	83%
Gender			
Female	83%	78%	85%
Male	80%	74%	81%
Not Reported	67%	67%	84%
Age			
0-19	87%	82%	88%
20-24	80%	70%	73%
25-29	72%	69%	76%
30-39	69%	72%	76%
40+	63%	74%	77%
Not Reported	*	*	*

* less than 10 observations/data suppressed

Retention rate data came from the SBCTC's First Time Entering Student Outcomes dashboard, which is made available to community and technical colleges in Washington. This allowed for comparison to other in-district colleges and the five Guided Pathways cohort colleges. South Seattle College had a retention rate somewhat higher than its sister colleges, but slightly lower than the other Guided Pathways colleges. At South Seattle College, the gaps between race/ethnicity groups and gender groups for subgroups that reported demographic data were smaller than those at the sister colleges and commensurate with those in the Guided Pathways cohort. South Seattle College had the largest gap in age groups when compared with both peer groups.

Four-Year Completion Rate: 2017 Cohort

	South Seattle College	Seattle Central College & North Seattle College
Overall		
	42%	50%
Race/Ethnicity		
American Indian/Alaska Native	35%	23%
Asian	54%	56%
Black/African American	28%	40%
Hispanic	41%	42%
Pacific Islander/Native Hawaiian	29%	46%
White	45%	52%
Two or More Races	45%	45%
Not Reported	34%	53%
Need-Based Aid		
Received	40%	43%
Did Not Receive	43%	51%
Gender		
Female	45%	52%
Male	39%	48%
Not Reported	52%	43%
Age		
0-19	48%	56%
20-24	44%	52%
25-29	41%	47%
30-39	35%	42%
40+	30%	41%
Not Reported	*	*

* less than 10 observations/data suppressed

Completion data were sourced from the dataset used to populate SBCTC's First Time Entering Student Outcomes dashboard. It required additional data elements not available on the dashboard, so the only peer comparison group available was the in-district sister colleges. This rate reflects the percentage of new students that earn an award within four years and/or transfer to a four-year college within four years. While South Seattle College's overall completion rate was lower than its peer comparison, equity gaps were similar. The largest gaps existed in race/ethnicity subgroups and age subgroups.

Job Placement Rate: 2019-20 Exiting Cohort (Professional/Technical students only)

	South Seattle College	Seattle Central College & North Seattle College
Overall		
	73%	75%
Race/Ethnicity		
American Indian/Alaska Native	*	70%
Asian	81%	81%
Black/African American	72%	71%
Hispanic	83%	73%
Pacific Islander/Native Hawaiian	77%	91%
White	76%	75%
Two or More Races	70%	82%
Not Reported	53%	64%
Need-Based Aid		
Received	72%	72%
Did Not Receive	73%	76%
Gender		
Female	70%	78%
Male	74%	73%
Not Reported	85%	56%
Age		
0-19	77%	82%
20-24	82%	81%
25-29	73%	82%
30-39	74%	74%
40+	63%	65%
Not Reported	*	*

* less than 10 observations/data suppressed

Data for the Job Placement KPI were gathered by the State Board for Community and Technical Colleges (SBCTC) in a database that links professional/technical students' college records with educational outcomes from the National Student Clearinghouse and employment outcomes from unemployment insurance data. This most recent dataset examines the 2019-20 cohort of exiting students nine months after they left college. Due to the security required for use of this data, it is not published at a state-level, and therefore, South Seattle College's only comparison group will be the other two colleges within the District. Overall, South Seattle College's job placement rate was similar to its district counterparts. South Seattle College and its sister colleges had similar gaps between ethnicities and age groups, however, South had slightly smaller gaps between students receiving need-based aid or not.

Wage Progression: 2019-20 Exiting Cohort (Professional/Technical students only)

	South Seattle College	Seattle Central College & North Seattle College
Overall		
	15%	22%
Race/Ethnicity		
American Indian/Alaska Native	*	*
Asian	25%	30%
Black/African American	8%	28%
Hispanic	34%	15%
Pacific Islander/Native Hawaiian	*	22%
White	9%	17%
Two or More Races	25%	27%
Not Reported	13%	24%
Need-Based Aid		
Received	15%	32%
Did Not Receive	15%	20%
Gender		
Female	8%	27%
Male	19%	17%
Not Reported	*	*
Age		
0-19	41%	49%
20-24	22%	31%
25-29	32%	22%
30-39	17%	25%
40+	-3%	9%
Not Reported	N/A	N/A

* less than 10 observations/data suppressed

Data for the Wage Progression KPI were sourced from the same datasets as the Job Placement data. These data compare the average change in wages before a student starts college and nine months after. Overall, South Seattle College lagged behind its district counterparts in wage progression. South Seattle College had significant equity gaps between race/ethnicity groups, gender groups, and age groups. While this is not displayed in the table, some of these gaps can be attributed to subgroups having a higher pre-college wage, and becoming more on par with other subgroups post-college.

Math Progression: 2020 Cohort

	South Seattle College	Seattle Central College & North Seattle College	Guided Pathways WA CTC Cohort
Overall			
	43%	25%	38%
Race/Ethnicity			
American Indian/Alaska Native	*	8%	23%
Asian	52%	37%	49%
Black/African American	43%	21%	29%
Hispanic	35%	16%	34%
Pacific Islander/Native Hawaiian	10%	16%	34%
White	44%	26%	38%
Two or More Races	40%	23%	36%
Not Reported	39%	21%	36%
Need-Based Aid			
Received	38%	26%	35%
Did Not Receive	44%	25%	38%
Gender			
Female	41%	23%	36%
Male	44%	29%	40%
Not Reported	50%	24%	38%
Age			
0-19	50%	36%	43%
20-24	33%	20%	30%
25-29	39%	22%	32%
30-39	32%	15%	28%
40+	18%	8%	22%
Not Reported	*	*	*

* less than 10 observations/data suppressed

Math Progression data were collected from the SBCTC's First Time Entering Student Outcomes dashboard. Math Progression rates reflect the percentage of new students (in summer and fall quarters) that complete a college-level math course within one year. South Seattle College had a rate higher than either peer comparison group. Overall, this increased rate likely reflects work done to refine the College's math sequence and efforts to offer more math courses through a co-requisite model. However, large gaps remain between subgroups, particularly in the race/ethnicity subgroups.

The above six student achievement KPIs provide effective, meaningful, and consistent data points that assist the College in determining the overall progression, success, and achievements of our students. The initiatives and activities outlined in our Strategic and Operational Plans are aligned and provide support and impact to the overall progression towards the College's targets in these KPIs.

The College continues to monitor these KPIs through an anti-bias, anti-racist lens annually through the Office of Institutional Effectiveness, campus leadership, and the district-wide committees to help maintain the focus of the College and ensure continued impact while also investigating opportunities for improvement and enhancement.

While the performance of KPIs that support student achievement is positive, this work is complex, requiring that the College continue to refine and improve the indicators used to inform planning decision-making and allocation of resources and capacity.

Section 3: Programmatic Assessment

Since 2019, South Seattle College has prioritized and invested in establishing a comprehensive and systematic assessment structure that promotes faculty and staff development and engagement, and a commitment to improvement. Our faculty-led assessment system embraces an inclusive, meaningful, and consistent approach to assessing our student learning and their experiences at all levels. South Seattle College is committed to making decisions and improvements based on the evidence and results provided through our assessment structures and practices.

ASSESSMENT STRUCTURE

In response to recommendation #3 from the April 2019 on-site accreditation visit and evaluation, and in conjunction with South Seattle College's data-driven focus, the College approved a new, state funded position for a [Faculty Assessment and Accreditation Coordinator](#) to lead the College in regular program, degree, and general educational learning objectives review processes. The position is a two-thirds course release faculty position that chairs an Assessment Committee as well as confers and collaborates with the Guided Pathways Guiding Team and other faculty led committees at the College.

Guided Pathways provides the framework to pursue institutional change and improvement, and one of the core areas of focus within our Guided Pathways work is assessment. The Assessment Coordinator position also holds a place on the Guiding Team, coordinating with the "Ensuring Students are Learning" pillar of work as part of South's Guided Pathways project. The Assessment Coordinator is tasked with bringing an anti-bias and anti-racist (ABAR) lens to all the work that they carry out and promotes this ABAR approach to fellow faculty members.

The Faculty Assessment Coordinator reports to both the Executive Director of Institutional Effectiveness and the Vice President of Instruction. The position leads an [Assessment Committee](#) representing faculty and staff of the College—instruction and student services—and chairs multiple subcommittees: Program Review, SLO (student learning outcomes)/CLO (course learning outcomes) Surveys, Assessment Ambassador, and Student Facing Surveys.

As a result of the position and committee, a greater emphasis has been placed on the importance and value of assessment and the assessment process:

- Currently, faculty are encouraged to review and evaluate course, program, degree, and college-wide (general education/student learning) outcomes at the end of each quarter, ("Connecting the Os"). An Assessment Committee member is assigned to each faculty member to encourage and assist faculty with this request.

- The Assessment Committee participates in a variety of training sessions, including professional development, to encourage and increase faculty participation in the learning objective review process and to increase awareness of the value and importance of assessment as part of the College's continuous improvement process and anti-bias, anti-racist commitment.

- Since 2019, an Assessment SharePoint website has been the place for all Assessment Committee and subcommittee documents and information, allowing members quick access to documentation and a virtual hub to collaborate.

- An Assessment Canvas shell has been created where SLO and CLO surveys and results, as well as program review information, documentation, and results can be found. All faculty and staff are provided access to this shell, and the site currently has over 90 faculty and staff enrolled with additional faculty or staff joining each quarter.

- This Canvas site is also where faculty are asked to submit their <u>Student Learning Outcomes Surveys</u> and/or <u>Course Learning Outcome Surveys</u> at the end of each quarter. Submission rate varies by quarter and SLO. The Committee is working on identifying ways to improve submission rates and faculty participation and ensure that the results of assessments are used to inform planning and practices that enhance and improve student learning and success.

South's Continuous process of improvement cycle and "Connecting the Os," course learning outcomes, degree or program outcomes, and student learning outcomes.

- Student Success
- Course Learning Outcomes (CLO)
- Degree/Program Outcomes
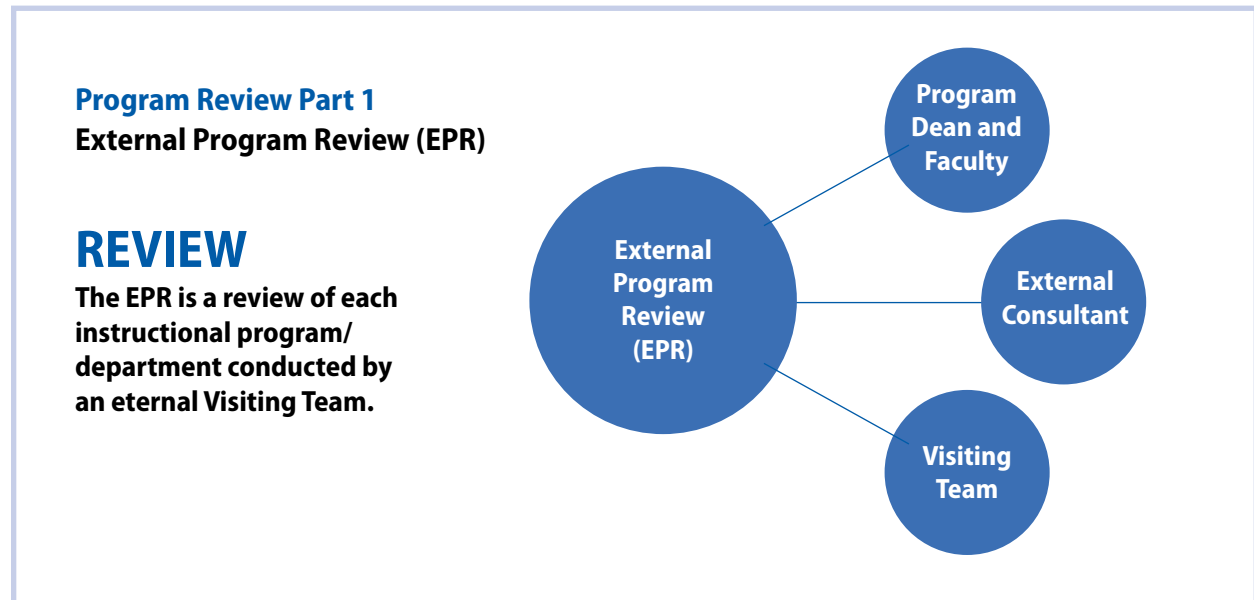- Student Learning Outcomes (SLO)
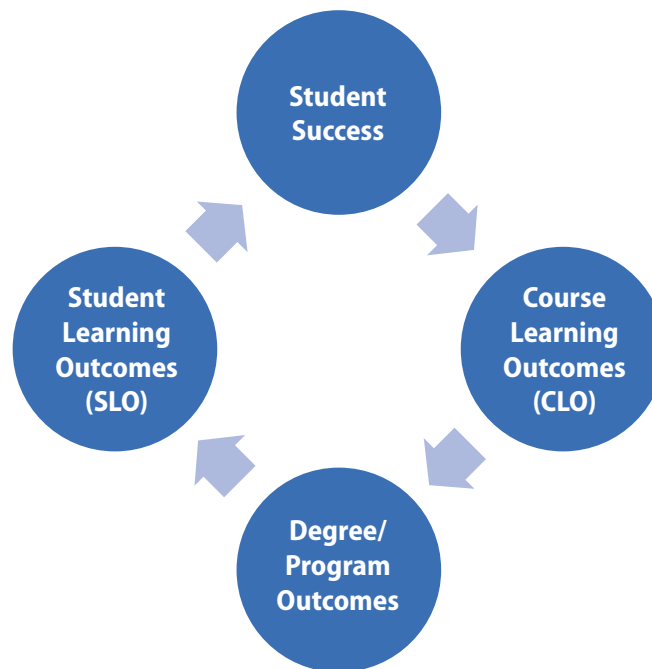
The seven [Student Learning Outcomes](#) (SLOs) at South Seattle College represent the desire of our faculty, administrators, and staff to see that every single student who passes through our doors leaves our institution with valuable life skills that will set them up to succeed in their future endeavors. The SLOs inform what each program's learning outcomes will be, and often help deans and directors determine how best to describe what skills their program will impart to each student. In turn, the program learning outcomes will inform the course learning outcomes which should help the student understand their goal within the program they are studying. The alignment of these three levels of learning outcomes is part of the work that South Seattle College has tasked itself to complete within the last three years since our initial site visit, and we feel that we are accomplishing this goal.
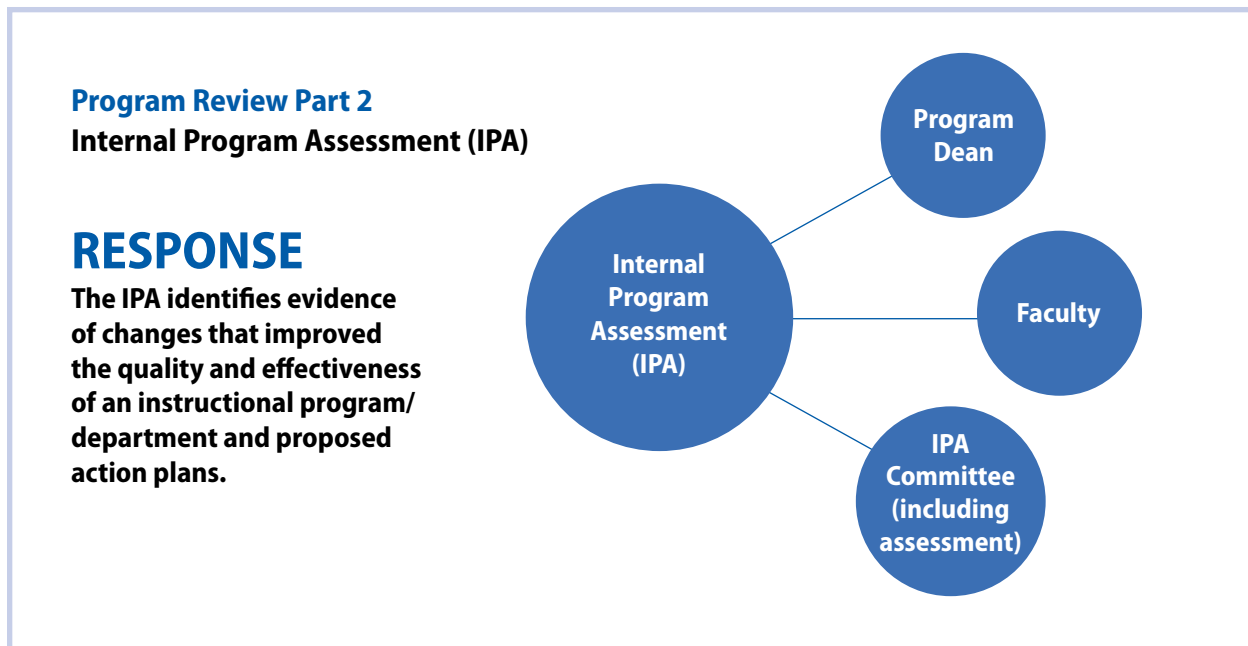
PROGRAM REVIEW AS AN ASSESSMENT TOOL

The purpose of program review at South Seattle College is to provide a robust and thorough review of whether a program is providing a meaningful education to our students. This process can vary significantly depending on which program is being reviewed, however it generally follows a similar process for our Professional-Technical Programs comprised of an external program review (EPR) and internal program assessment (IPA).

The process is initiated when an outside external consultant is hired to help complete the EPR in an unbiased manner. The external consultants will often form a technical advisory committee of outside employers who will be asked to assess the curriculum and determine if it teaches students the skills they are hiring for. The full review process comprises 13 factors that are assessed for [Strength, Weaknesses, Opportunities, and Threats (SWOT)](#). This SWOT analysis is then provided to the program under review and the faculty, along with the dean, will respond to this review and address specific points of the analysis during the internal program assessment.

Program Review Part 1
External Program Review (EPR)

REVIEW

The EPR is a review of each instructional program/ department conducted by an eternal Visiting Team.

External Program Review (EPR)

- Program Dean and Faculty
- External Consultant
- Visiting Team

The internal program assessment is typically carried out soon after the EPR is completed and is an important step in helping programs understand their strengths, weaknesses, opportunities, and threats. The IPA also gives the program an opportunity to address some of the EPR analyses and identify if any information is incorrect or misconstrued. Helping the program complete the IPA process is the Assessment Committee, who plans at least two meetings with the program in order to address the IPA as well as discuss the role of assessment in the program review process and help the program identify how students are being assessed in meaningful ways. During these meetings a plan of action is developed that helps the program plan to address the major points of weakness and threats to the program and how the faculty, dean, and VPI can begin to document and align their work towards the goals of the program.

Program Review Part 2
Internal Program Assessment (IPA)

RESPONSE
The IPA identifies evidence of changes that improved the quality and effectiveness of an instructional program/ department and proposed action plans.

- Internal Program Assessment (IPA)
  - Program Dean
  - Faculty
  - IPA Committee (including assessment)

Professional-Technical programs at South undergo a thorough program review every three years. Despite the challenges of COVID-19, South's Professional-Technical program review process has continued and thrived as an opportunity to define program strengths, needs, and institutional support around goals articulated collaboratively among faculty, deans, business partners, and the Vice President of Instruction. Efforts and energy around abruptly moving courses online due to the pandemic required adjusting the College's robust program review schedule for the last two years. Program review has continued, maintaining the three-year rotation for program assessment. Culinary, Wine, Landscape Horticulture, Welding, Hospitality Management BAS, and Sustainable Building Technology BAS programs completed program reviews between 2019 and 2021.

Program Review Example 1

South's Culinary Arts program review process and documentation represent real time adjustments in curriculum and program revisions to meet the needs of the industry and students learning during the pandemic. The Culinary Arts External Program Review was primarily completed before the pandemic began, so the faculty coordinated the revision and update of the course outlines in the program and instruction to fully online while maintaining the hands-on instruction that is part of the culinary learning experience. They also updated the curriculum to correspond with changes in the industry. During Fall Quarter 2021 a group of three faculty members from culinary, the Dean, and the Vice President of Instruction along with two members from the Assessment Committee met to discuss the Culinary Arts Internal Response and steps to help the Culinary Program continue to thrive in the coming years. Specific action items included: discussing a precise plan for a return to campus, offering intensive summer quarter programs; increasing enrollment via outreach and marketing; and discussing how to integrate the math curriculum that is necessary for a successful career working in a kitchen. The specific action items and notes from this meeting can be found in the Program Review Synthesis and Goals Document and this document is referenced when the program meets yearly and before the next program review is undertaken as a benchmark of the work being done.
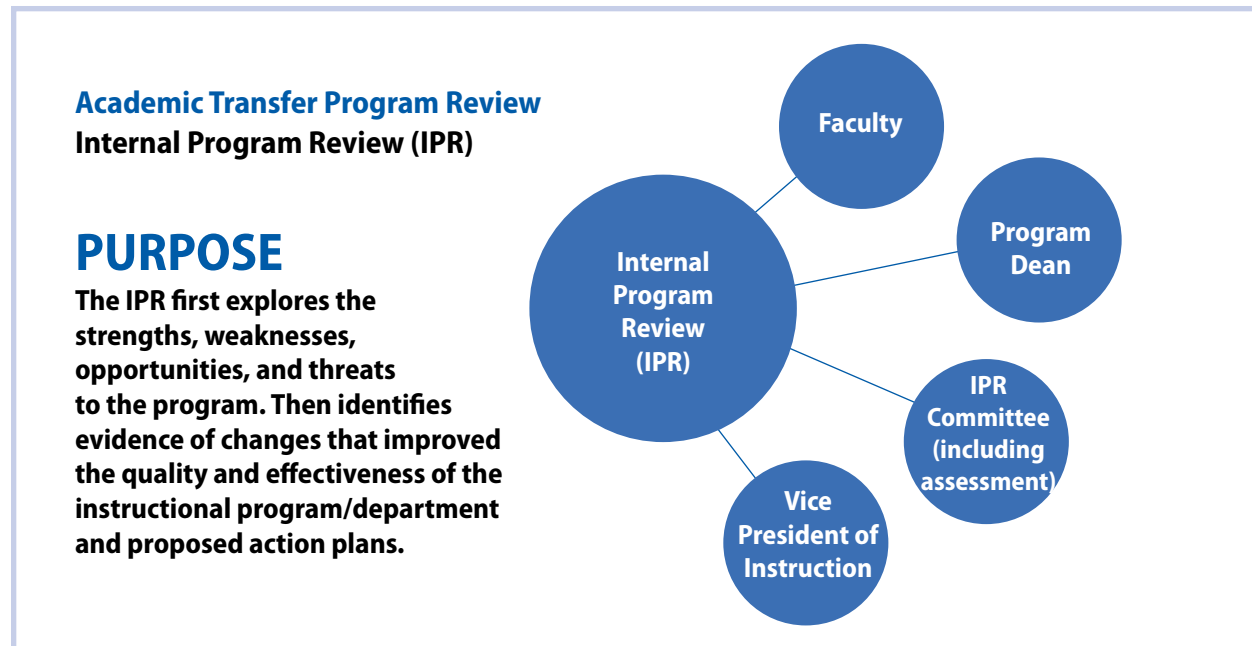
Program Review Example 2

The Bachelor of Applied Science (BAS) Division at South Seattle College applies to two areas of study: Hospitality Management and Sustainable Building Science Technology. Students attaining a BAS in either of these programs are typically seeking to enhance their likelihood of advancing their career and are already working in their field of study. The Sustainable Building Science Technology (SBST) program had an External Program Review occur during Winter and Spring of 2021, which was followed by the programs own Internal Program Assessment during Summer and Fall of 2021. Finally, during November of 2021, the full-time faculty member for SBST, along with the Dean, the Vice President of Instruction, and two members of the Assessment Committee met to discuss the work that had been done since the last program review and what the program needed moving forward (detailed meeting notes). The meeting highlighted that each SBST BAS cohort in the last three years has a 100% job placement rate, and this occurred even during a time of high faculty and administration turnover in the department. Some of the requests from the program were to implement a consistent funding model, increase the program marketing, as well as hire a full-time staff member to help manage student needs.

Beginning in 2021 with the SBST Program Review, the Assessment Committee discussed learning outcome assessment with SBST faculty and the Dean. This new process allows the Assessment Committee to identify areas of outcome assessment that are working well for the department or program as well as identify ways that assessment can be more meaningful for everyone involved, and hopefully will be implemented for all future program reviews. Within the SBST program, it was determined that course level learning outcomes are consistently assessed and in a meaningful way for the faculty because, similar to the Professional-Technical programs, the learning outcomes are often related to specific industry standards that have a direct relationship to helping the student obtain the necessary skills to be employable. It was discussed that the program level outcomes should be revised to allow for more broad categories that do not necessarily need to be changed every few years like the course learning outcomes (that change often due to a rapidly changing sustainable building industry). Finally, it was brought up that the specific college-wide student learning outcomes are often difficult to assess in the classroom and that the Dean and the SBST faculty should draft a crosswalk document to help faculty identify which specific course learning outcomes apply to the program outcomes and how those can be applied to specific student learning outcomes.

COLLEGE TRANSFER PROGRAM REVIEW PILOT

The College Transfer Division (also known as Academic Transfer) determined that a version of the program review process described above could work in this context, and planned to pilot the process to make improvements and specific updates that would benefit the students, faculty, and staff within College Transfer. Faculty and staff from the Assessment Committee participated in bi-weekly planning meetings to determine the best approach to implement program review in the Business Pathway of College Transfer. The approach is to complete a program review for this program while also making universal improvements that will work best for future College Transfer Programs areas. The Business Department program review pilot will be completed by Summer 2022 in collaboration with South's Curriculum Instruction Committee. This pilot is being carried out carefully and diligently with the goal of generating data that pertains to student transfer success and eventual four-year degree completion. The pilot, including the process for determining its structure, will be shared so that the process can be applied to other programs in College Transfer.

Academic Transfer Program Review
Internal Program Review (IPR)

PURPOSE

The IPR first explores the strengths, weaknesses, opportunities, and threats to the program. Then identifies evidence of changes that improved the quality and effectiveness of the instructional program/department and proposed action plans.

Internal Program Review (IPR)

Faculty

Program Dean

IPR Committee (including assessment)
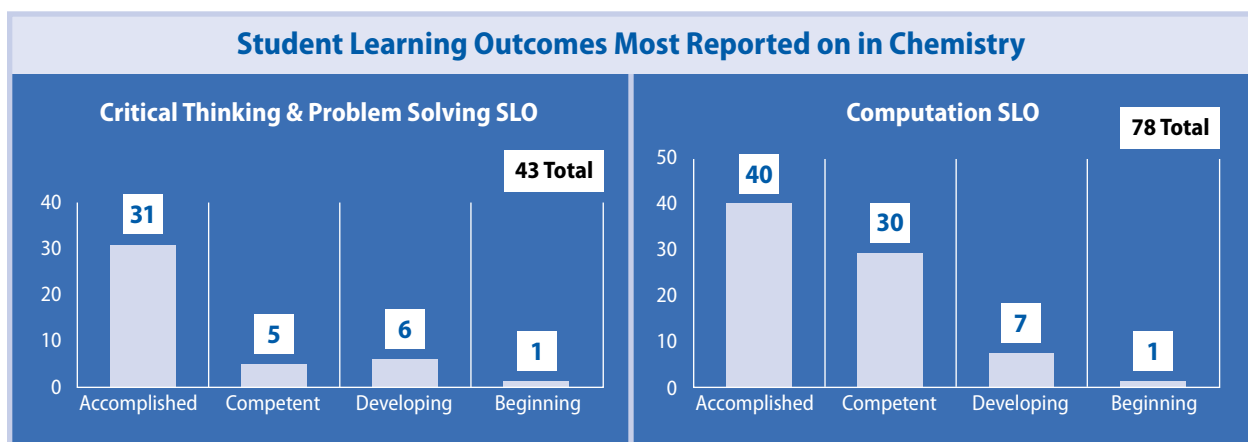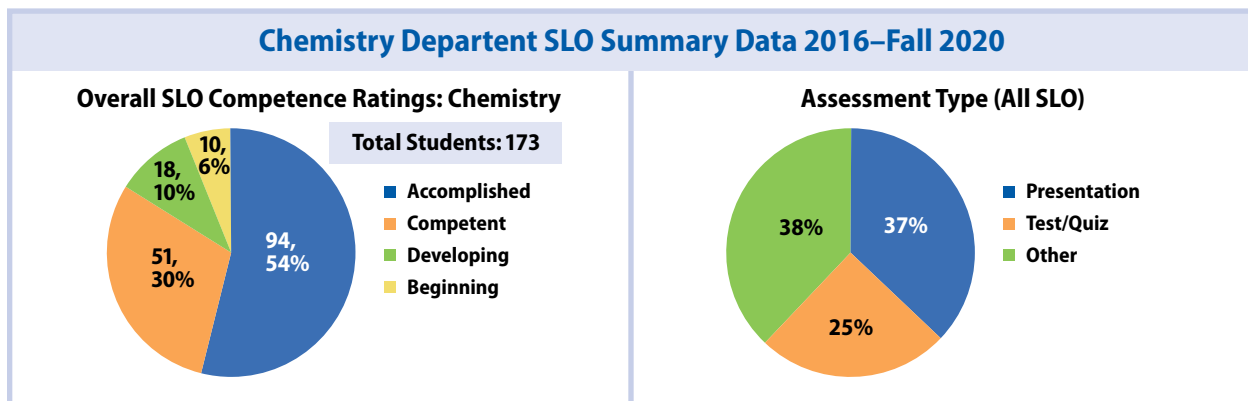
Vice President of Instruction

College Transfer Program Review will significantly differ from the process within Professional-Technical programs as an outside consultant will not be a part of the process and for most, if not all areas, there is no technical advisory committee nor any specific accrediting body with compulsory requirements. The program review process for College Transfer Programs will focus on course and program success for students regarding the measurement of student learning outcomes at the college, course, and in some cases area/program level. Faculty and staff are interested in reviewing success data regarding completion, retention, and ability/readiness to transfer, disaggregated in meaningful ways such as race, gender, age, and other student characteristics. Additional benefits from this process include collaboration amongst faculty and staff from these areas, ability to share out specific program information with the College and our students, and meaningful improvements made given the analysis of the information gleaned throughout the process. As the College Transfer Program Review evolves, we will also explore improving our established program processes in Professional-Technical and Bachelor of Applied Science programs.

STUDENT AND COURSE LEARNING OUTCOME SURVEYS

South's general education outcomes (or Student Learning Outcomes/SLOs) are displayed on the College website and faculty are asked to assess two to three out of seven outcomes per quarter. Currently, faculty at the College are asked to assess SLOs using rubrics created in 2016 and 2017. In a Winter Quarter College Transfer Program division meeting, the SLO subcommittee presented an overview of the results of the SLO assessments completed in the four years previous. Based on the percentage of responses for each SLO, the assessment committee established a schedule for the 2021-22 academic year to review SLO rubrics for viability and updates as needed. College Transfer Programs faculty submitted SLO data for Winter and Spring 2020 Quarters for Critical Thinking and/or Communication (the two SLO rubrics being reviewed Fall 2020 in Winter and Spring Quarters.) In addition to the SLO data submitted, faculty were asked to provide input on the Critical Thinking and Communication rubrics to be collected as part of Fall Quarter's review of the rubrics.

As of Fall Quarter 2021, most departments have been submitting student learning and course learning outcome data that are then collated and shared back to departments to promote an iterative continuous cycle of improvement based on assessment data. Below is an example of a recent report sent to the Chemistry Department. The departments are asked to have a meeting to discuss the report and to share with one another the types of activities and assignments that they use to assess the specific SLOs. We have found that this type of engagement helps faculty understand how to assess student learning outcomes in their classrooms as well as link the SLOs to the Course Learning Outcomes more concretely.

Here is a representative example of the SLO assessment data that is presented to departments:

Chemistry Departent SLO Summary Data 2016–Fall 2020

Overall SLO Competence Ratings: Chemistry

Total Students: 173

- Accomplished: 94, 54%
- Competent: 51, 30%
- Developing: 18, 10%
- Beginning: 10, 6%

Assessment Type (All SLO)

- Presentation: 37%
- Test/Quiz: 25%
- Other: 38%

Student Learning Outcomes Most Reported on in Chemistry

Critical Thinking & Problem Solving SLO — 43 Total

- Accomplished: 31
- Competent: 5
- Developing: 6
- Beginning: 1

Computation SLO — 78 Total

- Accomplished: 40
- Competent: 30
- Developing: 7
- Beginning: 1

STUDENT SLO SURVEY

Student self-reporting SLO Surveys were created and uploaded to the Assessment Canvas shell during Winter and Spring of 2021. These surveys create an immediate cycle of improvement for college-wide SLOs by allowing instructors to tailor the survey questions to highlight the SLOs as they are presented in a specific course. Students can then indicate their level of comfort with aspects of a particular SLO. As an example, a student may indicate "very comfortable" with finding sources but report "need more practice" with citing sources. By asking the student directly, the instructor can better discern what improvements they might make in their class for that SLO and actively change their course curriculum to help more students become accomplished in those areas.

Canvas automatically creates a data readout of the survey statistics allowing for an immediate cycle of improvement between the instructor and the students while using resources the College has in place. Self-reporting additionally acts as a check to ensure students and instructors have similar views on the student's overall proficiency in college-wide SLOs. Ideally, instructors will use these self-reports alongside their own assessment metrics of the specific SLO to assess if what they are seeing in the classrooms aligns with what the students are reporting, and then respond accordingly. These surveys were tested by Assessment Committee members in their classes during the 2020-21 academic year and will be released campus wide in the 2021-22 academic year.

DATA LITERACY AND PROFESSIONAL DEVELOPMENT TO PROMOTE CONTINUOUS IMPROVEMENT

The Assessment Faculty Coordinator works closely with Institutional Effectiveness to establish a culture of evidence and data literacy at South. Fall 2019's Professional Development Day included the introduction of South's data dashboards. These interactive online tools provide five years of robust data including student grades and completion rates. New and updated information is presented, and previous information is reiterated on an annual basis. Between Fall 2019 and Fall 2021, 52 employees, mostly faculty, completed data dashboard training, in addition to other training from the Assessment Committee, primarily through collaboration with the Professional Development Committee.

The Summer 2020 Faculty Institute kicked off the next stage of data literacy, presenting an overview of student success rates, disaggregated by race, per division. The Faculty Assessment Coordinator and an Assessment Committee member presented three cognitive frameworks outlined in Estela Mara Bensimon's Closing the Opportunity Gap in Higher Education that addresses equity in teaching. This framework complements the College's anti-bias, anti-racist (ABAR) efforts.

During the institute, faculty participants were asked to categorize their interpretation of the disaggregated division data into one of the frameworks (equity, deficit, or diversity). Faculty were then provided with their own student data (or data from their department if they were new), disaggregated by race to review and consider their response.

Assessment training continues via Professional Development Days, Canvas courses and other resources. Faculty members have access to continuous data dashboard training, an updated assessment web page with links to a variety of assessment resources, and an assessment Canvas shell that provides a variety of training and development resources. Every faculty member also has an "Assessment Ambassador." These members of the Assessment Committee encourage faculty to complete assessments and are ready to assist with completing surveys and answer related questions via email or one-on-one meetings.

The approach of recognizing how we think about the data is a critical step in understanding what systems are in place that are supporting or hindering groups of students and their success. Since data dashboards provide information by race, faculty can consider ABAR implications in student assessment and how it may impact achievement of learning outcomes. Introduction to data dashboard training will continue in the 2021-22 academic year in addition to the analysis/discussions of data introduced in the summer workshop. Included in all assessments is the opportunity to consider the equity frameworks/ lenses (equity, deficit, or diversity) that were introduced at the Summer Institute, President's Day, and Professional Development Day trainings.

Assessment of these varying levels of outcomes at South occurs on different levels, either in the classroom or on committees. Our College has focused recent assessment efforts within a ABAR approach to the delivery of student services, including teaching to the outcomes. The assessment process has become an integral component of this ABAR focus and is seen as a step towards better serving our diverse community of students.

Aligning assessment with ABAR and the College's continuous process of improvement is increasing faculty interest and understanding of course, program, and student learning outcomes and has generated interest and desire to understand them and ensure they are connected and relevant to student success.

Section 4: Moving Forward

This Mid-cycle Self-Evaluation Report articulates the College's definition and current structures around mission fulfillment, student achievement, and programmatic assessment. The report also identifies specific, assessable, and meaningful Key Performance Indicators (KPIs) that form the basis for evaluating fulfillment of the College's Mission, continuous institutional improvement, and student achievement.

As we prepare for a successful Policies, Regulations, and Financial Review (PRFR) in 2025 and our Evaluation of Institutional Effectiveness (EIE) in 2026, the following are important areas of focus and consideration:

- Continuing to be adaptable and strategically flexible by pursuing and building structures and systems that meet the needs of our students and community in an ever-changing environment resulting from the COVID-19 pandemic. This work is specifically around multiple modalities of instructional and support service deliveries and offerings.

- Based on best practices, pursue and prioritize initiatives that support and increase student success, especially for our historically underserved populations.

- Working collaboratively across the district, launch the Strategic Equity Enrollment Management Plan that was recommended in 2020.

- Continue to improve our new student onboarding experience with further refinement of our Welcome Center service, launched in 2021 and focused on offering new students and prior SSC students (who took a break and are returning to college) guidance and support through the enrollment process. South's Minor Capital Project this biennium (2021-2023) will also invest in creating a more student-friendly Welcome Center space.

- Continue to elevate and prioritize our work around Student Voice by increasing opportunities to engage and hear from students regarding their needs.

- The district-wide 2017-2023 Strategic and Operational Plans expires during Spring 2023. The District Office of Institutional Effectiveness (with offices at the district and colleges) will co-lead a district-wide strategic planning process that is set to kick-off in Fall 2022. The process will be inclusive and inform our direction, goals, and measures over the next seven years.

- Continue to expand on work that the South Assessment Committee has launched by engaging more faculty and programs in all levels of assessment.

- Continue to establish and build a Culture of Evidence that supports increased data awareness and information literacy across the College. A few key priorities, as indicated in the NWCCU Student Achievement Standard, include the publishing of our disaggregated student achievement indicators on the College's website, and continuing to promote and align identified and meaningful district KPIs to operational planning.

- In November 2021, the Seattle Colleges Chancellor announced the restructure of the Equity, Diversity, and Inclusion leadership and operations. We look forward to the onboarding of a new Associate Vice Chancellor of EDI in Spring 2022 who will give guidance and support to the District and College's planning and priorities around EDI.

- Building on our Guided Pathways work, continue to allocate resources that support policy, procedure, and structural change across the College that positively impact the successes of our students.

- Continue to support and navigate the district-wide [Achieving System Integration](#) (ASI) initiative that was launched in 2016. The objective of ASI is to transition Seattle Colleges from its current organizational structure to a more integrated and collaborative system. The goal is twofold: to improve service to students and the community by organizing as a single, unified entity where applicable, and to position Seattle Colleges as a sustainable, high-performing institution to better address emerging declines in enrollment and state funding.

- Human resources continues to enhance recruiting processes to ensure that we are attracting and retaining the best candidate pools at all levels.

- Capitalizing on the implementation of the SBCTC state-wide ERP (ctcLink) integration through gained efficiencies, workflow, and data access and information.

South's commitment to institutional effectiveness, student achievement, and learning is centered and informed by our President's charge of becoming an anti-racist college. Over the next four years, we are committed to strategically planning, implementing, and assessing our systems, practices, and approaches that will position us well to impact the successes of our students and fulfill our Mission. We look forward to sharing and highlighting our story further during our EIE visit in 2026.

Section 5: Addendums

Since completing the 2019 Year Seven Mission Fulfillment and Sustainability Report and subsequent visit, South Seattle College (South) remains focused on ensuring that Mission, Vision, and Goals remain at the forefront of our planning, guiding initiatives, activities, and allocation of resources in order to ensure mission fulfillment is achievable.

In addition, the College engages in ongoing and systematic assessment in order to improve performance and ensure sustainability into our future. South received four Commendations and five Recommendations from our 2019 Year Seven Mission Fulfillment visit. As a result of the Year Seven visit, the College has engaged in processes to address and improve on the Recommendations from the visitation team.

In our reaffirmation letter dated July 12th, 2019 from NWCCU, the College was deemed out of compliance for two of the Recommendations and substantially in compliance but in need of improvement for three Recommendations.

The following outlines the Recommendations, description of actions taken, and results:

Recommendation #1

> The Evaluation Committee recommends that South Seattle College continues to refine indicators of achievement (e.g., KPIs) to ensure they are aligned, relevant, and meaningful, and that they map closely to the institution's mission, goals, and objectives (Standard 1.A.2, Standard 1.B.2).
>
> **2010 Standard 1.A.1** The institution has a widely published mission statement, approved by its governing board, that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.
>
> **2010 Standard 1.B.2** The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.
>
> *Crosswalk to 2020 Standards:*
>
> **2020 Standard 1.A.1** The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.
>
> **2020 Standard 1.B.2** The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

As indicated in <u>Section 1: Mission Fulfillment</u>, in January 2017, the Board of Trustees determined that Seattle Colleges needed one vision, one mission, one set of values, one set of goals, and one set of measures for the entire district. With this new direction, Seattle Colleges sought out the guidance of NWCCU as to what each college would need to submit in order to gain approval to operationalize a new Mission and Strategic Plan with existing Core Themes, Objectives, and KPIs.

NWCCU responded in late September 2017, stating that each college needed to submit a crosswalk that provided the previous framework of mission, core theme, and indicators of achievement to the proposed revision of the District Mission and Strategic Plan and the College Core Themes and Indicators of achievement.

Throughout the 2017-2018 academic year, the College worked through alignment activities and conversations to align the Core Theme and Core Theme Objectives to the new Mission and Strategic Plan. In August 2018, South responded to NWCCU with a crosswalk that represented the connection and alignment to the district-wide new structure and how it will demonstrate achieving the College's Mission via its Core Themes and Objectives.

On August 30th, 2018 South received a formal response from NWCCU stating that our informational memo and crosswalk was beneficial and we were encouraged to continue our work and direction.

To better align South's planning and assessment to the District Vision, Mission, and Strategic Plan and shortly after our Year Seven visit, during the 2019-2020 academic year, the Office of Institutional Effectiveness, led by the Executive Director of Institutional Effectiveness, recommended to South Seattle College's President's Cabinet the following:

1. Use the 23 identified and outlined Key Performance Indicators (KPIs) in the 2017-2023 Seattle Colleges Strategic Plan as indicators for measuring mission fulfillment at South Seattle College instead of using the 12 Key Performance Indicators originally developed for our Core Theme Objectives and Strategic Plan.

2. No longer plan or measure around Core Themes to determine overall mission fulfilment and institutional effectiveness.

The recommendation highlighted the growing need to focus on, and operationalize, the District Mission, Strategic Plan, and Goals. The President's Cabinet unanimously approved this recommendation. The approval and adoption of these 23 KPIs has provided a clear and consistent connection for South's campus community to engage in planning, assessing, improving, and allocating resources.

Each of the 23 KPIs provide a high-level overview of Seattle Colleges' and South Seattle College's performance in certain areas that are key and relevant to the fulfillment of our Mission. Led by the District Office of Institutional Effectiveness, the KPIs are informed by standards of professional practice and were developed through district and campus-wide participatory processes. This participatory process—along with a review of College, District, and state data systems and research capacity—helped the District and College intentionally select a comprehensive and balanced mix of meaningful KPIs. The strategic planning scorecard provides greater details about the KPIs that have been selected to assess progress toward attainment of the Strategic Plan Goals and the extent of mission fulfillment.

Each KPI is institutional in scope; within the College's ability to control or influence; reflective of the results of actions taken by the College, not the actions themselves; and connected to the Mission and Strategic Goals of both South Seattle College and the District. The 23 KPIs are tightly focused, meaningful, measurable, and verifiable indicators that directly address the matters of greatest importance to the College's Mission.

Each measure is aligned to, and supportive of, one or multiple of the four Goals identified in the Seattle Colleges 2017-2023 Strategic Plan:
- Student Success
- Equity, Diversity, Inclusion, and Community
- Organizational Excellence
- Partnerships

The College has refined and aligned a definition of mission fulfillment that identifies achievement at an acceptable threshold in measurable terms. Furthermore, it has refined its KPIs for improved and consistent alignment with the 2017-2023 Strategic Plan and Goals so that subsequent planning, assessment, and improvement activities are meaningfully developed.

Recommendation #2

> The Evaluation Committee recommends that South Seattle College identify and publish expected course, program, and degree learning outcomes for all degrees and programs (Standard 2.C.2).
>
> **2010 Standard 2.C.2** The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.
>
> *Crosswalk to 2020 Standards:*
>
> **2020 Standard 1.C.3** The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

When a student begins their educational journey at South Seattle College, they typically join a defined program that will result in completion of a degree or certificate. These programs vary extensively, thus each program has distinct learning outcomes. Additionally, each course within a program has specific course learning outcomes. Course learning outcomes help define the curriculum that each instructor will teach to their student. These outcomes are developed by instructors in the program who teach the course and reviewed and approved by the associated dean. At an overarching level, the College has student learning outcomes that apply to all students securing a degree or certificate.

LEARNING OUTCOME AVAILABILITY

Degree and program learning outcomes are available on South's website by area of study, degree, or program (see example links below). The student learning outcomes that apply to all students upon completion of an area of study are stated under "Student Learning Outcomes" in the College's "Student Resources" section of its website.

Course learning outcomes are available to any employee through the Seattle College District's course outline repository. Faculty have access to their course outlines and are provided a student focused syllabus template that includes areas to input learning outcomes, including course and program learning outcomes. All faculty submit course syllabi quarterly. These are given to students at the start of class. Deans check to ensure that course learning outcomes are included on the syllabi. Program outcomes for Professional/Technical and Bachelor of Applied Science programs are included on course syllabi as well.

The following provides an overview and examples of the published South learning outcomes at all levels:
- Student Learning Outcomes apply to all students securing a degree or certificate at South Seattle College.
- College Transfer Outcomes are by degree (AA, AB, AS-1 and AS-2).
- Professional-Technical Program Outcomes are by program, for example:
  - Culinary Arts
  - Welding Fabrication Technology
  - Bachelor of Applied Sciences (BAS) Outcomes are by degree (HMG and SBST).

Recommendation #3

> The Evaluation Committee recommends that South Seattle College regularly reviews and documents assessment of course, program, and degree student learning outcomes (including general education learning outcomes), and ensures that the results of assessments are used to inform planning and practices that enhance and improve student learning. (Standard 4.A.3, 4.B.2).
>
> **2010 Standard 4.A.3** The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.
>
> **2010 Standard 4.B.2** The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.
>
> *Crosswalk to 2020 Standards:*
>
> **2020 Standard 1.C.5** The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assessing student learning, and improving instructional programs.
>
> **2020 Standard 1.C.7** The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning.

In a February 12th, 2021 action letter resulting from a Fall 2020 Ad Hoc Report, the NWCCU stated that this recommendation would continue as "Needs Improvement" and revised to become Recommendation 1 of the Fall 2020 Ad Hoc Report:

> *Recommendation 1: Fall 2020 Ad Hoc Report—Engage in an effective system of assessment for program and degree student learning outcomes, including General Education, and use the results of the assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes. (2020 Standard(s) 1.C.5;1.C.7)*

As highlighted in <u>Section 3: Programmatic Assessment</u>, and since 2019, South Seattle College has prioritized and invested in establishing a comprehensive and systematic assessment structure that promotes faculty and staff development and engagement, and a commitment to improvement. Our faculty-led assessment system embraces an inclusive, meaningful, and consistent approach to assessing our student learning and their experiences at all levels. South Seattle College is committed to making decisions and improvements based on the evidence and results provided through our assessment structures and practices.

Recommendation #4

The Evaluation Committee recognizes progress made to review Human Resources policies and procedures since the 2013 NWCCU visit. However, the evaluation committee strongly recommends that the institution and district develop and implement a plan for systematic review of all policies (Standard 2.A.6. and Standard 2.A.18).

2010 Standard 2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

2010 Standard 2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Crosswalk to 2020 Standards:

There are no 2020 Standards that crosswalk to either of these 2010 standards.

Seattle Colleges Office of Human Resources has been working closely with Seattle Colleges Chancellor's Office to ensure that policies and procedures are reviewed and updated on a timely, efficient schedule. Policies and corresponding procedures have been prioritized for review based on the date last updated and/or needed for expedited review. Legislative changes that impact policies and procedures are also given priority.

Seattle Colleges Director of Compliance is responsible for initial drafting, reviewing, and tracking of policies and procedures. On a regular basis, identified leads or teams (owners) meet to review policy/procedure updates prepared by the Director of Compliance. Between the meetings, drafts of the proposed policy and/or procedure are edited to incorporate feedback from leads, teams, college leadership, and Seattle Colleges Assistant Attorney General, then circulated via email in preparation for further discussion. Once a final draft of the proposed changes has been approved, the identified lead moves it forward through the proper channels for additional feedback and approval. Students, staff, faculty, community members, and partners are notified of any approved or adopted policy or procedure update.

To assist in this work, a comprehensive tracking database was developed and is managed by the Director of Compliance. The database provides a systematic overview and timetable of all policy and procedure information regarding adoption and review cycles. As documented in the database, since September 2019 Seattle Colleges has:

- Adopted 2 new policies
- Adopted 2 new procedures
- Updated 61 policies
- Updated 14 procedures

Recommendation #5

> For each year of operation, completes an external financial audit and the results from such audits, including findings and management letter of recommendations, be considered in a timely, appropriate, and comprehensive manner by the Board of Trustees (Eligibility Requirement 19 and Standard 2.F.7).

In a February 12th, 2021 action letter resulting from a Fall 2020 Ad Hoc Report, the NWCCU considered this recommendation resolved.

Appendix

APPENDIX A: MISSION, VISION, VALUES, AND GOALS

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

Vision: Seattle Colleges is recognized as an exemplary learning institution that transforms lives, promotes equity, and enriches the community.

Values:
- *Accessibility* for all learners and partners
- *Collaboration* through open communication and commitment to working together
- *Diversity, inclusion*, and *equity* for all individuals, particularly the underserved in our community
- *Fiscal sustainability* for long-term viability and excellence in service and operations
- *Growth* and *engagement* of faculty and staff through professional development
- *Innovation* in instruction, student services, operations, and organizational culture
- *Integrity* by adhering to the highest standards of ethics and public stewardship

Goals:
- *Student Success:* The success of our students is the central focus of Seattle Colleges. We strive to make steady gains in improving student satisfaction, retention, completion, job placement, and narrowing student performance gaps.
- *Equity, Diversity, Inclusion, and Community:* At Seattle Colleges, we firmly establish equity, diversity, and inclusion as a strategic goal and as human rights for all. We frame our decisions and actions with a lens of equity, diversity, and inclusion and are accountable to the community.
- *Organizational Excellence:* Seattle Colleges aspires to achieve excellence as Seattle's open-admission institution of higher education. We seek to achieve continuous improvements in excellence in teaching and learning, operational efficiency and fiscal sustainability, strategic innovation, employee growth and engagement, and diversity and inclusion.
- *Partnerships:* As an important engine of economic development, Seattle Colleges values and invests in strategic and ongoing partnerships with educational, business, governmental, labor, and community organizations.

APPENDIX B: 2017-2023 SEATTLE COLLEGES STRATEGIC PLANNING SCORECARD

Strategic Plan Scorecard Table

Goal 1: Student Success

We strive to improve student satisfaction, retention, completion, and job placement, as well as to narrow student performance gaps. *Strategy 1:* Implement structured academic and career pathways. | *Strategy 2:* Practice strategic enrollment management.

Measure	Value	Baseline District	Current South	Current District	2023 District-wide Target
Student Engagement	CCSSE survey item response	3.2	3.2	3.2	3.2
Retention Rate	Fall-Winter retention rate	74%	81%	77%	85%
Completion Rate	4-year completion (earned award or transferred to a 4-year)	45%	42%	48%	55%
Job Placement Rate	Job placement nine months after exiting college (professional/technical students only)	81%	73%	75%	85%
Wage Progression	Increase in wages from before enrollment in college to nine months after exiting college (professional/technical students only)	24%	15%	20%	30%
Math Progression	Completion of college-level math within one year	25%	43%	28%	31%

Goal 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. Strategy: Develop and implement a diversity action plan.

Measure	Value	Baseline District	Current South	Current District	2023 District-wide Target
Student Engagement	CCSSE survey item response	*Gap:* 0.4	*Gap:* 0.2 *SOC:* 3.1 *NonSOC:* 3.3	*Gap:* 0.1 *SOC:* 3.2 *NonSOC:* 3.3	Gap: 0.0
Retention Rate	Fall-Winter retention rate	*Gap:* 5%	*Gap:* (2%) *HUSOC:* 84% *NonHUSOC:* 82%	*Gap:* 1% *HUSOC:* 77% *NonHUSOC:* 78%	Gap: 0%
Completion Rate	4-year completion (earned award or transferred to a 4-year)	*Gap:* 13%	*Gap:* 16% *HUSOC:* 32% *NonHUSOC:* 48%	*Gap:* 15% *HUSOC:* 37% *NonHUSOC:* 52%	Gap: 0%
Math Progression	Completion of college-level math within one year	*Gap:* 10%	*Gap:* 8% *HUSOC:* 39% *NonHUSOC:* 47%	*Gap:* 8% *HUSOC:* 24% *NonHUSOC:* 32%	Gap: 0%
Employee Diversity	Faculty of color (includes full-time teaching faculty only)	30%	31%	39%	35%
Staff Engagement	Climate survey item response: What is your overall satisfaction with being an employee at your primary physical work location?	N/A	*Gap:* (0.1) *SOC:* 3.5 *NonSOC:* 3.4	*Gap:* (0.1) *SOC:* 3.6 *NonSOC:* 3.5	Gap: 0.0

Goal 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. | *Strategy 1:* Enhance teaching and learning. | *Strategy 2:* Achieve system integration. | *Strategy 3:* Foster sustainability.

Measure	Value	Baseline District	Current South	Current District	2023 District-wide Target
Cost/Completion Cost/SAI Cost/FTEs	State funding and operating fees	15% (5%) 2%	N/A	27% 3% 0%	At or below state average
STARS Points	Sustainably Tracking Assessment & Rating System (STARS) rating	105	51	161	178 (59 points/college)
Conversion Rate	Applicants that enroll within a year	32%	23%	26%	38%
Staff Engagement	Climate survey item response: What is your overall satisfaction with being an employee at your primary physical work location?	N/A	3.4	3.5	4.0

Goal 4: Partnerships

We value and invest in strategic and ongoing partnerships with educational, business, governmental, labor, and community organizations. *Strategy:* Build partnerships.

Measure	Status	Updates
Operational: Implement shared partnership database	On Track	Working with IT to increase efficiency of System.
External Relations: Reset Chancellor's Advisory Council	On Track	Developed and implemented a new format for the CAC meeting.
External Relations: Implement Districtwide TACs	On Track	The assembly of districtwide TAC's are underway starting with Information Technology, two meetings have been held so far.
External Relations: Engage with governmental entities and local leaders	On Track	Seattle Colleges Board Chair, Chancellor, College Presidents, student leaders and the Director of Government Relations have been actively engaged in the 2021 state and federal legislative sessions. Seattle Colleges, the City of Seattle and Seattle Public Schools have collaborated to secure 2,100 Seattle Promise applications for Fall 2021.
Advancement: Implement "Equity Can't Wait" campaign	On Track	Have raised more than $14 million towards $50 million goal as of April 2021. Donors of $500k+ currently include: Anonymous, BECU, Bill & Melinda Gates Foundation, Estate of Eva C. Gordon, & JP Morgan Chase & Co.
Programming: Engage with 3-5 influencial local employers	On Track	Launched a new Google certificate; working with SPS WABS and T-Mobile to launch new full stack web development certificate; Amazon AWS Certificate in process; & Amazon B.S. in Computer Science authority bill passed by the Legislature.
Programming: Offer a regional economic symposium	On Track	Economic Symposium in partnership with King County WDC and SJI was well attended (Over 100 participants) and a blueprint for moving forward has been developed.