

SEATTLE CENTRAL COMMUNITY COLLEGE



YEAR ONE SELF-EVALUATION REPORT

Presented to
The Northwest Commission on Colleges and Universities

March 1, 2011

Seattle Central Community College
1701 Broadway
Seattle, WA 98122-2413
<http://seattlecentral.edu>

Seattle Central Community College: Year One Self-Evaluation Report

TABLE OF CONTENTS

Introduction	i
May 2010 Regular Interim Visit	i
Comprehensive Evaluation Visit in April 2012	i
Institutional Context.....	2
Preface.....	3
Brief Update on Institutional Changes Since 2010.....	3
Response to Recommendations/Issues Requested by the Commission.....	4
Most Recent Review of Mission and Core Themes	4
Chapter One: Mission, Core Themes, and Expectations	7
Eligibility Requirements 2 and 3	7
Section I: Standard 1.A – Mission.....	8
Mission Statement.....	8
Interpretation of Mission Fulfillment	9
Acceptable Threshold or Extent of Mission Fulfillment	9
Section 2: Standard 1.B – Core Themes, Objectives, outcomes, and indicators	11
Core Theme I: Responsive Teaching and Learning.....	11
Core Theme II: Catalyst for Opportunities and Success.....	14
Core Theme III: Diversity in Action	16
Core Theme IV: Communities Engagement	19
Conclusion.....	21
Addendum.....	22
Leadership Change and Operational Enhancement.....	22
Improving Services and Programs to Support Student Profile	22

Seattle Central Community College: Year One Self-Evaluation Report

INTRODUCTION

Seattle Central Community College's regular interim evaluation visit was in May 2010, and the college received four commendations and one recommendation.

May 2010 Regular Interim Visit

General Commendations

The evaluators commend Seattle Central for its extensive work related to facilities upgrade. These upgrades promote a positive learning environment and support state-of-the-art instructional and pedagogical approaches. In particular, the evaluators commend the leadership of the College, and the leadership of the Facilities Department in securing significant funding for this endeavor, using an integrated and collaborative approach with the instructional units allowing the goals of instructional plans driving the facilities priorities.

The evaluators commend the institution on the development of a comprehensive, systemic process to assess educational programs that is owned by all stakeholders and effectively communicated throughout the college.

The evaluators commend the institution on the development of a dynamic program for student leadership, including a variety of co-curricular activities, which encompasses diverse student body representatives.

The President, senior executives and Deans of the College, faculty and classified leaders are commended for their commitment to the development of a focused strategic plan, a comprehensive and well understood planning process, as well as a consistent approach to program review through the Program Analysis and Viability Study system.

Recommendation

The evaluators recommend that the college clearly understand the profile of the student community served by Seattle Vocational Institute (SVI), and provide the necessary courses, pedagogical approaches and services that will promote the success of SVI students in reaching their educational goals. (3.A.1). Finally, the evaluators recommend that the college periodically and systematically evaluate the appropriateness, adequacy, and utilization of SVI student services and programs, and recommends that the college use the results of the evaluation as a basis for change. (3.B.6)

Comprehensive Evaluation Visit in April 2012

Seattle Central is one of seven community and technical colleges in the state that offer four-year bachelor degree programs. The college is scheduled to have a comprehensive evaluation visit in April 2012 as a four-year institution for its Bachelor in Applied Science Degree (BAS) Program. The first class cohort, which started in fall 2009, will be graduating in June 2011. Therefore, this Year One Self-Evaluation Report will provide the foundation for the Comprehensive Self-Evaluation Report required for next year's visit.

INSTITUTIONAL CONTEXT

Seattle Central Community College is one of three colleges in the Seattle Community College District IV. The college has four locations in the City of Seattle. The main campus is situated on Capitol Hill, in a vibrant urban neighborhood about 10 blocks from downtown Seattle. The three satellite sites are located within a radius of approximately five miles from the main campus: the Seattle Vocational Institute (SVI) and the Wood Construction Program (WCP) are in residential areas, and the Seattle Maritime Academy (SMA) is on the shore of Lake Union.

Since 1966, the college has served the higher education and workforce training needs of more than 500,000 students. The college is well recognized both locally and nationally for its highly diverse student population and rich learning environment. During the 2009–2010 academic year, a total of 19,747 students enrolled at the college, of whom 71 percent were state-supported and 56 percent were students of color. Although full-time equivalent enrollment (FTES) has generally been stable, the main campus did not achieve its annual state allocation from 2004-2005 to 2008-2009. However, its 2009-2010 state-supported enrollment of 5,908 FTES was 8.4 percent higher than the state allocation for that year, and constituted a 7.9 percent increase over the previous year's attainment. It is anticipated that the 2010-2011 state-supported enrollment will exceed the allocation target.

The Seattle Vocational Institute (SVI) is considered separately from the main campus for the purposes of appropriation and data reporting. SVI enrollment has exceeded its annual allocation for many years. In 2009-2010, its enrollment increased by 9 percent.

International Education and Running Start produce local revenue outside of the state-supported programs. The college has a strong International Education Program (IEP) with steady annual enrollment growth. In 2009-2010, the IEP FTES increased by 7 percent over the previous year to 862 (headcount 1,283). The IEP enrollment for 2010-2011 is projected to grow further. Enrollment for the Running Start Program (RS), which had changed little for several years with approximately 300 FTES (550 headcount) each year, declined by 20 percent in 2009-2010 with 241 FTES (headcount 455).

In 2009-2010, the mix of state-supported programs at the main campus was 42 percent academic transfer, 32 percent professional and technical (workforce education), 19 percent basic skills, and 7 percent precollege. The academic transfer programs offer Associate of Arts (AA) degree in Humanities and Social Sciences, Associate of Science (AS) degree in Science and Mathematics, Associate in Elementary Education (AEE-DTA/MRP) degree, and Associate in Math Education (AME-DTA/MRP) degree. The main campus offers 30 professional-technical programs, of which seven offer certificates, 10 offer degrees, and 13 offer both degrees and certificates. Professional-technical program degrees offered are Associate of Applied Science (AAS) and Associate of Applied Science-Transfer (AAS-T). In addition, SVI offers certificates in nine professional-technical programs. The program mix at SVI is 64 percent workforce education and 36 percent basic skills.

The enrollment of the newly added Bachelor of Applied Science degree in Applied Behavioral Science exceeded its target by 18 percent in 2009-2010, with 47 FTES.

PREFACE

Brief Update on Institutional Changes Since 2010

Although the college experienced major leadership changes in 2010, it maintained momentum in its efforts to increase enrollment, implement new and ongoing initiatives that enhance student learning, and carry on various long-term and comprehensive planning endeavors for facilities, enrollment management, and the strategic plan for 2011-2016.

Changes in Leadership and Management

The most significant change since January 2010 has been the transition of top administrators. Driving these changes were retirements as well as reorganization in response to the additional state budget reduction in 2010-2011. The college welcomed a new president, Dr. Paul Killpatrick, in August 2010; a new executive vice president, Dr. Warren Brown who oversees both instruction and student services, in September 2010; and an interim vice president for administrative services, Mr. Michael Pham, in February 2011. Three instructional deans were replaced and responsibilities in administrative services were redistributed among three directors. The executive dean position at SVI is currently vacant, and the executive dean for workforce education has been temporarily assigned to administer SVI.

New Initiatives and Grants

In addition to ongoing initiatives, such as Achieving the Dream, Washington NASA Space Grant Consortium, and a Gates Foundation Grant, the college started new initiatives with grant funding in 2010, including those listed below.

Building Bioengineering Bridges (B3) (NIH)

This five-year grant began in 2010 and works with underrepresented minority students as they transition to four-year universities. The program focuses on how bioengineering and biotechnology can be used to solve global health problems.

Energy Conservation Project

Partly funded by the State Jobs Act for Public K-12 and Higher Education Institutions, the college has received a \$2 million grant towards the \$4.7 million energy conservation project. The project is expected to result in savings of nearly \$200,000 on annual energy and maintenance costs.

Faculty Learning Community on Integrative Assignments (SBCTC)

The grant supports faculty from various disciplines to form a learning community and develop teaching strategies and assignment designs as well as a rubric to evaluate the impact of integrative assignments on student learning.

Onsight Scholarship Project (NSF)

Received in fall 2010, this district-wide grant of \$1.2 million over a five-year period provides 170 student scholarships and helps build infrastructure for student support services. Scholarships will be awarded to talented low-income students who are pursuing careers in science and math.

Open Source Courses (SBCTC)

The college received five grants from the SBCTC Open Course Library Project to design online courses for Chemistry 161 and 162, Biology 241 and 242, and Library 180 (a research course).

These five courses are part of the first group of 42 online courses funded across the state in 2010-2011.

Ready! Set! Transfer! Project (RST) (NSF)

The college district received \$2 million from NSF to increase the number of STEM majors who earn associate degrees and successfully transfer to baccalaureate institutions. To this end, the college is creating integrated programs that support STEM students in the early phases of their academic careers. RST will establish Science and Math Academies at each college to serve 980 STEM students over five years.

STATway

In 2010, the college was among the original 19 institutions invited from across the nation to participate in a Carnegie Foundation initiative to develop a new instructional pathway for mathematics. This approach uses college level statistics to provide an alternative endpoint to the current developmental mathematics sequence and is intended to be scaled nationally. This initiative requires a two-year commitment.

Ongoing Planning Efforts

The college regularly reviews and updates its major planning documents which include the 2006-2011 Strategic Plan, Strategic Enrollment Management Plan, and Information Technology Plan. Recently, the college has also begun planning efforts for the following:

- Strategic Planning for 2011-2016
- Instructional Program Plan
- Facilities Master Plan

Response to Recommendations/Issues Requested by the Commission

Except for the response to the recommendation from the 2010 Regular Interim Evaluation, which is shown in the Addendum, there is no other recommendation or concern requested by the Commission at this time.

Most Recent Review of Mission and Core Themes

Mission

The college reviewed its mission statement in 2003-2004, gathering input from a wide range of faculty, staff, students, and administrators. Though the process took almost a year, the college community was satisfied with the final version of the mission statement, which was ultimately changed by only one word. In 2010, the college formed a Standard One Taskforce composed of 13 faculty and administrators to begin to create the core themes based on the mission statement and the 2006-2011 Strategic Plan. During the core theme development process in 2010, the taskforce analyzed this mission statement and used a mapping process in preparation for drafting the core themes.

Core Themes

The core theme development process took several months, during which the taskforce sought input from the college community at in-service meetings and a workshop at the annual President's Day in September 2010. In total, over 300 faculty and staff attended these sessions where participants provided suggestions and feedback.

Identifying Core Themes

From February to November 2010, the college provided several opportunities to help the college community understand the revised accreditation standards and solicited feedback through college-wide participation during the core theme development process as shown in Table 1.1.

Table 1.1 – Core Themes Development and Approval Process

Date	Event	# Attended	Activities and Accomplishments
2/9/10	In-Service Day - Winter 2010	105+	Explained the college's accreditation status and explained the revised accreditation standards and process.
5/10	Taskforce	n/a	Developed four preliminary core themes.
5/27/10	In-Service Day -Spring 2010	90+	Presented the framework of the revised accreditation standards and preliminary core themes; groups discussed core themes and provided input for objectives under each core theme.
7 & 8/10	Taskforce	n/a	Developed 10 objectives and 32 outcomes and identified 143 potential performance indicators.
9/7/10	President's Cabinet	n/a	Reviewed preliminary core themes, objectives, and outcomes.
9/23/10	President's Day	250+	Presented core themes with preliminary objectives and outcomes to the college community.
9/23/10	Core Themes Workshop	40+	Faculty and staff reviewed preliminary core themes and objectives and provided program actions/tactics relevant to the core themes.
10/15/10	College Council	n/a	The college-wide council approved the preliminary core themes, objectives, and outcomes.
11/4/10	In-Service Day - Fall 2010	85+	Groups discussed and shared experiences in measuring, assessing, and using results of indicators to improve programs.
11/10	Taskforce	n/a	Further evaluated preliminary outcomes and reduced the number of outcomes from 30 to 18 and indicators from 143 to 28
2/10/11	Board of Trustees	n/a	The board approved the four core themes.

The taskforce used a mapping process to analyze the mission statement in order to develop core themes that reflect the key components of the college's mission statement. Over 90 participants at an in-service day workshop on May 27, 2010 used the same process to review the mission

statement and the 2006-2011 strategic plan in preparation for discussing the proposed core themes and providing suggestions for core theme objectives.

Strategic Plan

Until 2010, the college reviewed and modified its strategic plan each summer based on the annual accomplishments of goals and objectives. In November 2010, the college began preparing a new strategic plan to replace the current one which ends in June 2011. The new strategic plan, which will cover 2011 to 2016, is slated to be completed in summer 2011. Since this plan is still being drafted, this first Year One Self-Evaluation Report presents the core themes with reference to the goals of the current strategic plan. Subsequent reports will reference the 2011-2016 strategic plan.

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Eligibility Requirements 2 and 3

Seattle Central, a member of Seattle Community College District VI, has been authorized by state statute RCW 28B.50 to provide educational programs and services and to award degrees and certificates as a state-supported community college since 1966. The Board of Trustees, members of which are appointed by the governor, has authority over all three colleges in the district. As per RCW 28B.50.810, Seattle Central was further authorized in 2008 to offer an applied baccalaureate degree program in Applied Behavioral Science as approved by the State Board for Community and Technical Colleges (SBCTC) and the Higher Education Coordinating Board (HECB).

Section I below details how the college's mission and core themes fully align with the district's mission statement and its strategic goals for 2010-2015:

District Mission

The Seattle Community Colleges will provide excellent, accessible educational opportunities to prepare our students for a challenging future.

District Strategic Goals, 2010-2015

- Student Success – Increase student learning and achievement.
- Partnerships – Build community, business and educational partnerships.
- Innovation – Increase innovation and improve organizational effectiveness.

The college is committed to applying all of its resources to support its mission and core themes which are defined to serve students' educational interests. The Board of Trustees approved the college's current mission statement in 1994; the college reviewed and reaffirmed the mission statement in 2000 and 2004. On February 10, 2011 the board approved the college's four core themes to accompany the mission statement.

SECTION I: STANDARD 1.A - MISSION

Mission Statement

Seattle Central Community College promotes educational excellence in a multicultural urban environment. We provide opportunities for academic achievement, workplace preparation, and service to the community.

2006-2011 Strategic Goals

1. Develop and implement a financial plan that sustains the financial health of the college and is aligned with the college's mission and strategic direction.
2. Increase enrollment, retention, persistence and completion of certificates and degrees, congruent with the mission and values of the college.
3. Continually improve institutional effectiveness.
4. Develop and sustain state-of-the-art facilities that support a positive learning and working environment.
5. Increase community awareness and support for the college's mission, vision, and strategic direction.
6. Strengthen and align instructional programs, curricula and teaching to be responsive to students and community educational goals and market demands.

(Appendix 1.1 - 2006-2011 Strategic Plan, Goals and Objectives for 2010-2011)

From the mission statement and the strategic goals, the college developed the four core themes listed below.

Relationship of Core Themes to Mission

	Core Themes	Key Elements in Mission Statement
I.	Responsive Teaching and Learning	Educational excellence
II.	Catalyst for Opportunities and Success	Opportunities for academic achievement; workplace preparation
III.	Diversity in Action	Multicultural, urban environment
IV.	Communities Engagement	Service to the community

The above table shows the relationship between the four core themes and components of the mission statement. The college was pleased to conclude that the identified core themes accurately manifest the essential components of its mission which, in turn, connect closely with the college's existing strategic goals (Appendix 1.2 - Relationship of Core Themes and Objectives to College Strategic Goals and Plans).

Interpretation of Mission Fulfillment

The mission statement expresses the college's purpose and its commitment to deliver and meet the diverse educational needs of its various constituencies, particularly in the context of a community distinguished by its urban and multicultural characteristics. As a state-supported public community college, Seattle Central is expected to provide a range of educational programs and services for students seeking two-year transfer degrees, professional-technical training (two-year degrees and certificates), precollege, basic skills, and continuing education. The college has four core values—accessible, diverse, innovative, and responsive—to guide its operational strategies and directions (Appendix 1.3 - Seattle Central Community College: Core Values).

The college evaluates mission fulfillment by identifying the most significant institutional-level indicators of achievement and benchmarking performance for each. These benchmarks are used to establish the extent of achievement for outcomes and objectives under individual core themes, and to discern the collective acceptable threshold of mission attainment.

With input from the college community, the Standard One Taskforce developed 10 objectives and 18 outcomes to further articulate the four core themes. Using “meaningful,” “assessable,” and “verifiable” as the criteria to select indicators of achievement for each intended outcome, the taskforce evaluated 143 potential indicators and narrowed them down to 28. The number of outcomes was eventually narrowed from 30 to 18. Although the deliberation was time-consuming, the discussion and evaluation process was rich and beneficial, resulting in a more manageable number of outcomes and indicators that were well-articulated (Appendix 1.4 - Core Themes, Objectives, Outcomes, and Indicators).

Acceptable Threshold or Extent of Mission Fulfillment

Benchmarking performance for each indicator required the use of supporting data from 2005-2006 to 2010-2011. Performance will be scored as “weak,” “acceptable,” or “strong.” This period of data was selected to provide a reasonable time horizon for the college's Comprehensive Self-Evaluation Report that is due in one year. Points are assigned for each indicator to set three performance levels based on data from the SBCTC information system, the college's Office of Strategic Initiatives and Institutional Planning (SIIR), and various administrative units on campus. Indicators with low ratings will receive close review for relevance to the outcome and objective and may be marked for future improvement or modification. Indicator ratings reflect the level of achievement for outcomes, objectives, and core themes.

Composite metrics of the resulting scorecards will be used to assess the extent of mission fulfillment (Appendix 1.5 - Scorecard Templates). To attain its mission, the college must, at a minimum, achieve a collective “acceptable” or better rating for the four core themes.

To achieve or exceed this threshold, the college plans to use an eight-step process to assess its mission fulfillment:

1. Assign each core theme 100 points, with a combined total of 400 points
2. Give points to each indicator based on its relevance to the outcome and objective
3. Review data to determine benchmarks
4. Assign appropriate point values to the three achievement levels for each indicator

5. Use current data to allocate achievement points to each indicator
6. Repeat steps four and five to determine the level of achievement for each outcome, objective, and core theme
7. Combine the points from all four core themes and convert the total back to a scale of 100 points to derive a score representing the level of mission attainment
8. Synthesize the mission attainment results and identify areas in need of improvement

Table 1.2 – Assigned Points for Core Themes and Objectives

CORE THEME	I	Responsive Teaching and Learning	100
Objective	A	Innovative and relevant programs and curricula	30
	B	Quality and effective teaching	40
	C	Quality and effective learning	30
CORE THEME	II	Catalyst for Opportunities and Success	100
Objective	A	Gateway to student achievement	80
	B	Strategic innovations and initiatives	20
CORE THEME	III	Diversity in Action	100
Objective	A	Multicultural learning environment	30
	B	Intentional initiatives for multicultural understanding	25
	C	Open, accessible programs and services	45
CORE THEME	IV	Communities Engagement	100
Objective	A	Enrichment of internal communities	45
	B	Building external partnerships	55

The college has explored several methods to measure mission fulfillment. After careful consideration, it selected this scorecard approach because it appears to be the most effective method for producing meaningful results. Changes and modifications may be made for the next Year One Report, due March 1, 2013, after evaluating the effectiveness of this model and receiving responses from the evaluation report of the comprehensive evaluation visit.

SECTION 2: STANDARD 1.B - CORE THEMES, OBJECTIVES, OUTCOMES, AND INDICATORS

To determine the extent of mission fulfillment, the college defines the selected core themes, objectives, outcomes, and indicators as follows:

Core Themes: The four core themes derived from the college mission provide a foundation and path to establish pertinent objectives, outcomes, and indicators that make it possible to assess the extent of mission fulfillment. Together, the core themes also provide a basis for developing the strategic operational goals of a 2011-2016 strategic plan as well as other operational plans that include strategies and actions leading to the achievement of objectives, core themes, and mission.

Objectives: The 10 objectives originated from the core themes are further defined by specific achievable outcomes measured by relevant and assessable indicators.

Outcomes: The 18 outcomes designate the specific areas that must obtain acceptable performance levels in order to achieve the objectives of the core themes. The collective results of all the outcomes determine the extent of achievement of each core theme objective.

Indicators: The 28 indicators that measure outcome achievement are mostly institutional level indicators related to 1) success, 2) progress, or 3) context. Fifteen of the most critical indicators are designated as Key Performance Indicators (KPI) that will be used as an additional approach to determine the extent of mission fulfillment. The college will compare the results of two approaches: “Expanded Assessment,” using all 28 indicators; and “KPI Assessment,” using only the 15 key performance indicators (KPI). In the sections below, ↗ identifies these key indicators.

Core Theme I: Responsive Teaching and Learning

Core theme one covers the component of the mission that states the purpose and role of the college: to provide a wide range of high quality and effective instructional programs that are responsive to the various educational needs of its constituents and changing market demand.

For this core theme, the college has identified three objectives, five outcomes, and seven indicators. Continuous innovation is necessary to ensure that instructional curricula stay relevant to the latest developments in various disciplines, and that planning and design of instructional programs are consistent with the expected market trends. Quality and effectiveness in teaching and learning require ongoing course and program evaluation, assessment of learning outcomes, and application of effective pedagogies that respond to students’ needs and learning styles.

Objectives and Outcomes

Objective A: **Innovative and relevant programs and curricula**

Outcome A.1:	Curricula are reviewed and updated regularly to stay current and meet market demands.	
Indicators:	a.	Number of instructional programs reviewed, courses revised, and courses created
	b.	Number and list of workforce programs that provide multiple entry pathways for students

Rationale

↔ ***Programs reviewed, courses revised and created*** (Indicator I.A.1.a). The indicator provides evidence that the college’s Program Review Committee evaluates instructional programs regularly based on a four-year cycle and that the Course Approval Committee approves revised courses and new course proposals in a timely manner. The number of programs reviewed annually and numbers of courses revised and created demonstrate the effort and achievement level of the outcome.

Workforce programs that provide multiple entry pathways (Indicator I.A.1.b). Multiple entry pathways give students opportunities to take workforce programs in modules, such as “stackable*” certificates. This approach to program design increases flexibility and options for completing degrees or certificates, especially for students whose personal circumstances may require periodic stop-outs from school. The number of programs that allow multiple entry pathways is a measure of responsiveness to students’ needs.

* “stackable” certificates are short-term certificates that give students the opportunity to gain marketable skills. Accumulation of “stackable” certificates can lead to meeting the requirements for a 45-credit certificate or an AAS/AAS-T degree.

Objective B: **Quality and effective teaching**

Outcome B.1:	Faculty use a variety of innovative pedagogies.	
Indicator:	a.	Number of courses offered with innovative pedagogies
Outcome B.2:	Faculty incorporate program and college-wide learning outcomes in courses.	
Indicator:	a.	Number of programs that have published learning outcomes and number that submit learning outcomes assessment reports regularly
	b.	Students' self-evaluation of general learning outcomes achievements

Rationale

↔ ***Innovative pedagogies*** (Indicator I.B.1.a). Seattle Central faculty apply various teaching approaches to improve program quality and teaching effectiveness. These strategies include offering online and hybrid courses; employing various designs of learning communities that include coordinated studies programs (CSP), linked courses, and integrative assignments;

incorporating service learning; and offering I-BEST classes that coordinate an ESL course with a college credit course. The number of courses that offer innovative pedagogies is a meaningful measure to assess the achievement of teaching quality and effectiveness.

↔ ***Programs that have published learning outcomes and that submit learning outcomes assessment reports regularly*** (Indicator I.B.2.a). Since 2005, instructional programs have published their program learning outcomes on their program web pages for public access. Programs are expected to update their program learning outcomes regularly and submit annual assessment reports of learning outcomes achievement. The number of programs that follow these requirements annually demonstrates the level of faculty effort to improve teaching effectiveness.

Students' self-evaluation of general learning outcomes achievements (Indicator I.B.2.b). In 2008-2009, faculty, staff, and administrators extensively revised the college-wide student learning outcomes, which are think, collaborate, communicate, connect, and continue learning (Appendix 1.6 – College-Wide Student Learning Outcomes). Graduate responses to surveys provide an important measure of student learning outcomes by indicating their self-assessment of the general student learning outcomes.

Objective C: **Quality and effective learning**

Outcome C.1:	Students are responsible and engaged learners.	
Indicator:	a.	Number of students participated in supplemental instructional offerings, and development of scholarship, leadership, and service
Outcome C.2:	Students persist and make progress in their chosen programs.	
Indicator:	a.	Retention rates: fall to winter, fall to spring, and spring to fall

Rationale

Student participation in supplemental instructional offerings, and development of scholarship, leadership, and service (Indicator I.C.1.a). The college offers a range of opportunities for students to become responsible and engaged learners by participating in various supplemental instructional offerings provided by the college-wide Learning Support Network (LSN), which includes tutoring services in seven locations on the main campus. The LSN also includes College Bridge, e-tutoring, and satellite tutors. Additionally, the college offers leadership and service development through Phi Theta Kappa (PTK) activities and student research projects, such as the undergraduate research program with the University of Washington. Student learning support services are also offered at SVI. Student participation in these activities is a positive measure of active learning engagement among students.

↔ ***Retention Rates*** (Indicator I.C.2.a). Retention rates measure students' progress and manifest the effectiveness of student's learning. Changes in retention rates from fall to winter, fall to spring, and fall to fall over a period of time reveal the trends in students' advancement. A downturn would signal a need for analysis and strategies to improve the retention rates. Retention rates are considered one of the most significant key performance indicators to determine a college's mission achievement at the local, state, and national levels.

Core Theme II: Catalyst for Opportunities and Success

Core theme two focuses on the college's active role as a catalyst and on its function as the gateway to multiple opportunities for students to accomplish educational goals and achieve success. These opportunities include a variety of programs leading to degrees, certificates, and other training. The college expands opportunities through effective innovations and strategic initiatives designed to improve teaching and programs, enhance learning experience, and add student support services. This theme also encompasses grant funding for student scholarships in specific disciplines. Seattle Central seeks to be the preferred gateway for student success in academic achievement, workforce preparation, and professional and personal development.

Objectives and Outcomes

Objective A: Gateway to student achievement

Outcome A.1:	College achieves annual enrollment targets.	
Indicators:	a.	Annual state-supported enrollment
Outcome A.2:	Students complete programs.	
Indicators:	a.	Degrees and certificates awarded
	b.	Graduation rates
	c.	Number of state-supported students transferred to four-year institutions
	d.	Momentum points (SBCTC)

Rationale

↔ ***Annual state-supported enrollment*** (Indicator II.A.1.a). Enrollment provides a major indicator for measuring achievement, allowing the college to analyze trends and project performance. By considering changes in key enrollment areas the college can assess its success in providing educational opportunities to students. Meeting targets is critical to maintaining state funding to sustain instructional programs and support services.

↔ ***Degrees and certificates awarded*** (Indicator II.A.2.a). The number of degrees and certificates a college awards each year is a key indicator of student success in completing programs. Statewide and nationally, this indicator is a standard measure of college and program outcomes.

↔ ***Graduation rates*** (Indicator II.A.2.b). Graduation rates as a percentage of the total number of students in different program categories signify the level of performance in realizing the college's core theme objective of student achievement.

↔ ***Transfer rates*** (Indicator II.A.2.c). The college has strong transfer programs for AA, AS, and AAS-T degrees, which are transferrable to four-year institutions. Although in recent years transfer rates to the University of Washington in Seattle have been consistently strong, the total number of transfers from year to year is an important indicator of achievement in preparing students who are seeking a bachelor degree. This indicator will be monitored carefully since transfer rates can be affected by exogenous policy changes at four-year institutions.

↔ **Momentum points (SBCTC)** (Indicator II.A.2.d). Since 2006-2007, SBCTC has provided annual reports of momentum points for all community and technical colleges (CTC). These points indicate each college's student achievement in basic skills, college readiness, first 15 college level credits, first 30 credits, quantitative reasoning/computation, and certificate or degree. The quarterly and annual reports are used to appraise both students' progress and program completion. Annual changes in the college's total momentum points indicate the levels of student success.

Objective B: Strategic innovations and initiatives

Outcome B.1:	College secures external funding for new and effective ongoing initiatives by participating in district, state, and national educational initiatives.	
Indicator:	a.	External funding received: amounts, length, programs and service areas involved, and number of students benefited
	b.	Educational initiatives, number of faculty and staff engaged

Rationale

External funding received and number of students benefited (Indicator II.B.1.a). The college must obtain external grants and funding from other sources to continue to enhance the quality of instructional programs, enrich student learning, and improve labs and equipment not supported by state or local funds. This indicator evaluates the college's level of success in gaining external funds in terms of dollar amount, number of awards, and number of students benefited.

Educational initiatives and number of faculty and staff engaged (Indicator II.B.1.b). External grants that support various educational initiatives generate interest and provide incentives to engage faculty and staff in improving teaching strategies and enhancing learning. The number of faculty and staff who participate in educational initiatives reflects the college's level of success in these endeavors.

Core Theme III: Diversity in Action

The college aims to build upon a national reputation for providing a rich multicultural learning environment that reflects the diversity of the community it serves. The demographic profile of students, faculty, and staff reflects the college's ability to create an environment that appeals to a diverse population. This theme covers initiatives that intentionally promote multicultural awareness and understanding. A diverse learning environment also involves innovative strategies to deliver open and accessible programs and services to students.

Indicators under objective III.C—"Open, accessible programs and services" are closely linked to the responsiveness aspect of core theme I.A—"Innovative and relevant programs and curricula." I.A focuses on *program designs* and *curricula*, while III.C addresses *access* to *diverse* programs and services.

Objectives and Outcomes

Objective A: **Multicultural learning environment**

Outcome A.1:	Instructional programs infuse global education into curricula.	
Indicator:	a.	Number of courses that infuse "global" themes; number of Global Education Design Team (GEDT) events offered annually and attendance of faculty, students, and staff
Outcome A.2:	The student body, faculty, and staff reflect the diversity of the community served.	
Indicator:	a.	Profiles of students, faculty, and staff

Rationale

Courses that infuse global themes and GEDT events (Indicator III.A.1.a). Global studies in the curriculum supports a multicultural learning environment by exposing students to perspectives from outside the United States. Students pursuing AA degrees must take a course designated as global studies. The Global Education Design Team (GEDT) offers campus-wide events to engage students and help faculty infuse global themes into course content. GEDT offerings frequently cover timely world affairs topics to help students connect current events with their learning. The number of courses that incorporate global themes along with the attendance at GEDT events are useful indicators to appraise this aspect of the college's success in promoting multicultural interaction and understanding.

↔ ***Profiles of students, faculty, and staff*** (Indicator III.A.2.a). With 56 percent students of color, Seattle Central is among the most diverse colleges in the state CTC system. The college also has the highest rate of faculty of color (28.5 percent). These figures demonstrate the college's level of success in providing an inviting environment to a diverse population of students and faculty.

Objective B: Intentional initiatives for multicultural understanding

Outcome B.1:	College promotes cross-cultural interactions and builds interdisciplinary relationships, communication, and connections.	
Indicator:	a.	Number, list, and attendance of cross-cultural activities
	b.	Number and list of learning communities, and faculty and student participation

Rationale

Cross-cultural activities (Indicator III.B.1.a). The college believes that a successful multicultural environment requires multicultural understanding that is built through cross-cultural interactions. Faculty and the Associated Student Council regularly offer events and opportunities to encourage cross-cultural appreciation, understanding, and interaction. The number and attendance of these activities is a strong indicator of the college's achievement of this objective.

↔ ***Learning communities and faculty and student participation*** (Indicator III.B.1.b). Seattle Central is known for using learning communities as a successful teaching pedagogy. Although lack of funding has limited the number of coordinated studies programs (CSP) and linked courses in recent years, different models for learning communities have been developed. In fall 2009, faculty began developing and implementing integrative assignments with a common theme across different disciplines. This effort has created impressive momentum on campus and extended the concept of learning communities. The participation among faculty and student in the different types of learning communities illustrates the college's achievement in promoting interdisciplinary relationships, communication, and connection.

Objective C: Open, accessible programs and services

Outcome C.1:	College offers a diverse instructional program mix and multiple access points.	
Indicator:	a.	Instructional program mix
	b.	Number of workforce programs that offer multiple access points; number and list of programs offering courses beyond transitional work day
Outcome C.2:	College services offer multiple delivery options.	
Indicator:	a.	Usage of different modes of service delivery

Rationale

↔ ***Instructional program mix*** (Indicator III.C.1.a). As a comprehensive community college, Seattle Central offers programs in academic transfer, professional-technical (workforce) training, precollege, basic skills, continuing education, and a bachelor applied science. The percentage change in program mix is an important indicator to measure enrollment trends and their impact on the achievement of the college mission.

Programs offering multiple access points and courses beyond traditional work day (Indicator III.C.1.b). During recent years, some workforce programs have begun admitting students at

multiple times each year. The college has also been scheduling additional classes outside of the traditional work day. The increase in opportunities to enter programs and attend classes during non-traditional hours helps measure student access.

↔ ***Usage of different modes of service delivery*** (Indicator III.C.2.a). The college actively seeks opportunities to use technology to improve and add various educational support services. Usage of these diverse modes of service delivery provides evidence to assess the success of these services in meeting the needs of students and faculty. These services include admissions, registration, advising, instructional support, access to library resources, and other services.

Core Theme IV: Communities Engagement

Fulfilling the college mission requires active engagement of both internal and external communities. The college seeks to support and enrich internal communities and to expand external partnerships with industries, employers, community groups, government agencies, and non-profit organizations, both locally and globally.

Situated just outside Seattle's downtown core, the college's local community includes a high concentration of large hospitals and a wide range of businesses, as well as other organizations and educational institutions. The college is geographically positioned to develop mutually beneficial partnerships with health providers and other regional businesses and organizations. In addition, growth of non-state-supported enrollment reflects increases in partnerships in other countries and transfer articulation agreements with universities both in- and out-of-state.

Objectives and Outcomes

Objective A: **Enrichment of internal communities**

Outcome A.1:	Achievements are recognized and communicated	
Indicators:	a.	College regularly announces professional achievements of students, faculty, and staff, including awards and scholarships
	b.	Number of programs that publicly share student research projects and portfolios
Outcome A.2:	Students actively participate in college committees and councils as well as student organizations	
Indicator:	a.	Number of students serving on college committees and councils, and number of student organizations

Rationale

Achievements of students, faculty, and staff (Indicator IV.A.1.a). Sharing achievements of students, faculty, and staff enhances internal communication and builds a culture of mutual support. This indicator evaluates the college's effort to build internal community by sharing individual successes.

Programs that publicly share student research projects and portfolios (Indicator IV.A.1.b). As with Indicator IV.A.1.a, regularly sharing student research project results, student portfolios, and faculty projects on campus strengthens the college as a learning community and promotes the awareness of student progress.

↔ ***Students serving on college committees and councils, number of student organizations*** (Indicator IV.A.2.a). Seattle Central's student leadership encourages students to participate in and contribute to college committees and councils. The number of students involved in the college organizational structure and planning efforts shows the strength of the relationship between student leadership and the college administration. The number of student organizations also demonstrates the level of student interest in building an active student community.

Objective B: Building external partnerships

Outcome B.1:	College increases engagement in the community.	
Indicator:	a.	Number and list of faculty and staff represented in external community and educational activities
Outcome B.2:	Entrepreneurial opportunities are identified and acted upon.	
Indicator:	a.	Number and list of programs offering self-supporting classes and number of classes, and financially beneficial collaborations with community partners
Outcome B.3:	College strengthens and expands partnerships with employers and community groups.	
Indicators:	a.	Number of entities and employers providing service-learning and/or internship opportunities
	b.	Number and list of partnerships with K-12, four-year universities, state, regional, and local agencies

Rationale

Faculty and staff represented in external community and educational activities (Indicator IV.B.1.a). Building significant and effective external partnerships requires active participation from faculty and staff. The degree to which they are involved in external community and educational activities is a meaningful assessment of the college's external community connections.

↔ ***Programs offering self-support classes and financially beneficial collaborations with community partners*** (Indicator IV.B.2.a). This indicator measures both the extent and financial impact of self-support and customized training that instructional programs offer to employers and businesses in the community.

Entities and employers providing service learning and/or internship opportunities (Indicator IV.B.3.a). Service learning has been included in various programs and courses for the last 15 years. Many workforce programs require internships and in-the-field training with employers and entities in industries related to the program of study. The number of external agencies and employers providing these opportunities reveal the college's success in establishing external relationships to support instruction.

Partnerships with K-12, four-year universities, state, regional, and local agencies (Indicator IV.B.3.b). In addition to strong partnerships with employers and businesses, the college also needs extensive articulation agreements and close cooperative relationships with other educational institutions, government agencies, and non-profit organizations at the local, state, and national levels. This indicator evaluates the college's success in building these external partnerships.

CONCLUSION

The revised accreditation standards have helped the college sharpen its focus on the mission by prompting the creation of a framework for connecting operational planning and activities to components of the mission. This framework provides a meaningful approach by which to judge progress on fulfilling the mission.

To develop the core themes, the college engaged in a collaborative process that explored the meaning of the mission and resulted in four core themes. These core themes reflect the mission by translating it into categories that can be associated with concrete actions. The development process itself helped the college community embrace the mission and the mapping process became a useful tool for the taskforce and other workgroups to analyze the mission and the strategic plan in order to develop the core themes, objectives, and outcomes.

Selecting indicators proved to be the most challenging part of the process because indicators reach the finest level of specificity. Some indicators identified as meaningful and useful could not be measured because adequate data was not available. The two approaches—"Expanded Assessment" and "KPI Assessment"—will help the college to determine the effectiveness of each.

On the whole, reviewing the mission and developing core themes, objectives, outcomes, and indicators has proved rewarding and beneficial for the college community. The new framework provides guidance and direction for planning at multiple levels. These plans include the 2011-2016 Strategic Plan, the new Facilities Master Plan, the Instructional Program Plan, the Information Technology Plan, and the Strategic Enrollment Management Plan, as well as strategic planning of the divisions and departments. The college community looks forward to implementing this framework for evaluating mission fulfillment.

ADDENDUM

Response to Recommendation One from 2010 Regular Interim Evaluation

The evaluators recommend that the college clearly understand the profile of the student community served by Seattle Vocational Institute (SVI), and provide the necessary courses, pedagogical approaches and services that will promote the success of SVI students in reaching their educational goals. (3.A.1). Finally, the evaluators recommend that the college periodically and systematically evaluate the appropriateness, adequacy, and utilization of SVI student services and programs, and recommends that the college use the results of the evaluation as a basis for change. (3.B.6)

As a response to this recommendation, Seattle Vocation Institute (SVI) has expended considerable efforts toward improving student services and programs by using evaluation and research results for making changes and planning. These efforts have produced significant progress.

Leadership Change and Operational Enhancement

SVI had major leadership changes in 2010. Most significantly, a new dean for student services started in January 2010, and the executive dean retired in December 2010. The executive dean for workforce education from the main campus has temporarily taken on leadership for SVI. Together with the dean for instruction, SVI deans have formed a strong leadership team working collaboratively to strengthen instructional programs and improve operational efficiency and effectiveness of student services. The new leadership places high emphasis on clear responsibilities, accountability, and collaboration across service areas. The reporting structure was also improved by assigning the director for administrative services direct supervision of personnel in security, maintenance, and custodial personnel. These positions previously reported to the main campus. In a short period of time, the leadership team has established closer ties with the main campus in many areas, including the Office of Strategic Initiatives and Institutional Research (SIIR) and the Public Information Office (PIO).

Improving Services and Programs to Support Student Profile

Unique Student Profile

The student population's demographic profile provides insight into the needed services and how they are delivered. Of the total 1,243 students attending SVI in 2009-2010, 65 percent were female, 53 percent were African American, and the median age was 25. Nearly 38 percent had less than a high school diploma, 20 percent held a GED Certificate, and 99 percent received some form of financial aid, such as Federal Financial Aid, PELL Grants, State Need Grants, TANF, Workforce Training, and Opportunity Grants.

Solving Service Related Issues with Student Input

Since spring 2010, SVI has instituted three strategies for better understanding the needs of the student population and evaluating the appropriateness and adequacy of student services.

Online Student Survey Findings

Conducted in fall 2010, this online survey sought student feedback regarding various student services. The questionnaire was developed by a team from student services, instruction, and SIIR. Email messages from SVI leaders encouraged faculty and program directors to facilitate participation, and many programs provided class time for students to take the survey. In all, 38 percent of the 539 students responded to the survey.

Based on the survey findings below, SVI has identified non-instructional areas in need of improvement.

- ***Low awareness of available services.*** Most notably, less than two-thirds of respondents indicated awareness of academic advising (48 percent), education planning (50 percent), and counseling (66 percent). Analysis: non-instructional services locations were dispersed throughout the six floors of the SVI building and lacked adequate signage.
- ***Low satisfaction with certain services.*** For example, of students who responded to questions regarding their awareness of, use of, and satisfaction with academic advising, 37 percent (77) indicated they did not know about the service, 63 percent (131) reported they had never used the service. Of those who reported using this service, only half rated the quality, location, and hours of service satisfactory. Further, 42 percent (87) students cited increased academic advising as a very important new service. Analysis: Academic advising is embedded in most instructional programs at SVI where it is conducted by program faculty, program coordinators or specialists. The survey results suggest that the level and consistency of advising services requires attention.

Action plan: By fall 2011, SVI plans to centralize all non-instructional services, relocating them to the first floor of the SVI building. Each service will have dedicated space, operational hours, and qualified staff. To provide additional counseling services, SVI will increase the current counselor's assignment, and a counselor or advisor from the main campus will be assigned some hours at SVI. Further, starting fall 2011, all students will be required to register for one credit of tutoring (12 hours) per quarter.

- ***Dissatisfaction with financial aid service.*** Approximately 25 percent of students who reported using financial aid were not satisfied with quality, location, and hours of services; and an additional 25 percent were only somewhat satisfied. Analysis: Findings are consistent with that of a financial aid survey conducted earlier in 2010.

Action plan: Described in training and workshops in the Financial Aid Service section.

- ***Dissatisfaction with services for students with disabilities.*** Nearly 38 percent of students using this service were not satisfied with the quality, location, and hours of services. Analysis: Staffing for this function has been inadequate.

Action plan: SVI is addressing this issue with support from student services leadership at the main campus by sharing resources and delivering services strategically. Starting fall 2011, a disabilities counselor from the main campus will serve the SVI students two days each week.

In addition to the quantitative results of the survey, student narrative responses to “other barriers” and need for “other new services” provide a basis for further exploration. SVI will conduct online student surveys regularly in fall and spring quarters, and supplement this information with focus groups and other inquiries. Both staff and faculty will be engaged in these review and improvement cycles.

Deans' Brown Bag Lunches, a Conversational Inquiry

Since winter 2011, this forum has provided students with a voice on campus. These hour-long sessions with all three deans are scheduled monthly for students to offer opinions, concerns, and ideas in a safe, relaxed, and inviting place. The information shared with the deans is disseminated to the respective departments for reflection, brainstorming, and professional development.

The Workforce Development Quarterly Comment Card Surveys

The comment cards focus on the level of student satisfaction with services of the Workforce Development team. Questions such as “Have you ever referred a friend to SVI?” and the “How are we doing?” provide another way to obtain feedback from students. The most compelling feedback for improvement was about the excessive wait time for services.

Action Taken: Students now have more options for receiving student services, including meeting times prior to their 8 a.m. classes, during lunch hours, and after school when they also have access to the services of a student success specialist.

Prompt Response to Student Complaints Regarding Financial Aid Process

In addition to establishing the three mechanisms described above to solicit student feedback, SVI took prompt action to address student complaints, improving, for example, the financial aid application process.

Financial Aid Service, Training, and Workshops

During 2009-2010 and early in 2010-2011, students reported that the SVI Financial Aid Office processed awards too slowly. They also complained about poor customer service and a lack of professionalism on the part of the staff. When SVI sought research to assess the level and quality of services in this area, research revealed that many students were not well informed about the financial aid process, resulting in high levels of frustration for students and financial aid staff.

Action Taken: A train-the-trainer program was set up to develop a cadre of financial aid workshop facilitators to augment the understaffed Financial Aid office. Several SVI faculty and staff from other departments now serve as facilitators for weekly student financial aid workshops. Facilitators assist students in navigating the FAFSA and applying for aid.

Advancing Enrollment Management and Educational Planning

Strategic Enrollment Management (SEM)

A strategic enrollment management planning process began in fall 2010. Following a process initiated at the main campus, all aspects of the institution, student services, instruction, and administrative services are engaged in addressing key assessment targets: enrollment, attrition and retention, completion, graduation, employment rates, program mix, access to programs and services, program capacity, faculty and staff development, quality and maintenance of the physical plant, and the safety and security of the SVI community.

Comprehensive data from 2004-2005 to 2009-2010, covering enrollment, retention, completion, and graduation from SBCTC's Student Management System (SMS) are used to support the SEM effort. The data is available for all student cohorts and programs for each quarter of study. The data address multiple areas, including instructional program starts, instructional effectiveness, and financial considerations. This key analytical tool informed the recent decision to reduce the number of cohort starts each year in one program, an effort to address program efficacy.

Other SEM tools include annual reports to the external accrediting bodies for the Medical Assistant and Dental Assistant Programs; the annual report to the SBCTC Office of Adult Basic Education for Basic and Transitional Studies; other reports to and from the SBCTC, including the report on student achievement points and annual reports for categorical funding; the pass rate reports from the State Board for Licensing for the Cosmetology program; the student tracking efforts of the Bright Future high school early entry program; and the Pre-Apprenticeship Construction Training Program.

Early SEM efforts have resulted in expanded and intensified outreach and recruitment through collaborative teams in instructional and student services, and new online student services tools including the "Start Next Quarter" recruitment and funding eligibility website, the online survey of student services, a universal online admissions applications process, and admissions kiosks at service counters.

Educational Planning Workshop (EPW)

Recently, all the Worker Retraining programs in the college district have adopted SVI's EPW model, which is an example of an instructionally based service to students that continues to change and improve over time. Starting in 2008, SVI introduced changes to the intake process, to include a required 12-hour goal setting workshop. Modeled on SBCTC's *Educational Interview*, the EPW provides potential students information about instructional programs of study, services, and career guidance through goal setting activities. Participants identify barriers to successful completion and develop strategies to overcome them. Students receive information on college requirements, financial aid, admissions, and registration. Finally, students take a reading and math skills test (CASAS) to determine their best educational starting place.

Faculty report high satisfaction with EPW because it better prepares incoming students for formal learning. SVI continues to refine the EPW to improve the student experience by adding tutoring, review sessions, and other services. SVI began collecting data from these efforts in winter 2011 and plans to use data collected to track students from the EPW through completion of basic and transitional studies programs and through professional-technical programs in order to monitor the success of this process.

Implementing New Approaches to Improve Program Effectiveness

During 2010, SVI has implemented several new pedagogical approaches and modified programs to improve effectiveness. Some of the examples follow:

- Adopted a quasi I-BEST model to contextualize learning in basic studies within its existing budget. The initial linked courses include ABE levels 3 and 4 paired with allied health, and ABE levels 3 and 4 paired with business and computing. Based on the success of these courses, SVI plans to expand this model to all ABE, ESL, and GED courses.

- Developed a new self-assessment tool for incoming students in the Administrative Office Professional (AOP) program. This tool asks students to rank their skills on a 5-point scale in word processing, Excel, general computer knowledge, and other skills. The tool gathers critical individual information to determine the need for course modification and a benchmark for each student to monitor their learning progress.
- Created an assessment tool focusing on professional behavior in AOP. A detailed 5-level matrix of classroom and office behaviors is used as a teaching tool throughout the quarter for discussion, self-evaluation, and action planning during which students have opportunities to present improvement plans.
- Expanded the number of externship sites for the Medical Assistant program to improve job placement rate as required by the Medical Assisting Education Review Board (MAERB), and hired a new Externship Coordinator who has national certification as a Medical Assistant.