

SEATTLE CENTRAL COMMUNITY COLLEGE



YEAR ONE SELF-EVALUATION REPORT

-- APPENDICES --

Presented to
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Appendix 1.1

Seattle Central Community College

STRATEGIC PLAN 2006-2011

Goals and Objectives for 2010-11

Goal 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.

- **Objective 1.1.** Build restricted reserves to 5% of the operating budget.
- **Objective 1.2.** Build unrestricted reserves for the operating budget.
- **Objective 1.3.** Diversify and increase local funding.
- **Objective 1.4.** Build an operating budget process that anticipates and responds to fluctuations in the economy.

Goal 2. Increase enrollment, retention, persistence and completion of certificates and degrees, congruent with the mission and values of the college.

- **Objective 2.1** Develop and carry out a comprehensive enrollment management plan to attract and retain students.
- **Objective 2.2** Meet the college's annual FTES allocation.
- **Objective 2.3** Increase student retention fall to winter quarter by 5 percentage points.
- **Objective 2.4** Increase the number of students who achieve State Momentum Points by 5 percent.
- **Objective 2.5** Increase the number of students who are awarded degrees and certificates, and transfer to baccalaureate institutions, by 2 percentage points.
- **Objective 2.6** Achieve student diversity in all college divisions and programs.
- **Objective 2.7** Achieve employee diversity in all college divisions and programs.

Goal 3. Continually improve institutional effectiveness.

- **Objective 3.1** Improve student satisfaction with student services, educational programs and the overall college experience.
- **Objective 3.2** Increase student involvement to enhance the quality of the overall college experience.

- **Objective 3.3** Provide professional development for faculty, staff and administrators to improve their effectiveness and stay current in their field.

Goal 4. Develop and sustain state-of-the-art facilities that support a positive learning and working environment.

- **Objective 4.1** Improve facilities through renovation, additions and repairs.
- **Objective 4.2** Integrate facilities planning in a manner that incorporates all master planning processes and supports the college's educational mission.
- **Objective 4.3.** Improve and sustain the quality of the physical environment.
- **Objective 4.4** Enhance facilities to support a safe and secure environment.
- **Objective 4.5** Improve information technology capacity and network infrastructure.

Goal 5. Increase community awareness and support for the college's mission, vision, and strategic direction.

- **Objective 5.1** Strengthen relationships with business and educational communities in order to contribute to the region's prosperity.
- **Objective 5.2** Each professional technical program has a TAC that meets quarterly and completes its annual action plan (established at its first meeting of the year).
- **Objective 5.3** Increase the college's leadership role by working collaboratively with external partners towards creating regional solutions for education and training needs.

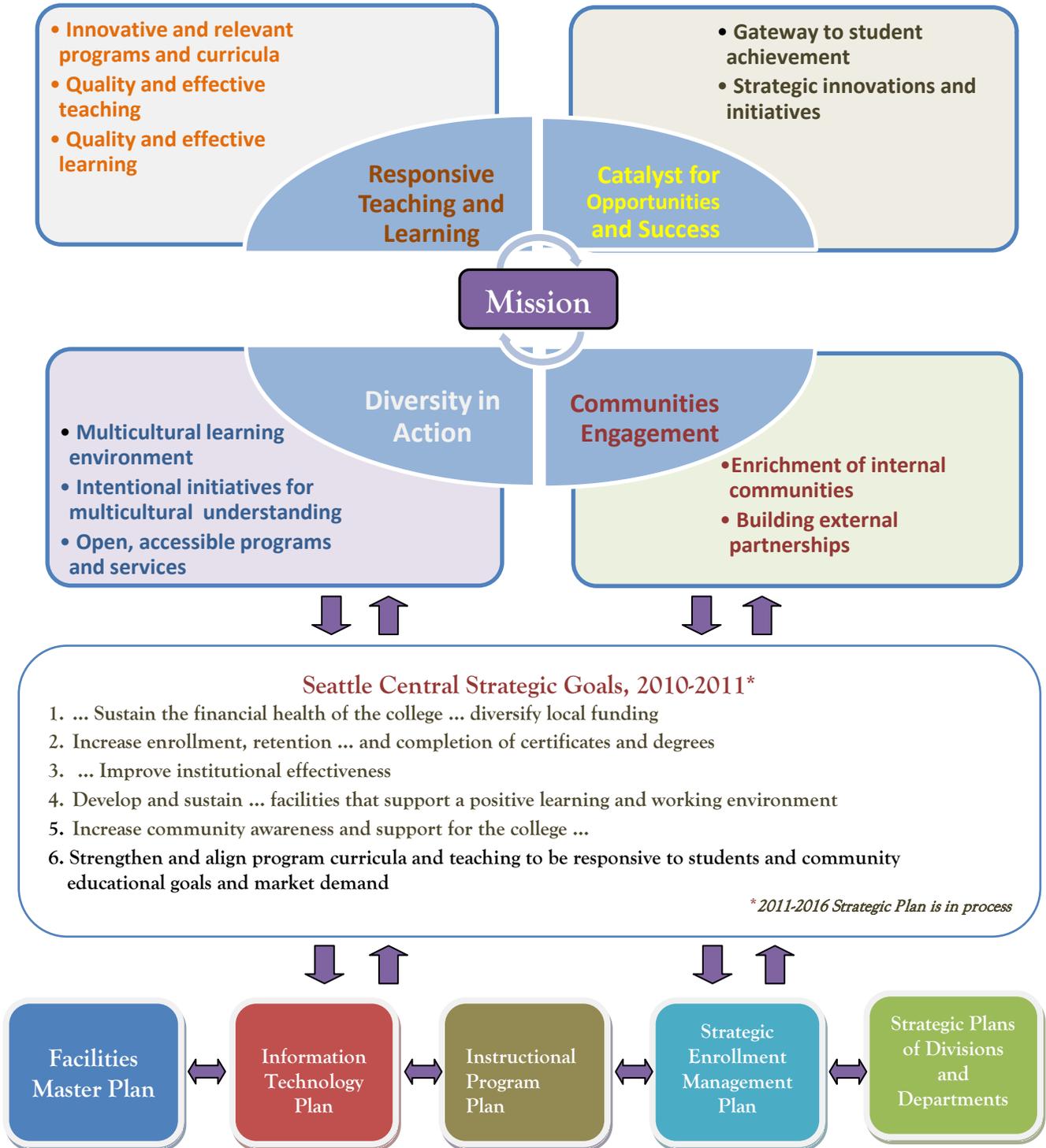
Goal 6. Strengthen and align instructional programs, curricula and teaching to be responsive to students and community educational goals and market demands.

- **Objective 6.1** Create and assess programs to ensure that they provide pathways for students to obtain certificates, degrees or employment.
- **Objective 6.2** Meet the learning outcomes for all programs.
- **Objective 6.3** Offer more integrative learning experiences.
- **Objective 6.4** Embed current technology into the pedagogy and curriculum.

September 17, 2010

Appendix 1.2

Relationship of Core Themes and Objectives to College Strategic Goals and Plans



Appendix 1.3

Seattle Central Community College

Mission

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.

Values

Seattle Central is committed to creating a learning environment that is accessible, diverse, responsive, and innovative.

Accessible

- Seattle Central has an open admissions policy.
- The campus is minutes from downtown Seattle and easy to reach from every part of the city via public transportation. Tuition at Seattle Central is half the price of a four-year college.
- We have departments dedicated to serving special populations such as veterans, former foster youth, first-generation college students, and the disabled.
- There is something to fit everyone at Seattle Central: distance learning, college transfer, online courses, basic studies, ESL, and evening and weekend classes.

Diverse

- Students from across town and across the world come together to explore their possibilities, extend their knowledge, and expand their potential. Our student body numbers 10,000 students, including 3,000 from more than 50 nations.
- The college takes great pride in its diversity. Fifty-two percent of our students identify as American Indian, Asian, Black, Hispanic/Latino, or “other” ethnicity. Nearly thirty percent of our full-time faculty are people of color.
- Nearly half of our degrees and certificates are awarded to students of color.

Responsive

- Seattle Central is building for the future. Our campus has a new \$26 million Science and Mathematics building, a Creative Arts Academy, and a high-tech Information Technology department. Soon the Wood Construction Center, Seattle Maritime Academy, and Seattle Culinary Academy will have new state-of-the-art facilities.

- Our 30 professional and technical training programs prepare our students for high-demand careers in healthcare, information technology, and more.
- The Worker Retraining office helps people get re-employed as soon as possible by offering the vital training, skills and credentials needed for today's job market.

Innovative

- Our coordinated studies and student service programs have won admirers and imitators nationwide.
- Seattle Central is one of only seven Washington State Community and technical colleges offering a bachelor's degree. The Bachelor of Applied Behavioral Science program trains students to become social and human services professionals.
- The college transfer programs not only prepare students for the rigors of a four-year college, they also provide ever-evolving quality curricula with innovative pedagogies.
- There are more than 50 student-created clubs and committees on campus that reflect diversity, instill self-reliance, leadership and responsible action.

Appendix 1.4

Core Themes, Objectives, Outcomes, and Indicators

Core Theme I: Responsive Teaching and Learning					
Objective		Outcome		Indicator	
A.	Innovative and relevant programs and curricula	A.1	Curricula are reviewed and updated regularly to stay current and meet market demands.	a. KPI	Number of instructional programs reviewed, courses revised, and courses created
				b.	Number and list of workforce programs that provide multiple entry pathways for students
B.	Quality and effective teaching	B.1	Faculty use a variety of innovative pedagogies.	a. KPI	Number of courses offered with innovative pedagogies
				B.2	Faculty incorporate program and college-wide learning outcomes in courses.
		b.	Students' self-evaluation of general learning outcomes achievements		
C.	Quality and effective learning	C.1	Students are responsible and engaged learners.	a.	Number of students participated in supplemental instructional offerings, and development of scholarship, leadership, and service
		C.2	Students persist and make progress in their chosen programs.	a. KPI	Retention rates: fall to winter, fall to spring, and spring to fall

Core Theme II: Catalyst for Opportunities and Success					
Objective		Outcome		Indicator	
A.	Gateway to student achievement	A.1	College achieves annual enrollment targets.	a. KPI	Annual state-supported enrollment
		A.2	Students complete programs.	a. KPI	Degrees and certificates awarded
				b. KPI	Graduation rates
				c. KPI	Number of state-supported students transferred to four-year institutions
				d. KPI	Momentum points (SBCTC)
B.	Strategic innovations and initiatives	B.1	College secures external funding for new and effective ongoing initiatives by participating in district, state, and national educational initiatives.	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

Core Theme III: Diversity in Action					
Objective		Outcome		Indicator	
A.	Multicultural learning environment	A.1	Instructional programs infuse global education into curricula.	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
		A.2	The student body, faculty, and staff reflect the diversity of the community served.	a. KPI	Profiles of students, faculty, and staff
B.	Intentional initiatives for multicultural understanding	B.1	College promotes cross-cultural interactions and builds interdisciplinary relationships, communication, and connections.	a.	Number, list, and attendance of cross-cultural activities
				b. KPI	Number and list of learning communities, and faculty and student participation
C.	Open, accessible programs and services	C.1	College offers a diverse instructional program mix and multiple access points.	a. KPI	Instructional program mix
				b.	Number of workforce programs that offer multiple access points; number and list of programs offering courses beyond transitional work day
		C.2	College services offer multiple delivery options.	a. KPI	Usage of different modes of service delivery

Core Theme IV: Communities Engagement					
Objective		Outcome		Indicator	
A.	Enrichment of internal communities	A.1	Achievements are recognized and communicated.	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
		A.2	Students actively participate in college committees and councils as well as student organizations.	a.	Number of students serving on college committees and councils, and number of student organizations KPI
B.	Building external partnerships	B.1	College increases engagement in the community.	a.	Number and list of faculty and staff represented in external community and educational activities
		B.2	Entrepreneurial opportunities are identified and acted upon.	a.	Number and list of programs offering self-supporting classes and number of classes, and financially beneficial collaborations with community partners KPI
		B.3	College strengthens and expands partnerships with employers and community groups.	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				

Appendix 1.5

Scorecard Template A -- Mission Fulfillment

Core Theme	Objective		Maximum Points	Points Earned	% of Points Earned
Responsive teaching and learning	I	A	30	Score	%
		B	40	Score	%
		C	30	Score	%
			100	Score	%
Catalyst for opportunities and success	II	A	80	Score	%
		B	20	Score	%
			100	Score	%
Diversity in action	III	A	30	Score	%
		B	25	Score	%
		C	45	Score	%
			100	Score	%
Communities Engagement	IV	A	45	Score	%
		B	55	Score	%
			100	Score	%
TOTAL			400	Score	%
Converting back to a scale of 100 points:			100	Score	%

Scorecard Template B -- Composite Indicator

Indicator No.:

Indicator Title:

Maximum Points:

Index	Share of Indicator	Benchmark*			Assessment	
		Weak	Acceptable	Strong	Points Possible	Points Earned
1. Title of index	%	Score Points	Score Points	Score Points	Points	
Performance			Score			Points
2. Title of index	%	Score Points	Score Points	Score Points	Points	
Performance				Score		Points
3. Title of index	%	Score Points	Score Points	Score Points	Points	
Performance				Score		Points
4. Title of index	%	Score Points	Score Points	Score Points	Points	
Performance			Score			Points
Indicator Performance				Total Score	Points	Total Points

* Three levels of performance benchmarks (based on available data from 2005-2006 to 2009-2010):

Weak: Significantly below target or average performance in the last 5 years.

Acceptable: Close to target or average performance in the last 5 years.

Strong: Significantly higher or better than target or average performance in the last 5 years.

NOTE: Scorecards for indicators with a single index will follow this format in assessing indicator performance.

Appendix 1.6

Seattle Central Community College College-Wide Student Learning Outcomes

Seattle Central students will achieve personal and professional goals in diverse and multicultural settings because they are able to:

Think: analyze, create, and reflect to address and appreciate challenges and opportunities

Collaborate: work effectively with others to learn, complete tasks, and pursue common goals

Communicate: exchange ideas and information through intentional listening, speaking, signing, reading, writing, or presenting

Connect: apply knowledge and skills to solve problems

Continue Learning: self-evaluate and act to improve knowledge and skills

Think

Analyze, create, and reflect to address and appreciate challenges and opportunities

- Gather, interpret, and evaluate information
- Identify problems and issues
- Formulate hypothesis
- Generate and implement creative strategies
- Create and appreciate aesthetic work
- Evaluate their thinking process

Possible Instructional Activities

- Collect, evaluate, and analyze valid and/or relevant information and data
- Differentiate among fact, opinion, hearsay, etc., and evaluate the validity of different sources of information
- Classify, organize, prioritize, and/or synthesize information and data
- Interpret and analyze symbolic, quantitative, and/or graphical information
- Develop a logical process for solving problems
- Apply knowledge and learning to various contexts
- Experiment with different media and/or multiple intelligences (linguistic, mathematical, musical, visual, naturalist, kinesthetic, etc.) to generate ideas, solutions, original works, alternative approaches, etc.
- Reflect on their knowledge, understanding, skills, and critical thinking process
- Recognize and welcome constructive criticism that contributes to effective self-evaluation and continual growth and improvement

Collaborate

Work effectively with others to learn, complete tasks, and pursue common goals

- Identify problems and create action plans
- Apply understanding and knowledge of group process
- Pursue and critically evaluate different social and cultural perspectives
- Manage conflict productively
- Engage in community and civic life

Possible Instructional Activities

- Participate in service-learning to participate and observe groups in community meetings or events
- Make group decisions in learning/problem solving activities according to differing cultural and/or social contexts
- Complete group project assignments or problem-solving activities that require group interactions and decision making
- Participate in a variety of group activities: panel presentations, seminars, forums, on-line discussions (both synchronous and asynchronous)
- Try out different roles within a group, e.g., leader, organizer, recorder, harmonizer, etc. (For example, members on sports or health teams could assume positions/roles that they don't normally assume.)
- Demonstrate and develop activities that examine effective group dynamics, e.g., how to listen actively, how to negotiate effectively
- Analyze ethical or cultural issues and dilemmas in case studies
- Write reflection pieces or journal entries regarding the successes and challenges they faced in working as a member of a group. What role did the student play and what responsibility did the student take?
- Participate in a variety of group activities or take on different roles within a group as a graded component of assignments and tests
- Complete surveys or questionnaires at the end of the quarter that target students feelings and thoughts about the development of their group participation and interactions skills

Communicate

Exchange ideas and information through intentional listening, speaking, signing, reading, writing, or presenting

- Determine the purpose and context for communicating
- Organize and present information purposefully
- Seek feedback and revise to enhance effectiveness
- Attend to conventions of communication to minimize barriers
- Consider perspectives, experiences, and cultural differences to develop understanding

Possible Instructional Activities

- Draft, revise, and edit essays
- Summarize, outline, and analyze texts
- Develop PowerPoint presentations
- Draft, practice, revise, and re-present speeches
- Review videos of signs; practice vocabulary
- Attend community events to explain the cultural context of information
- Practice summarizing others' ideas

Connect

Apply knowledge and skills to solve problems

- Select and use theoretical models, quantitative and qualitative techniques, information sources, and technology tools
- Identify and solve problems using logical strategies and evaluate results
- Gather data from various reliable sources and assess the validity and relevancy
- Critically evaluate solutions using research-based evidence
- Use technology and apply to a wide range of practices, fields, and industries

Possible Instructional Activities

- Learn role in students' specific field through active listening, communicating, and collaborating
- Participate in service-learning to learn by interacting with the community about current problems and issues
- Use appropriate tools and technologies to complete all or part of an assignment
- Address and solve current problems in small groups, seminars, experiential exercises, role plays and peer interviews
- Complete relevant field projects and field assignments
- Participate in performance enhancing projects at outside seminars within the scope of study, or in coordination with community leaders and organizations

Continue Learning

Self-evaluate and act to improve knowledge and skills

- Analyze own performance and revise to improve
- Transfer learning by applying it in other contexts
- Increase knowledge by identifying gaps and acting to fill them
- Seek mentors and share knowledge with others
- Provide and receive feedback

Possible Instructional Activities

- Prepare drafts which are then evaluated, discussed and redone to create final version
- Complete assignments or activities that help students recognize gaps in their knowledge and develop strategies to fill those gaps
- Reflect on learning experiences, such as service-learning activities, and relate those experiences to the learning outcomes for the course
- Create portfolios that are revised over time, creating multiple versions of products to demonstrate student self-evaluation of both process and product as well as response to instructor/peer feedback
- Self-evaluate their work/performance and incorporate feedback from others to improve a second draft/performance. Identify and define one thing they want to improve. Subsequently do a second assignment/performance demonstrating their ability to incorporate that new learning