



NORTH SEATTLE COLLEGE
One of the Seattle Colleges

2016

Year Seven Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities





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March 1, 2016**

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Accreditation Liaison Officer**

Table of Contents

Institutional Overview	3
Basic Institutional Data Form	5
Preface	13
Institutional changes since last report	
Response to topics previously requested by the commission	
Chapter One: Mission, Core Themes and Expectations	27
Chapter Two: Resources and Capacity	49
Chapter Three: Institutional Planning	105
Chapter Four: Core Theme Planning, Assessment and Improvement	119
Chapter Five: Mission Fulfillment, Adaptation and Sustainability	201
Conclusion	211

North Seattle College does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, gender identity, veteran or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant, or disability.



NORTH SEATTLE COLLEGE
One of the Seattle Colleges

YEAR SEVEN SELF-EVALUATION REPORT

2016

Introduction



Institutional Overview

Statewide Context

North Seattle College is one of 34 public community and technical colleges in Washington State. The system is governed by the State Board for Community and Technical Colleges (SBCTC or State Board), a nine-member board appointed by the governor. The work of the board is carried out by state board staff.

Student Achievement Initiative: The [Student Achievement Initiative](#) (SAI) is the performance funding system for Washington community and technical colleges. Introduced in 2007 and revised in 2012, it has two primary goals: (1) to improve public accountability by describing what students achieve, and (2) to provide financial incentives for colleges to increase the levels of achievement of their students. A percentage of the total budget for the system is distributed to colleges based on their SAI performance. Colleges earn SAI “momentum points” as students reach educational milestones, including making basic skills gains, completing pre-college writing and math sequences, completing college-level math, earning 15, 30 and 45 college-level credits, and completing a degree or certificate.

State budget reductions: The college’s [Year One Report of March 2011](#) noted that the college was operating in a context of decreasing state resources for higher education. “In 2001-02,” the report stated, “state resources accounted for 62 percent of the college’s operation budget; by 2010 that percentage had dropped to 58 percent.” Legislative budget reductions have continued. Currently, state funding support for the system averages 46 percent of total operating funds, as noted in an [October 12, 2015](#) letter to college presidents from State Board Chair Shaunta Hyde.

New Funding Model: In 2013 the State Board directed the presidents to develop a new model for allocating legislatively authorized funds. The existing model, in place since 1999, had acknowledged shortcomings: (1) insufficient money was directed to performance funding and education outcomes; (2) different types of student FTE (full-time equivalent) were funded at different levels with no clear rationale; (3) there was no recognition of different costs for different program or mission areas; and (4) there was no meaningful way to adjust enrollment targets when some districts were routinely over-enrolled and others under-enrolled.

In 2014-15 the presidents developed a new allocation model which the State Board adopted in September 2015. The model is being phased in over a four-year period. It includes these key features: (1) five percent of the annual state appropriation is dedicated to performance funding via the Student Achievement Initiative; (2) each college receives an annual Minimum Operation Allocation of \$2.85 M; (3) incentive allocations are offered for basic education, applied baccalaureate degrees filling skill gaps, STEM courses, and programs leading to certificates in high demand professions; and (4) enrollment targets will be adjusted annually using a rolling three-year average. FTES will be redistributed from under-enrolled to over-enrolled colleges. This final feature presents a challenge to North Seattle College, since during the last four academic years the college has reached only 96.5 percent of its enrollment targets.

The College

Organizational context: North Seattle College is one of three independently-accredited colleges that comprise Seattle College District. The college and the district are part of a statewide system of 34 individual colleges within 30 community and technical college districts. Providing learning opportunities for 47,484 students in 2014-15, the Seattle district is the second largest post-secondary educational system in the State of Washington after the University of Washington.

Administrative structures: Administratively, North Seattle is divided into four areas of responsibility: the President’s Area, Instruction, Student Development Services, and Administrative Services. Each of the

latter three areas is led by a vice president who reports to the college president. Thirty-five deans, directors, managers, and supervisors report to the vice presidents. These reporting relationships are visible in tables within Chapter Two (Standard 2.A.11). Online [organizational charts](#) provide even greater detail.

Instructional Programs: North Seattle’s educational offerings are organized within five instructional divisions: Arts, Humanities, and Social Sciences; Basic and Transitional Studies; Business, Engineering and Information Technology; Health and Human Services; and Math and Science. The college offers three Bachelor of Applied Science (B.A.S.) degrees, six two-year transfer degrees, 20 professional technical degrees, and over 60 certificate programs. It offers pre-college courses in English and mathematics, Adult Basic Education and GED preparation, English-as-a-Second-Language, and High School Completion.

In Fall Quarter 2015 the college employed 88 full-time tenure-track faculty and 224 part-time faculty to teach its credit-bearing courses. In the same quarter the college employed 143 classified staff, 49 professional staff, 42 exempt¹ staff, and over 300 part-time hourly and student workers. Reduction of state funding coupled with loss of tuition revenue from being under-enrolled has led the college to take many positions off of state funding and transfer them to fee budgets. In 2015-16, 61.5 FTE positions across the campus were being funded from student and/or class fees.

The college enrolled 5,929 state-funded students in Fall Quarter 2015. Female students comprised 60 percent of the total, and of those who reported ethnicity, 42 percent were students of color. Part-time students accounted for 71 percent of the total, and 53 percent worked while going to school. Among students attending North Seattle for the first time, 66 percent had attended another college prior to enrolling at North, and 1,746 had previously earned a bachelor’s degree or above.

As noted earlier, the college (as well as the entire Seattle College District) has experienced enrollment challenges for several consecutive years. District-wide efforts to address these challenges and attract additional students include implementing a customer relationship management (CRM) system, increased and targeted marketing, development of new programs, flexible scheduling, and eliminating out-of-state tuition for non-resident students beginning in Winter Quarter 2016.

In addition, in September 2015 the college implemented changes to its Student Enrollment Management Committee based on recommendations from a consultant’s study commissioned the previous year. Changes included appointing the vice presidents of instruction and student development services as co-chairs of the group, designating it a “council” reporting directly to the president, and restructuring its membership to include a set membership with invited stakeholders and work groups as needed. The work of the council focuses in four areas: (1) strengthening instructional programs to ensure successful transfer or entry into a career path, (2) increasing student retention and success, (3) enhancing outreach and marketing, and (4) preparing the college for the impact of the revised funding model.

Key Partnerships: A unique service center, the [Opportunity Center for Employment and Education](#) (OCE&E), opened on the North Seattle College campus in May 2011. The OCE&E provides integrated educational, vocational, employment and supportive services through a partnership of multiple community-based agencies and community colleges. Housing approximately 120 professionals, these organizations are working together to provide seamless employment and educational services and public assistance benefits to the unemployed, the underemployed, students and their families.

¹ Within Washington community and technical colleges, the term “exempt” refers to upper and middle management positions that are not covered by a collective bargaining agreement.



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

NORTH SEATTLE COLLEGE—YEAR SEVEN SELF-EVALUATION REPORT, MARCH 2016

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: North Seattle College

Address: 9600 College Way North

City, State, ZIP: Seattle, WA 98103

Degree Levels Offered: Doctorate Masters Baccalaureate* Associate Other

* The college has been granted *candidacy status* at the baccalaureate level to offer a Bachelor of Applied Science in International Business, effective fall 2013. The Commission will take action on this status at its July 2016 meeting following the evaluation of the college's Spring 2016 Year Seven *Mission Fulfillment and Sustainability* Self-Evaluation Report.

If part of a multi-institution system, name of system: Seattle Colleges District VI

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Emergency Medical Technician	Certificate	WA State Department of Health, Office of Emergency Medical and Trauma Prevention	December 2012
LPN & LPN-RN Ladder	NPAP Nursing Program	WA State NPAP Nursing Program Approval Panel-Nursing Care Quality Assurance Commission	Summer 2010
LPN-RN Ladder	Associate Degree in Nursing	NLNAC National League for Nursing Accrediting Commission.	February 2015
Medical Assisting	Certificate	American Association of Medical Assistants Commission on Accreditation of Allied Health Education Programs (CAAHEP)	March 2014 March 2014
Nursing Assistant-Certified	Certificate	WA State Nursing Care Quality Assurance Commission	December 2014
Pharmacy Technician	Certificate	WA State Department of Health, Board of Pharmacy American Society of Health-Systems Pharmacists	June 2013 July 2015

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: 15.0 quarterly credits = 1 quarterly FTE)
Official Fall 2015 Student Headcount Enrollments

Classification	Current Year Fall 2015 Dates: 09/28-12/16 2015	One Year Prior Fall 2014 Dates: 09/22-12/10 2014	Two Years Prior Fall 2013 Dates: 09/23-12/11 2013
Undergraduate	4,276 Quarterly FTES	4,363 Quarterly FTES	4,295 Quarterly FTES
Graduate			
Professional			
Unclassified			
Total all levels	4,276 Quarterly FTES	4,363 Quarterly FTES	4,295 Quarterly FTES

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)
Official Fall 2015 Student Headcount Enrollments

Classification	Current Year Fall 2015 Dates: 09/28-12/16 2015	One Year Prior Fall 2014 Dates: 09/22-12/10 2014	Two Years Prior Fall 2013 Dates: 09/23-12/11 2013
Undergraduate	FT: 2,757; PT: 4,541	FT: 2,743; PT: 4,699	FT: 2,848; PT: 4,435
Graduate			
Professional			
Unclassified			
Total all levels	FT: 2,757; PT: 4,541	FT: 2,743; PT: 4,699	FT: 2,848; PT: 4,435
Headcount Disaggregated			
State funded: 5,929	International: 995	Running Start: 335	Contract: 39

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number of Full Time (only) Faculty and Staff by Highest Degree Earned
Fall Quarter 2012 Figures

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	88		1	1	6	58	1	21
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.

Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$58,703	14
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: _____
 Reporting of income: Accrual Basis _____ Accrual Basis _____
 Reporting of expenses: Accrual Basis _____ Accrual Basis _____

BALANCE SHEET DATA

ASSETS	7/1/13-6/30/14	7/1/12-6/30/13	7/1/11-6/30/12
CURRENT FUNDS			
Unrestricted			
Cash	\$17,889,846	\$20,790,245	\$20,129,585
Short Term Investments	-	2,176,690	5,624,615
Accounts receivable (net of allowance for bad debt)	3,184,510	2,149,765	2,313,619
Inventories	9,047	12,238	12,336
Interest Receivable	8,623	2,747	-
Prepaid expenses and deferred charges	-	154	-
Due from	-	-	-
Total Unrestricted	\$21,092,026	\$25,131,839	\$28,080,155
Restricted			
Cash	-	-	-
Investments	-	-	-
Due from	-	-	-
Total Restricted	-	-	-
TOTAL CURRENT FUNDS	\$21,092,026	\$25,131,839	\$28,080,155
ENDOWMENT AND SIMILAR FUNDS			
Cash	-	-	-
Investments	-	-	-
Due from	-	-	-
TOTAL ENDOWMENT AND SIMILAR FUNDS	-	-	-
PLANT FUND			
Unexpended			
Cash	-	-	-
Investments	-	-	-
Total Unexpended	-	-	-
Investment in Plant (net of depreciation)			
Land	\$3,827,584	\$3,827,584	\$3,827,584
Land improvements	-	-	-
Buildings	34,174,990	35,314,459	16,945,015
Equipment	1,458,612	2,182,680	2,664,510
Library resources	111,747	111,228	109,586
Construction in Progress	29,068,376	11,173,295	11,368,055
Capitalized Assets Other Than Buildings	-	131,613	-
Due from	-	-	-
Other plant funds	-	-	-

Total Investment in Plant	\$68,641,309	\$52,740,859	\$34,914,750
TOTAL PLANT FUNDS	\$68,641,309	\$52,740,859	\$34,914,750
OTHER ASSETS			
Long-term Investments	\$11,885,635	\$7,944,216	-
Student Loans Receivable	398,375	388,341	-
TOTAL OTHER ASSETS	\$12,284,010	\$8,332,557	-
TOTAL ASSETS	\$102,017,345	\$86,205,255	\$62,994,905

LIABILITIES	7/1/13-6/30/14	7/1/12-6/30/13	7/1/11-6/30/12
CURRENT FUNDS			
Unrestricted			
Accounts payable	\$470,795	\$396,258	\$371,409
Accrued liabilities	1,573,834	1,905,306	2,334,358
Deposits Payable	24,211	37,340	9,586
Deferred Revenue	4,032,326	4,298,184	1,752,656
Compensated Absences	682	549	2,007
Certificate of Participation Current Portion	395,000	385,000	395,793
Long Term Debt Current Portion	-	-	204,273
Fund Balance	-	-	-
Total Unrestricted	\$6,496,848	\$7,022,637	\$5,070,082
Restricted			
Accounts payable	-	-	-
Due to	-	-	-
Fund balance	-	-	-
Total Restricted	-	-	-
TOTAL CURRENT FUNDS	\$6,496,848	\$7,022,637	\$5,070,082
ENDOWMENT AND SIMILAR FUNDS			
Restricted			
Quasi-endowed	-	-	-
Due to	-	-	-
Fund balance	-	-	-
TOTAL ENDOWMENT AND SIMILAR FUNDS	-	-	-
PLANT FUND			
Unexpended			
Accounts payable	-	-	-
Notes payable	-	-	-
Bonds payable	-	-	-
Due to	-	-	-
Fund balance	-	-	-
Total Unexpended	-	-	-
Investment in Plant			
Notes payable	-	-	-
Bonds payable	-	-	-
Mortgage payable	-	-	-
Due to	-	-	-
TOTAL INVESTMENT IN PLANT FUND	-	-	-
OTHER LIABILITIES			
Noncurrent Liabilities:			

Compensated Absences	\$3,441,070	\$2,443,683	\$5,552,054
Long-Term Liabilities	7,845,000	8,240,000	8,625,000
TOTAL OTHER LIABILITIES	\$11,286,070	\$10,683,683	\$14,177,054
TOTAL LIABILITIES	\$17,782,918	\$17,706,320	\$19,247,136
FUNDBALANCE	\$84,234,428	\$68,498,935	\$43,747,769

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHARGES

REVENUES	7/1/13-6/30/14	7/1/12-6/30/13	7/1/11-6/30/12
OPERATING REVENUES			
Tuition and fees	\$17,331,172	\$16,644,517	\$19,596,186
Federal grants & contracts	2,106,118	2,309,976	1,310,771
State & Local grants & contracts	10,723,006	9,876,959	2,177,725
Private grants & contracts	-	-	4,162,128
Other sources operating revenues	128,927	250,433	686,874
Auxiliary enterprises	3,205,396	3,866,368	3,842,991
TOTAL OPERATING REVENUES	\$33,494,619	\$32,948,253	\$31,776,675
NONOPERATING REVENUES			
State Appropriations	\$16,624,266	\$14,522,640	\$15,283,795
Federal Pell Grants	3,461,344	3,520,823	3,775,618
Other Federal nonoperating grants & contracts	-	-	576,754
Local Govt Nonoperating grants & contracts	-	-	998,460
State Nonoperating grants & contracts	-	-	1,642,805
Private gifts & contributions	-	-	1,259,471
Investment Income	128,339	171,665	239,071
Other Sources Nonoperating revenues	-	-	3,226
TOTAL NONOPERATING REVENUES	\$20,213,949	\$18,215,128	\$23,779,200
TOTAL REVENUES	\$53,708,568	\$51,163,381	\$55,555,875
EXPENDITURE & MANDATORY TRANSFERS			
EDUCATIONAL AND GENERAL			
Instruction	\$25,061,621	\$23,201,695	\$24,322,230
Research	-	-	-
Public services	-	-	-
Academic support	2,529,568	2,367,426	1,769,409
Student services	3,300,127	3,340,540	3,947,397
Institutional support	4,468,300	3,984,127	4,142,115
Operation and maintenance of plant	2,379,520	2,862,682	2,486,450
Scholarships and fellowships	2,382,954	3,637,767	3,998,218
Depreciation	1,599,265	1,958,045	1,075,191
Mandatory transfers for:			
Principal and interest	324,186	332,272	-
Renewal and replacements	-	-	-
Loan fund matching grants	-	-	-
Noncapitalized Expenditure in Capital Funds	-	-	3,081,141
Building & Innovation Fee	1,768,963	-	-
TOTAL EDUCATIONAL AND GENERAL	\$43,814,504	\$41,684,555	\$44,822,151
AUXILIARY ENTERPRISES			
Expenditures	\$5,786,810	\$5,387,917	\$4,948,011
Mandatory transfers for:	-	-	-

Principal and interest	-	-	-
Renewals and replacements	-	-	-
TOTAL AUXILIARY ENTERPRISES	\$5,786,810	\$5,387,917	\$4,948,011
TOTAL EXPENDITURE & MANDATORY TRANSFERS	\$49,601,314	\$47,072,472	\$49,770,162
EXCESS OF REVENUES OVER EXPENDITURES AND MANDATORY TRANSFERS	\$4,107,254	\$4,090,909	\$5,785,713

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	7/1/13-6/30/14	7/1/12-6/30/13	7/1/11-6/30/12
FOR CAPITAL OUTLAY	8,240,000	8,625,000	9,005,000
FOR OPERATIONS	-	-	-

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None				

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None				

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Preface

Institutional Changes since Last Report

North Seattle College submitted its Year Three Report in March 2013. Since then, the college has experienced a number of changes as described below.

District and college name changes: In March 2014, the Seattle Community Colleges District Board of Trustees voted unanimously to change the name of the district to Seattle College District and to change the names of the colleges to North Seattle College, Seattle Central College, and South Seattle College. This change reflects the fact that North Seattle and its sister colleges within the district now offer Bachelor of Applied Science (B.A.S.) degrees. In her presentation to the Board, District Chancellor Jill Wakefield noted that changing the colleges' names will "signal that we are part of the baccalaureate level program" and is a move to "raise the ceiling" for all our students.

Leadership changes: North Seattle President Mark Mitsui left in July 2013 for a new position. Vice President for Instruction Dr. Mary Ellen O'Keeffe served as interim president for one year. In July 2014 Dr. Warren Brown became the college's thirteenth president. The change in presidents is only one of many changes within the college's Executive Team. On this twelve-member leadership team, all but one position has experienced turnover in personnel in the last three years.

Each of the vice presidents leads a group of deans and directors who provide leadership within their respective areas of responsibility. Beginning with the vice president for instruction, seven of the 12 positions within the Instructional Council are filled by individuals who have been hired since March 2013. Within the 14-member Student Development Services Council, changes in personnel since 2013 have been less dramatic, with four positions experiencing turnover. The administrative services area has seen changes in six of eight leadership positions, including that of the vice president for administrative services.

When President Brown assumed the presidency, he inherited a long-standing practice whereby the president convened quarterly "Management Team" meetings of those in executive or mid-level leadership positions. President Brown has renamed these "Leadership Meetings" and has extended the invitation to all employees and to student leaders. The president has been explicit about the rationale for this change, namely that each of us is a leader at some time in some way. Another indication of President Brown's efforts to expand leadership is the decision he made in October 2015 to convert what had been an ad hoc arts task force into a permanent standing Arts Committee responsible for promoting art on campus.

North Seattle College established a Strategic Enrollment Management (SEM) Committee in the mid-2000s. In September 2015, President Brown restructured the committee in order to bolster efforts to reverse recent downturns in enrollment and to help achieve higher completion rates. The redesign included designating SEM as a council reporting directly to the president. This change, along with naming as co-chairs the vice presidents of instruction and student development services, and making strategic appointments to its membership, gave SEM a higher profile within the institution and more influence to effect change.

Grants: Two faculty members, Kalyn Owens and Ann Murkowski, have been awarded a National Science Foundation RISE (Research Based Interdisciplinary Science Education) grant of \$594,774: In partnership with Central Washington University, the grant creates a model for institutionalizing interdisciplinary and research-based curriculum for introductory chemistry and biology courses. The project also addresses the need to embed research experiences early in the post-secondary curriculum, increase engagement of

underrepresented students in STEM career pathways, and deeply engage students in developing 21st century skills and thinking dispositions.

As one of seven partners in [Project Finish Line](#), North Seattle College has been awarded \$222,570 over two years to improve post-secondary completion and university transfer rate and to establish a “culture of completion” at participating colleges. The Gates Foundation is funding this project which is administered through the [Puget Sound Educational Service District](#).

The college has received competitive Hospital Employees Education and Training (HEET) grants from the State Board for Community and Technical Colleges (SBCTC or State Board) since 2008. In 2014-15 and 2015-16, grants totaling \$761,935 have supported building and delivering a prerequisite pathway targeting incumbent healthcare workers wanting to advance in careers such as nursing. A major focus has been on contextualizing prerequisite classes with healthcare themes, making them more relevant to the end goals of these students.

The WDC Nursing Cohort Grant comes to the college through the Workforce Development Council (WDC) of Seattle-King County. It addresses a nationally-recognized problem in healthcare, namely the barriers that often prevent diverse students from enrolling in and completing nursing (RN) programs.

Capital projects: The Health Sciences and Student Resource Building (HSSR) is the newest building on campus, opening in Summer-Fall of 2014. This 46,600 square foot building contains a Human Biology and Science Center including a lab for anatomy, physiology and biology with an integrated preparation area; the Student Learning Center, which centralizes and consolidates the college’s various tutoring programs; *The Grove* food services outlet and congenial space for student and staff gathering. The building also provided a number of needed faculty and staff offices.

The building was constructed to [LEED](#) standards and incorporates a number of ‘green’ features including filtered water-bottle fill-up stations, advanced energy distribution systems, the potential of housing an energy-monitoring kiosk, and three large water-collecting cisterns designed to collect rain water and distribute it throughout the plumbing systems to fill up toilets, significantly reducing water consumption within the building. The building achieved LEED Gold Certification in September 2015. In doing so, it became the second LEED Gold building on campus, along with the [Opportunity Center for Employment and Education \(OCE&E\)](#). Both of these buildings highlight the college’s commitment to [sustainable construction](#), and reflect a larger commitment to sustainability in all aspects of campus life.

In the last several Facilities Condition Surveys (FCS) conducted biennially by SBCTC, North Seattle’s Library Building has been rated one of those most in need of renovation. Even as it seeks funding for a major renovation of the building (see the following paragraph), during the summer of 2014 the college used local funds to effect a number of sorely needed upgrades to the library. Physical space improvements included creating a space for students to work collaboratively on projects, increasing the number of group study rooms, creating a seminar room and a larger computer classroom, remodeling 1970s-era restrooms, and modifying shelving (library “stacks”) to create less restricted sightlines, allowing greater penetration of outside light, and creating a more open and spacious feeling. Electrical and data systems were greatly enhanced with the addition of scores of additional duplex outlets and data ports, increased bandwidth, and the addition of another 29 computers. New furniture and attractive, large-scale paintings added both comfort and beauty.

North Seattle College is one of ten colleges within Washington’s community and technical college system who competed for major capital funding for the 2017-19 biennium. The State Board Office hopes to receive sufficient capital dollars from the legislature to fund three major capital projects during that time

frame. Based on the results of the SBCTC's biennial Facilities Condition Survey, in January 2016 the college submitted a \$32M proposal (termed a "Project Request Report" or PRR) to renovate the Library Building. The improvements made in 2014-15 focused on the library itself, but much more extensive upgrades are needed to this 1970's era structure which also includes theater and music classrooms as well large performance spaces. The college's project was given the highest rating among the ten projects submitted, which means that North Seattle is "first in line" if sufficient capital funding is available. However, the [current outlook for capital funding](#) in 2017-19 is not promising.

Sound Transit is a regional transit system that plans, builds and operates express bus, light rail and commuter train services in the urban areas of King, Pierce and Snohomish counties. Light rail currently connects Seattle-Tacoma International Airport to downtown Seattle, and is being expanded through the Northgate Link Extension, which will connect the Northgate, Roosevelt and U District neighborhoods to downtown Seattle and the airport. North Seattle College is located in the Northgate neighborhood, immediately across Interstate 5 to the west of the Northgate Light Rail station, which is currently under construction. Included in the project design is a pedestrian/bicycle bridge that would span the interstate and "land" at the north end of the campus. Such a connection opens the possibility for much easier access to the campus by greater numbers of students, including those walking or biking from nearby neighborhoods and those coming from longer distances. The college is in ongoing discussion with the City of Seattle about the design of this new access point.

The college has long considered whether to provide on-campus student housing. In October 2015, President Brown prepared a case statement in which he announced that the college "intends to immediately secure options for on-campus student housing." He cited four major reasons: (1) the high cost of housing in the Seattle area, (2) the growing number of North Seattle College students qualifying for need-based assistance, (3) the challenges encountered by the college's international students in finding safe and reliable housing, and (4) a competitive marketplace in which nearby colleges provide student housing. In an e-mail to the campus community, President Brown noted that offering "convenient, safe and affordable on-campus housing enhances the student experience by melding international and domestic student populations."

Restoration of full-time faculty positions: In its [Year One Report](#) of March 2011, the college noted the reduction in full-time faculty positions. In Fall 2006, there were 105 full-time faculty, including seven in non-teaching positions as librarians or counselors. By Fall 2011, that figure had dropped to just 81, a decline of 23 percent. This decline was the result of a series of budget reductions by the state legislature. The institution has keenly felt the impact of fewer full-time faculty to participate in vital institution-building activities such as committee service, mentoring of part-time faculty, program coordination and evaluation, and curriculum and instruction innovations.

As noted in the [Year Three Report](#) of March 2013, even while facing significant budgetary challenges, executive leadership committed to rebuilding the ranks of full-time faculty. Positions have been added or replaced in the last three fiscal years (2014, 2015, and 2016) in several disciplines, including math, early childhood education, library, nursing, and ESL. As of Fall 2015, the number of full-time faculty positions had risen to 88.

Tobacco-free campus: Effective September 2015, the college took the significant step of becoming a tobacco-free campus. A topic of recurring College Council discussions for many years (dating back to at least the 1990's) on-campus use of tobacco came to the forefront in 2013-14 when Interim President O'Keeffe formed a task force to explore whether the college should participate in the national [Fresh Air Campus Challenge](#). After a year's study that included a campus-wide survey, the task force recommended that the campus become tobacco-free. The College Council endorsed the recommendation. The Executive

Team considered the recommendation and its implementation through the 2014-15 year, and in spring 2015 made the decision to become a tobacco-free campus at the beginning of Fall Quarter 2015.

New professional staff union: The 2007 Washington legislature passed a collective bargaining law to allow exempt administrative staff to form unions. In March 2014, professional staff working within the Seattle College District voted to form their own union through a process certified by the Washington State Public Employment Relations Commission in Olympia. The vote means that 156 staff across the Seattle District, including 49 at North Seattle, who work in advising, information technology, financial aid, student outreach, and other departments are now represented by the American Federation of Teachers (AFT) Washington, the same union that represents the faculty of the Seattle Colleges. The new union is known as AFT Seattle Professional Staff Union. The college's 141 benefited classified staff have long been represented by the Washington Federation of State Employees union. The advent of the new union means that nearly 90 percent of Seattle College District employees are represented by the three unions. Seattle College District administration has completed the first contract negotiations for the newly created union and the [contract](#) was ratified on August 26, 2015.

Diversity initiatives: To further its commitment to diversity, and in an effort to ensure fair and unbiased employment search processes, the college contracted with Oregon State University's Office of Equity and Inclusion (OEI) to conduct Search Advocate Training. [OEI's](#) website describes their role: "Search Advocates work to enhance the validity, fairness, and diversity focus in each search process. They help search committees learn to recognize and reduce unconscious, unintentional biases, suggest ways to increase the validity of the standard search process, and focus on ways to enhance diversity throughout the search/selection process." The first training was held in June 2013 for the committee that had just been appointed to conduct the search for a new college president. Training has been conducted for several subsequent search committees, with the ultimate goal of training all such committees. There is interest from the district office and North Seattle's sister colleges in expanding the practice throughout the Seattle College District.

Three additional initiatives reflect the college's ongoing commitment to be sensitive and responsive to the needs of its diverse student body:

- In 2014-15 the college installed a lactation station to provide nursing mothers a secure, private space;
- In spring 2015, the College Council began discussing the possibility of gender-neutral restrooms, a discussion that continued in Fall Quarter 2015. At its November 3, 2015 meeting, the council passed a resolution that read, "The College Council affirms that family restrooms at North Seattle College will also be designated as 'all gender' restrooms by adding gender neutral signage while retaining existing family restroom signage." The Executive Team supported the intent of the council's recommendation, but decided to replace existing "family restroom" signs with signage designating the restrooms as "all gender." Research and discussion continues within the council about whether to introduce gender neutrality into multi-user restrooms;
- [SafeZone](#) training was initiated in August 2015. The SafeZone Project, through education, advocacy, visibility, and skill development, supports faculty and staff to become allies for Lesbian, Gay, Bisexual, Transgendered, Questioning, Two-Spirit, Queer, and Intersex (LGBTQTQI) students and colleagues. The project is designed to radically reduce prejudice and discrimination on the basis of sexual orientation, gender identity, and gender expression at North Seattle College and to create a safe and affirming campus. Initially, 60 staff, students and faculty were trained, and additional training is planned.

These initiatives join others of long standing: the Diversity Advisory Committee's quarterly book reads, that group's annual Student Diversity Panel, and a program started by former president Mitsui under through a cadre of Diversity Inclusion Facilitators have been trained to lead "courageous conversations" about issues of diversity, inclusion and equity.

Response to Topics Previously Requested by the Commission

The following section contains responses to two topics as requested by the Northwest Commission on Colleges and Universities (NWCCU). The first concerns Recommendation 1 from Spring 2013, and the second is an update on the status of the college's Bachelor of Applied Science (B.A.S.) degrees.

Recommendation 1 from Spring 2013 Year Three Peer-Evaluation Report: In a letter from NWCCU president Sandra Elman to North Seattle College president Mark Mitsui dated July 29, 2013, the Commission requested that the college address the following recommendation in its Year Seven Self-Evaluation Report: "The evaluation committee recommends that the College take the steps necessary to implement the recommendations of the 2011 Facility Condition survey to adequately support the academic and support programs that are integral to core themes (Standard 2.G.1)."

The 2011 Facilities Condition Survey (FCS) identified a number of items that needed attention. The items fell into two categories: infrastructure and buildings. In the FCS, "infrastructure" refers to the property outside of the building itself, such as drainage, walkways, parking lots, and grounds. The college has not addressed the infrastructure items identified in the 2011 FCS because historically such items have not been included in funding provided by the SBCTC, and the college has not had local resources to address these concerns. Beginning with the 2017-19 biennium, however, the FCS process will include funding for infrastructure items. At that time, the college will submit a request for funding; this request will have to compete with infrastructure requests from the other colleges in the state. Requests are expected to exceed available funds, so the college is not assured that its request will be funded, either in whole or in part.

In addition to infrastructure items, the FCS identified a number of repairs that were needed within various campus buildings. Many repairs have been completed, others will occur within the current biennium (2015-17), and others will be ongoing into 2017-19 and beyond. Following is a description of the status of each repair.

Item: Portable freezer and refrigerator in the kitchen need to be replaced with built-in models.

Status: These were replaced when the kitchen was remodeled in 2013.

Item: A deteriorating three-pot sink needs to be replaced.

Status: This was replaced when the kitchen was remodeled in 2013.

Item: A concrete slab near the entry has a low spot that allows rain water to pool. A drain should be installed.

Status: This was completed in the 2013-15 biennium.

Item: Fire/smoke dampers in several buildings need replacing.

Status: Two-thirds of these have been replaced. The remaining one-third have been purchased and will be installed in the 2015-17 biennium.

Item: Several electric duct heaters from the original 1969 construction need to be replaced.

Status: Two-thirds of these have been replaced. The additional ones are deferred until the 2017-19 biennium.

Item: Air dampers and electric actuators on four buildings need to be replaced.

Status: Pneumatic actuators have been replaced with electric in the College Center, Library and Instruction Buildings. Dampers have been replaced in the College Center and Library Building. The old Technology Building was completely remodeled, which effectively addressed the problem.

Item: Pneumatic control air compressors and refrigerated air dryers need to be replaced at three locations in the science and HVAC labs.

Status: This work has been completed.

Item: Aluminum handrails, balusters and post bases on the elevated walkways and stairwells need to be replaced over the next several years.

Status: This work has been completed on the handrails above the central courtyard. This represents approximately 20 percent of the entire project. More work has been funded and is planned for 2015-17, and yet more work will occur in 2017-19. The work is likely to continue into the 2019-21 biennium.

Item: Original door hardware on several buildings is old, worn and failing. It needs to be replaced.

Status: Work on this item is ongoing. The worst, most-worn hardware was replaced in 2013-15, but funding for the remainder of the project has been deferred by SBCTC. In the meantime, when possible leftover RMI (repair and minor improvement) funds will be used to continue to address this item.

Bachelor of Applied Science (B.A.S) Degrees Candidacy Status

In 2012, the Washington State Legislature authorized the State Board for Community and Technical Colleges to approve Bachelor of Applied Science (B.A.S.) degree programs offered by community and technical colleges ([RCW 28B.50.810](#)). In that same year, the college submitted a substantive change proposal to NWCCU, seeking approval to offer its first B.A.S. degree in International Business.

In November 2012, NWCCU approved the change and granted the college candidacy status at the baccalaureate level. In February 2014 and again in October 2015, NWCCU approved the college's second and third substantive change proposals to begin offering B.A.S. degrees in Application Development and Early Childhood Education. Currently the college is offering all three B.A.S. degrees, and remains in candidacy status at the baccalaureate level pending action by NWCCU at its July 2016 meeting.

An overview of the status of each of the college's B.A.S. programs is provided in the pages that follow. By way of context, it is important to note that Washington State's B.A.S. programs follow a "two and two" model in which students enter the program after completing (or nearly completing) an associate's degree. Credits within the associate degree are applied as electives and/or general education credits toward the B.A.S. degree. If the particular associate degree did not include specific prerequisites for the B.A.S. degree, then students must satisfy those requirements before or soon after being admitted to the B.A.S. program.

Incoming juniors who have satisfied prerequisites and general education courses are able to complete the B.A.S. programs within two years if attending as full-time students. Each program offers a part-time enrollment option in order to accommodate students who work full-time during the program. Students who enroll part-time for the duration of the program are able to finish within three years.

**International Business (IB)
Opened Fall Quarter 2013**

Curriculum	<ul style="list-style-type: none"> • 180 total credits: 60 electives, 60 general education, 60 upper level international business • 30 credits of prerequisites in English, Accounting, Business • Of the 60 IB credits, 15 are field-based and 45 are classroom-based • Curricular changes since inception include adding an additional credit to the research skills class, creating an internship preparation classes, and changing the internship class to variable credit to provide students with greater scheduling flexibility.
Modality	<ul style="list-style-type: none"> • Electives and general education courses are offered at a variety of times and in a variety of formats (e.g. eLearning, hybrid, in-class). • IB courses are offered predominantly as evening hybrid classes (with some time spent in-class and other time spent online). • IB courses involve extensive group work/group projects.
Advisory Committee	<ul style="list-style-type: none"> • Current membership includes ten employers. Two program graduates have been invited to join. Six college staff/faculty attend the meetings. • The committee meets three times per year: once each in Fall, Winter and Spring Quarters. • The committee has provided valuable industry updates and recommendations for community alliances, and is actively engaged in curriculum review.
Staffing	<ul style="list-style-type: none"> • The dean of Business, Engineering and Information Technology oversees the program while a full-time program manager administers the program on a day-to-day basis. Major responsibilities of the manager include recruiting and advising students, developing industry contacts and practicum sites, assembling and staffing the advisory committee, tracking student enrollment, managing the program budget and interfacing with other offices across campus. • The program employs one full-time, tenure-track faculty and several part-time faculty. • Several positions are partially funded by and devote a percentage of their work to supporting the program: an internship coordinator (60%), a librarian (50%), a financial aid specialist (25%), a credential evaluator (25%) and an office support staff member (25%).
Resources	<ul style="list-style-type: none"> • \$30,000 per year is designated for library resources, some of which are print but most of which are electronic. • The research skills class uses a 30-computer classroom in the library. • Memberships in community-based trade groups allows students and faculty access to educational and networking opportunities. • Program personnel serve on boards of international business programs at the University of Washington and Highline College. • The program has a website (https://northseattle.edu/programs/bas-international-business) as well as an active presence on social media (e.g. LinkedIn, Facebook).
Enrollment	<ul style="list-style-type: none"> • The first cohort (Fall 2013) consisted of 12 students, all of whom continued into the second year. • A second cohort of 24 students started in fall 2014, and 23 continued into second year. • The third cohort of 24 students started in fall 2015.

Student Demographics	<ul style="list-style-type: none"> • Average age: 32.2 years • Gender: 57% male, 43% female • 45% had previously attended a four-year institution; 18% had previously earned a bachelor's degree. • 29% are students for whom English is not their native language. • Racial/ethnic diversity: 50% of the students identify as persons of color.
Student Success	<ul style="list-style-type: none"> • As of Fall 2015, the program has a 97% retention rate. Two students stepped out for personal reasons, but still hope to return and finish the program. • Among the first cohort of 12 students, six graduated within two years, and another five are on track to finish within three years. • Within the second cohort of 24 students, 16 are expected to graduate within two years, and another seven within three years. • In terms of job placement, 10 students from the first cohort are employed. Four students from the second cohort secured full-time employment while in the program, bringing the number of students in the program who are employed full-time to 11. One graduate both secured a job and started a master's program in supply chain and logistics.
Additional Information	<ul style="list-style-type: none"> • The program has entered into an agreement with the Royal Melbourne Institute of Technology whereby both institutions will teach the same course on the same schedule with the same curriculum. Students will work in international teams to complete a real-world project proposed by an industry partner. By participating in the Global Work Integration Learning project, students will gain experience with online collaboration, and will learn to navigate differences of culture, work-style, and time zones. • The IB B.A.S. program is part of the pathway that allows ESL/I-BEST (Integrated Basic Education and Skills Training) students to start with an I-BEST certificate in accounting and work through stackable certificates, an associate degree in accounting, and eventually through the B.A.S. program in International Business.

**Application Development (AD)
Opened Fall Quarter 2014**

Curriculum	<ul style="list-style-type: none"> • 180 total credits: 50 electives, 60 general education, 70 upper level application development • 30 credits of prerequisites in English, math, and information technology • Of the 70 AD credits, 20 are field-based and 50 are classroom-based. • One curricular change has been made: the content of a math course, “Discrete Mathematics,” was changed to emphasize the math skills and knowledge needed for programming. The title was changed to “Discrete Mathematics in Programming.”
Modality	<ul style="list-style-type: none"> • AD courses are offered in the evenings two days per week: M/W for junior-level courses and T/Th for senior-level courses. • Most courses are offered in a hybrid mode: one day/week in-class and the second day online. • In the program’s three practicum courses, groups of students, with a faculty member to provide technical support, work with a client on a project.
Advisory Committee	<ul style="list-style-type: none"> • Ten members are from the industry, in roles such as IT director, software engineer, software developer, and project manager. Two members are from IT programs in other higher education institutions. North Seattle employees working with the program attend the advisory committee meetings. • Meetings are held in Fall, Winter and Spring Quarters, for two hours in the late afternoon. • Advisory committee members report that they enjoy “giving back” by serving on the committee and some have expressed interest in finding additional ways they might contribute to the program. • Some have suggested that greater structure could make for more productive committee meetings.
Staffing	<ul style="list-style-type: none"> • The dean of Math and Science oversees the program while a full-time program manager administers the program on a day-to-day basis. The manager’s major responsibilities are as described for the IB B.A.S. above. • The program employs one full-time and several part-time faculty. • Three positions are partially funded by and devote a percentage of their work to supporting the program: a librarian (50%), a financial aid specialist (25%), and a credentials evaluator (25%). The program added a half-time internship coordinator in winter 2016.
Resources	<ul style="list-style-type: none"> • With funding provided by the AD program, the library has acquired approximately 75 books in print, an e-book collection of about 10,000 computer science and IT titles, and 25 digital research journals in the CSC/IT disciplines. All of the resources are searchable from the guide: http://libguides.northseattle.edu/appdev • Most AD courses are taught within computer lab settings where students are using AWS, SQL, Linux, Apache, PHP, Dreamspark, HTML5, CSS3, JavaScript, and jQuery. Additional equipment or programs are purchased when faculty identify a specific need. • Members of the advisory committee have been helpful in identifying software programs and practicum sites. • The AD program website, https://northseattle.edu/bas-app-development, provides information about applying for the program, entry requirements, curriculum, tuition, and outcomes information.

Enrollment	<ul style="list-style-type: none"> • The first cohort in fall 2014 consisted of 16 students, 14 of whom continued to the second year. • A second cohort of 25 students started in fall 2015. • Nearly 90% of the AD students enroll in the program full-time. For first-year students, full-time enrollment equates to 40 credits for the year, and for second-year students full-time enrollment equates to 30 credits for the year. • A few non-matriculated students with required pre-requisites have enrolled in the AD courses.
Student Demographics	<ul style="list-style-type: none"> • Gender: 87% male, 13% female • Average age is 32.4 years • 30% of the students had earned bachelor degrees prior to enrolling in the program. • Students represent a wide range of ethnic diversity.
Student Success	<ul style="list-style-type: none"> • 14 of 16 (88%) of students within the first cohort continued into their second year. • Four students within the senior cohort secured paid internships, and three of them were offered jobs when their internships ended.

**Early Childhood Education (ECE)
Opened Winter Quarter 2016**

Curriculum	<ul style="list-style-type: none"> • 180 total credits: 60 electives, 60 general education, 60 upper level early childhood education • 29 credits of prerequisites in English and early childhood education • There are five credits of practicum in the first year and five credits of capstone in the second year. In addition, practicum is embedded into each course through an online coaching platform where students upload recordings of their teaching and the instructor and peers provide feedback. • To meet NAEYC (National Association for the Education of Young Children) standards, during their practicum experience students must be exposed to several age groups and program models. Most students are incumbent workers who will complete the practicum in centers where they work. However, because not all centers have access to all age groups and program models, the program will find additional sites where students can observe/volunteer in order to fulfill this program requirement.
Modality	<ul style="list-style-type: none"> • The program is designed as an evening hybrid program. • Classes are offered twice weekly, for three hours each evening. • Classes feature a mix of individual and group work. • The online component includes individual assignments as well as peer and instructor feedback on recordings of classroom teaching.
Advisory Committee	<ul style="list-style-type: none"> • College personnel, including administrators, the lead faculty member, and the program manager have been actively involved in the development of the program. • A Program Advisory Board (PAB), composed largely of directors of publicly funded preschools and policy specialists from city and state governments, has offered input on all aspects of the program. • As the program gets underway in calendar year 2016, feedback from the PAB will be essential, as will diversifying the group to include better representation from underserved communities, and engaging a consistent membership through meaningful ongoing activities.
Staffing	<ul style="list-style-type: none"> • During the program's development phase, the executive dean of career and workforce education convened a B.A.S. workgroup consisting of ECE faculty, a librarian, and an intern who was later selected as the program manager. • Now established, the program is overseen by the dean of health and human services and administered by the program manager. The manager's major responsibilities are as described for the IB B.A.S. above. • The program currently employs one full-time faculty. Part-time faculty will be added as the program grows. • Two positions are partially funded by and devote a percentage of their work to supporting the program: a financial aid specialist (25%), and a credentials evaluator (25%). • A half-time practicum coordinator is tentatively planned for the program's second year.

Resources	<ul style="list-style-type: none"> • The program’s budget supports increased library resources for the ECE B.A.S. program through the purchase of print materials and the acquisition and ongoing maintenance of online subscriptions. • Classes will be held at Seattle Central College, whose central location provides easier and broader access for students who work in preschools in the south end of the city, where achievement gaps are most pronounced. • Community support is strong, particularly from city and state governments and from preschool providers using public funding, the latter of whom are eligible for scholarships for the B.A.S. program. • The ECE program website, https://northseattle.edu/programs/bas-early-childhood-education, provides information about applying for the program, entry requirements, curriculum, tuition, and outcomes information.
Enrollment	<ul style="list-style-type: none"> • The program enrolled its first cohort of 25 students in Winter Quarter 2016.
Student Demographics	<ul style="list-style-type: none"> • Gender: 12% male, 88% female • Average age: 42 years • 56% students of color, primarily Hispanic (28%) and African American (20%) • 25% are first generation college students • 32% with previous college experience • 25% have learned English as a Second Language • 25% are immigrants
Student Success	<ul style="list-style-type: none"> • First quarter results available in Spring Quarter 2016.
Additional Information	<ul style="list-style-type: none"> • Based on the program’s first cohort, it is expected that most students will be full-time working professionals, and many will be custodial parents. As a result, most students will likely attend on a part-time basis (10 credits per quarter) rather than full-time. • The most common feeder degree for the B.A.S. program is an Associate of Applied Science in Early Childhood Education, a degree that requires only 15 college-level general education credits. As a result, students will need to earn not only 45 additional general education credits while in our program, but many will also need to work their way through pre-college math to earn their five credits of college-level math, which will add as many as 20 additional credits to their course loads. • Because of these two factors, unlike other B.A.S. programs that are considered to be six-quarter programs, students are likely to take more quarters to complete the program. • There has also been substantial interest in the ECE B.A.S. from preschool teachers who already have a bachelor’s degree, but in another field. Many of these students have significant work and professional development experience in the field and so interest in Prior Learning Assessment is expected to be strong. The program will use North Seattle College’s establishing PLA procedure to award up to 25% of upper division coursework.



NORTH SEATTLE COLLEGE

One of the Seattle Colleges

YEAR SEVEN SELF-EVALUATION REPORT

2016

Chapter One

Mission, Core Themes and Expectations



Chapter One

Mission, Core Themes and Expectations

Eligibility Requirements

2. Authority

As one of three independently-accredited colleges within the Seattle College District VI, North Seattle College is authorized to operate by virtue of the Community College Act of 1967 (revised as the Community and Technical College Act of 1991) and is approved to grant associate degrees and certificates under the Revised Code of Washington ([WAC 28.B.50](#)).

In 2005 the Washington State Legislature authorized Washington’s community and technical colleges to offer Bachelor of Applied Science (B.A.S.) degrees in specific high-demand technical fields ([E2SHB 1794](#)). In 2011 the Washington State Legislature provided authorization for the Seattle Community Colleges to offer selected applied baccalaureate degrees, in SHB 1087 (1) under section 605.

In 2012, the college was approved by the State Board for Community and Technical Colleges (SBCTC) and the Northwest Commission on Colleges and Universities (NWCCU) to offer a B.A.S. Degree in International Business. In 2014, similar approvals were received for a second B.A.S. in Application Development, and in fall 2015 approvals were received for a third B.A.S. in Early Childhood Education.¹

3. Mission and Core Themes

The college devotes its institutional resources to achieving its mission of *Changing Lives through Education* by offering comprehensive educational programs in a highly supportive learning environment. The college has articulated the essential elements of its mission in three core themes—*Advancing Student Success*, *Excelling in Teaching and Learning*, and *Building Community*—which were developed through a year-long participatory process and approved by its governing board in February 2011.

Standard 1.A Mission

Mission Is Understood and Approved (1.A.1)

North Seattle’s [mission](#) as approved by the Board of Trustees in March 2006 and reaffirmed by the Executive Team in April 2010 is a compelling call to make a difference for students: “North Seattle College is committed to changing lives through education.” The mission is achieved by “offering comprehensive educational opportunities, creating a highly supportive learning environment, [and] engaging in effective and enduring partnerships.” The college’s mission aligns with the collective mission of the [Seattle College District](#) to “provide excellent, accessible educational opportunities to prepare our students for a challenging future.”

Complementing and supporting the mission are the college’s [vision and values statements](#):

- “Our Vision: North Seattle College is a progressive educational resource, actively engaged with its community and known for innovation and responsiveness.
- Our Values: In promoting continuous learning and growth, we practice
 - Caring: We care about and support our students, employees and community.
 - Collaboration: We work together to accomplish common goals.
 - Diversity: We create a richer environment by embracing diverse cultures, ideas, perspectives and people.

¹ In 2014, after the Seattle Colleges had begun offering four-year degrees, the Board of Trustees elected to remove the word “community” from the district and college names as a way to signal this important change.

- Innovation: We support new approaches and creative endeavors.
- Integrity: We demonstrate honesty, sincerity and accountability.
- Quality: We strive for excellence in all that we do.”

Mission Fulfillment (1.A.2)

The college defines mission fulfillment as meeting an acceptable level of performance on a majority of the indicators identified for its core themes of *Advancing Student Success*, *Excelling in Teaching and Learning*, and *Building Community*. To measure the extent of mission fulfillment, the college first establishes baselines for each core theme indicator. From each baseline, a target performance level is identified as the benchmark for the college to reach by the close of academic year 2015-16—the end of the current accreditation cycle and the current strategic plan. For several indicators, benchmarks are set not only for populations as a whole (e.g., all employees or all students), but for disaggregated groups as well (e.g., female employees or African American students).

On an annual basis, performance data are collected for each indicator. These data are then compared to benchmark levels. Each indicator is then rated as (1) reaching or exceeding 90 percent of benchmark, (2) reaching 70 to 89 percent of benchmark, or (3) reaching less than 70 percent of benchmark. 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 here:

< 70% of benchmark	70-89% of benchmark	≥ 90% of benchmark
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The college considers a minimum level of mission achievement as achieving a 70 percent rating on majority of its core theme indicators. Its preferred level of achievement is achieving a 90 percent rating on a majority of the indicators.

Standard 1.B Core Themes

Core Themes, Objectives and Indicators (1.B.1, 1.B.2)

Through a highly participatory process conducted in the 2009-10 academic year, the college community identified its three core themes from which it then developed objectives and indicators of achievement, which were described in its [Year One Report](#) of March 2011. Based on its experience from 2011 through 2013, the college modified the original objectives and indicators and submitted those modifications in its [Year Three Report](#) of March 2013. The modifications involved reducing the number of objectives from twelve to three (one for each core theme), making the indicators more outcome-oriented than process-oriented, and establishing levels of desired performance—benchmarks—for each indicator. The process of revising the original objectives, indicators and benchmarks is outlined in Appendix 4 of the college’s [Year Three Report](#).

Each year the college monitored performance on the indicators. In doing so, it made further refinements to the indicators. It did so for a number of reasons:

- **Data changes.** At the end of each year, thousands of new student records are uploaded to the database used to track the student success indicators within Core Theme One. The new records represent student course-taking activity, completions, and transfers for that year. Once uploaded, a series of Access macro routines are executed to produce the reports used to track student progress. In a number of instances it was found that numbers from the previous year’s data had changed, although only by a few percentage points. The differences are attributable to coding changes (e.g., a student changes from one program to another), grade changes (e.g., a student’s grade is changed from an incomplete once s/he has handed in a final assignment), and/or clerical errors (transcribing a number incorrectly when preparing a performance summary report).

- Data availability. In some instances, data that SBCTC had been providing were no longer available. In these cases, the college substituted similar but somewhat different measures.
- Policy change. In July 2014, after a yearlong study by a committee of college presidents, the SBCTC changed the formula for how points were awarded under the Student Achievement Initiative. This change significantly changed the baseline for Indicator 1.01.
- More appropriate expectations. In one instance (Indicator 2.01), the college changed the indicator to focus on full-time and priority-hire faculty rather than all faculty. In another instance (Indicator 3.01), it focused on the measure within that indicator that represented the area where greatest growth was needed, namely training for search committees to ensure bias-free employment searches.
- Ineffective measures. The college found that some indicators simply were not effective in providing meaningful data. In these instances the decision was made to abandon the indicator in question.

The tables on the following pages provide information on the changes in indicators over time. The tables contain four columns.

- Column One: Year Three Report—March 2013: This column displays the indicator, the baseline, and the benchmark as reported in the college’s Year Three Report.
- Column Two: Progress Report—July 2014: Through the use of ~~strikethrough formatting~~, this column displays any changes that were made to an indicator in July 2014 when the first progress report was prepared. Changes were made based on one or more of the reasons outlined above. In some cases, additional changes were made when the second progress report was prepared in 2015. Such changes are not shown with strikethrough, but are reflected by what is shown in column three.
- Column Three: Year Seven Report—March 2016: This column displays the indicator as it is being tracked and reported on for this report. One consistent change shown in this column was that in this current report, the benchmark year is shown simply as “2015-16” rather than a format such as “2015-16 for 2013-14 starts.” This change was made both for the sake of simplicity and for tidier formatting.
- Column Four: Change and Rationale: This column identifies the type of change the indicator has experienced over the past three years, and provides a rationale for that change. Brief explanations in this column are complemented with more detailed explanations in the “Rationale” section that follows the tables, and in fuller discussions of the indicators within Standard Four.

Core Theme One: Advancing Student Success

Advancing Student Success means that we

- create a culture that intentionally places student learning and growth at the center of what we do
- promote student engagement with coursework, faculty and staff, and co-curricular activities
- foster active, collaborative, self-directed learning
- support student perseverance and goal completion

Objective 1: To significantly increase the percentage of students who successfully complete their educational goals including retention, progression, completion, transfer, and employment; and to increase the equity of academic outcomes among all student groups.

Year Three Report—March 2013		Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
1.01	Annual Student Achievement points per student Baseline: 0.81 [2009-10] Benchmark 0.84 [2016]	Annual Student Achievement points per student Baseline: 0.81 1.06 [2009-10] Benchmark 0.84 1.10 [2016]	Annual Student Achievement points per student Baseline: 1.06 [2009-10] Benchmark 1.10 [2015-16]	[C] Baseline change. Benchmark recalculated to maintain original targeted percentage increase. [R] SBCTC changed methodology within SAI framework, including more points and reducing the types of students used to calculate points per student.
1.02	Q1 to Q2 ² for students intending to stay at least two quarters Baseline: 63% [2009-10 starts] Benchmark: 70% [2016 for 2013-14 starts]	Q1 to Q2 for students intending to stay at least two quarters Baseline: 63% 64% [2009-10 starts] Benchmark: 70% [2013-14 starts]	Q1 to Q2 for students intending to stay at least two quarters Baseline: 62% [2009-10] Benchmark: 70% [2015-16]	[C] Baseline change. Benchmark recalculated to maintain original targeted percentage increase. [R] Baseline changes due to changes in student coding and/or grade changes within the baseline cohort.
1.03	Q1 to Q2 for students whose planned length of stay is “don’t know” or “blank” Baseline: 50% [2009-10 starts] Benchmark: 59% [2016 for 2013-14 starts]	Q1 to Q2 for students whose planned length of stay is “don’t know” or “blank” Baseline: 50% 49% [2009-10 starts] Benchmark: 59% [2013-14 starts]	Q1 to Q2 for students whose planned length of stay is “don’t know” or “blank” Baseline: 48% [2009-10] Benchmark: 59% [2015-16]	[C] Baseline change. Benchmark recalculated to maintain original targeted percentage increase. [R] Baseline changes due to changes in student coding and/or grade changes within the baseline cohort.

² Quarter 1 to Quarter 2

Year Three Report—March 2013		Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
1.04	Percent of students completing developmental math sequence within six quarters Baseline: 31% [2009-10 starts] Benchmark: 43% [2016 for 2013-14 starts]	Percent of students completing developmental math sequence within six four quarters Baseline: 31% [2009-10 starts] Benchmark: 43% [2013-14 starts]	Percent of students completing developmental math sequence within four quarters Baseline: 31% [2009-10] Benchmark: 43% [2015-16]]	[C] Timeframe for students to achieve the indicator was changed. [R] Timeline changed to align with comparable SAI momentum point.
1.05	Percent of students who start three levels below college-level and complete developmental math sequence within six quarters Baseline: 6% [2009-10 starts] Benchmark: 20% [2016 for 2013-14 starts]	Percent of students who start three levels below college-level and complete developmental math sequence within six four quarters Baseline: 6% 5% [2009-10 starts] Benchmark: 20% [2013-14 starts]	Percent of students who start three levels below college-level and complete developmental math sequence within four quarters Baseline: 6% [2009-10] Benchmark: 20% [2015-16]]	[C] Baseline change. Benchmark recalculated to maintain original targeted percentage increase. Timeline for students to achieve the indicator was changed. [R] Baseline changes due to changes in student coding and/or grade changes within the baseline cohort. Timeline changed to align with comparable SAI momentum point.
1.06	Percent of students who start two levels below college-level and complete developmental math sequence within six quarters Baseline: 36% [2009-10 starts] Benchmark: 50% [2016 for 2013-14 starts]	Percent of students who start two levels below college-level and complete developmental math sequence within six four quarters Baseline: 36% [2009-10 starts] Benchmark: 50% [2013-14 starts]	Percent of students who start two levels below college-level and complete developmental math sequence within four quarters Baseline: 36% [2009-10] Benchmark: 50% [2015-16]	[C] Timeline for students to achieve the indicator was changed. [R] Timeline changed to align with comparable SAI momentum point
1.07	Percent of students who earn QSR (Quantitative/Symbolic Reasoning) within eight quarters Baseline: 15% [2009-10 starts] Benchmark: 21% [2016 for 2012-13 starts]	Percent of students who earn QSR within eight quarters Baseline: 15% 26% [2009-10 starts] Benchmark: 21% 36% [2012-13 starts]	Percent of students who earn QSR within eight quarters Baseline: 18% [2009-10] Benchmark: 25% [2015-16]	[C] Baseline change. Benchmark recalculated to maintain original targeted percentage increase. [R] Changes in student coding, grade changes, and presumed clerical error in July 2014.
1.08	Percent of students completing developmental English sequence within six four quarters	Percent of students completing developmental English sequence within six four quarters	Percent of students completing developmental English sequence within four quarters	[C] Timeline for students to achieve the indicator was changed.

Year Three Report—March 2013		Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
	Baseline: 62% [2009-10 starts] Benchmark: 71% [2016 for 2013-14 starts]	Baseline: 62% [2009-10 starts] Benchmark: 71% [2013-14 starts]	Baseline: 62% [2009-10] Benchmark: 71% [2015-16]	[R] Timeline changed to align with comparable SAI momentum point.
1.09	Percent of developmental English students passing ENG101 in their second year Baseline: 47% [2009-10 starts] Benchmark: 54% [2016 for 2013-14 starts]	Percent of developmental English students passing ENG101 in their second year within eight quarters Baseline: 47% 49% [2009-10 starts] Benchmark: 54% 56% [2013-14 starts]	Percent of developmental English students passing ENG101 within eight quarters Baseline: 49% [2009-10] Benchmark: 56% [2015-16]	[C] Timeline for students to achieve the indicator was clarified. [R] “In their second year” was judged too vague. “Within eight quarters” is clearer and aligns with comparable SAI momentum point.
1.10	Percent of upper-level ESL students transitioning to college-level courses within three years Baseline: 20% [2008-09 starts] Benchmark: 25% [2016 for 2012-13 starts]	Percent of upper-level ESL students transitioning to college-level courses within three years twelve quarters Baseline: 20% [2008-09 starts] Benchmark: 25% [2012-13 starts]	Percent of upper-level ESL students transitioning to college-level courses within twelve quarters Baseline: 20% [2008-09] Benchmark: 25% [2015-16]	[C] Timeline for students to achieve the indicator was clarified. [R] “Within three years” was judged too vague. “Within twelve quarters” is clearer.
1.11	Percent of lower-level ESL students (Levels 1-3) transitioning to upper-level ESL coursework within three years Baseline: 18% [2008-09 starts] Benchmark: 23% [2016 for 2012-13 starts]	Percent of lower-level ESL students (Levels 1-3) transitioning to upper-level ESL coursework within three years twelve quarters Baseline: 18% [2008-09 starts] Benchmark: 23% [2012-13 starts]	Percent of lower-level ESL students (Levels 1-3) transitioning to upper-level ESL coursework within twelve quarters Baseline: 18% [2008-90] Benchmark: 23% [2015-16]	[C] Timeline for students to achieve the indicator was clarified. [R] “Within three years” was judged too vague. “Within twelve quarters” is clearer.
1.12	Percent of degree-seeking students earning degree/certification within three years Baseline: 22% [2016 for 2008-09 starts] Benchmark: 33% [2016 for 2012-13 starts]	Percent of degree-seeking students earning degree/certification within three years Baseline: 22% [2008-09 starts] Benchmark: 33% [2012-13 starts]	Percent of degree-seeking students earning degree/certification within three years Baseline: 22% [2009-10] Benchmark: 33% [2015-16]	[C] Corrected typographical error in original baseline year. Should have been 2009-10.

Year Three Report—March 2013		Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
1.13	Percent of students reporting that they are “definitely meeting” their educational goals at the college Baseline: 48.3% [CCSSE Supplemental #13, 2011] ³ Benchmark: 53.0% [2016]	Percent of students reporting that they are “definitely meeting” their educational goals at the college Baseline: 48.3% [CCSSE Supplemental #13, 2011] Benchmark: 53.0%	Percent of students reporting that they are “definitely meeting” their educational goals at the college Baseline: 48% [2010-11] Benchmark: 53.0% [2015-16]	[C] No change
1.14	Percent of transfer students who achieve “transfer ready” status within three years of their first college-level course Baseline: 26% [2009-10 starts] Benchmark: 28% [2016 for 2013-14 starts]	Percent of transfer students who achieve “transfer ready” status earn 45 college-level credits within three years of their first college-level course. Baseline: 26% 23% [2009-10 starts] Benchmark: 28% 25% [2013-14 starts]	Percent of degree-seeking students who earn 45 college-level credits within three years Baseline: 23% [2009-10] Benchmark: 25% [2015-16]	[C] Indicator changed from a focus on “transfer ready” for transfer-bound students to a focus on 45 college-level credits for all degree-seeking students. Timeline changed. [R] SBCTC ceased to provide data on “transfer ready” and instead emphasized the 45-credit milestone. College changed accordingly. Tracking from time of “first college-level course” proved impossible within existing data structures.
1.15	Percent of professional technical completers who are employed within one year of leaving NSCC Baseline: 73% [2007-10 overall] Benchmark: 76% [2016]	Percent of professional technical completers who are employed within one year of leaving NSCC Baseline: 73% [2007-10 overall] Benchmark: 76% [2013-14 completers]	Percent of professional technical completers who are employed within one year of leaving NSC Baseline: 73% [2007-10 average] Benchmark: 76% [2015-16]	[C] No change
1.16	For each of the above student success indicators, the percent difference in achievement levels of disaggregated student groups from the achievement of all students	For each of the above student success indicators, the percent difference in achievement levels of disaggregated student groups from the achievement of all students by racial/ethnic subgroups.	For each of the above student success indicators, achievement levels disaggregated by racial/ethnic subgroups.	[C] Benchmark wording was changed to clarify the college’s intent to assess the achievement of each racial/ethnic subgroup. [R] Comparing subgroup performance to the mean for all

³ To what extent are you achieving (have you achieved) your educational goals at the college?

Year Three Report—March 2013	Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
<p>Baseline: Varies by group by student success measure [2009-10]. Benchmark: For disaggregated groups whose success is below the overall mean, an increase to within five percentage points of the mean [2016]</p>	<p>Baseline: Varies by group by student success measure [2009-10]. Benchmark: All groups within five percentage points of the mean Same as set or all students.</p>	<p>Baseline: Varies [2009-10]. Benchmark: Same as set for all students [2015-16]</p>	<p>students, rather than to the benchmark, was found to provide misleading information and masked the true performance of the groups.</p>

Core Theme Two: Excelling in Teaching and Learning

Excelling in Teaching and Learning means that we

- engage in the work of teaching and learning with passion, vision, and creativity
- adapt to the needs of our rapidly changing world by changing ourselves, our curriculum, our services, and our practices
- ensure the effectiveness and quality of our work through ongoing assessment and professional development

Objective 2: To deepen a college-wide culture of inquiry in which evidence-based assessment leads to improved teaching, learning, student support, and student success.

Year Three Report—March 2013		Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
2.01	<p>Percent of FTF (full-time faculty) and PTF (part-time faculty) submitting Assessment Loop Forms annually</p> <p>Baseline: [2011-12]</p> <ul style="list-style-type: none"> • FTF: 84% • PTF: 54% <p>Benchmark: [2016]</p> <ul style="list-style-type: none"> • FTF: 100% • PFT: 85% 	<p>Percent of FTF and PTF submitting Assessment Loop Forms annually</p> <p>Baseline: [2011-12]</p> <ul style="list-style-type: none"> • FTF: 84% • PTF: 54% <p>Benchmark: [2016]</p> <ul style="list-style-type: none"> • FTF: 100% • PFT: 85% 	<p>Percent of full-time and priority-hire faculty submitting Teaching Improvement Practice (TIP) forms annually</p> <p>Full-Time Faculty Baseline: 84% [2011-12] Benchmark: 100% [2015-16]</p> <p>Priority Hire Faculty Baseline: 59% [2011-12] Benchmark: 85% [2015-16]</p>	<p>[C] “Target group” for the indicator was changed from all faculty to full-time and priority hire faculty (PHL)⁴ only. The Assessment Loop Form was renamed TIP.</p> <p>[R] Because FT and PHL faculty have a long term contractual connection to North that non-PHL faculty do not, they are in a better position to evaluate their teaching in a particular course over time and make improvements. Many non-PHL faculty also complete TIPs but because of their more contingent status it was concluded that it was unreasonable to expect it of them. The name of the form was changed to emphasize its value in improving teaching practice.</p>
2.02	<p>Percent of programs completing assigned portions of program review annually</p>	<p>Percent of programs completing assigned portions of program review annually</p>	<p>Percent of programs completing assigned portions of program review</p>	<p>[C] The word “annually” removed from the indicator.</p>

⁴ Priority-hire are those faculty who have been employed at an average of 50 percent time or more for nine of the last twelve quarters, excluding summer quarter, and who have received satisfactory evaluations (Section 10.7, Faculty Agreement).

Year Three Report—March 2013		Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
	Baseline: 34% [2011-12] Benchmark: 100% [2016]	Baseline: 34% 90% [2011-12] Benchmark: 100%	Baseline: 90% [2011-12] Benchmark: 100% [2015-16]	[R] As originally written, the indicator implied that late submittals of program review sections would be disqualified. Submittal was judged more important than timing.
2.03	Percent of potential faculty ⁵ participating in assessment of identified Essential Learning Outcome each year Baseline: 19% [2011-12] Benchmark: 80% [2016]	Percent of potential faculty participating in assessment of identified Essential Learning Outcome each year Baseline: 19% [2011-12] Benchmark: 80%	Percent of potential faculty participating in assessment of identified Essential Learning Outcome each year Baseline: 19% [2011-12] Benchmark: 80%	[C] No change
2.04	Annual survey of graduates asking how much the college contributed to learning the skills listed in CCSSE Question #12a through #12o ⁶ Baseline: 2.49 [CCSSE 2011] Benchmark: 2.69 [2016]	Annual survey of graduates asking how much the college contributed to learning the skills listed in CCSSE Question #12a through #12o Baseline: 2.49 [CCSSE 2011] Benchmark: 2.69	Annual survey of graduates asking how much the college contributed to learning the skills listed in CCSSE Question #12a through #12o Baseline: 2.49 [CCSSE 2010-11] Benchmark: 2.69 [2015-16]	[No change]
2.05	Survey of students in courses selected for ELO assessment Baseline: Set baseline in 2012-13 Benchmark: 4% increase [2016]	Survey of students in courses selected for ELO assessment On 5-point scale, percent of ratings at 4 or 5 Baseline: Set baseline in 64% [2012-13] Benchmark: 4% increase 70% [2016]	Survey of students in courses selected for ELO assessment On 5-point scale, percent of ratings at 4 or 5 Baseline: 64% [2012-13] Benchmark: 70% [2015-16]	[C] Benchmark was set after the March 2013 report had been submitted.

⁵ “Potential faculty” refers to the subset of faculty (full- and part-time) who regularly teach a course that includes the targeted Essential Learning Outcome (e.g. all faculty teaching courses that include “Information Literacy” as an ELO).

⁶ This CCSSE question lists 15 general education skills that were judged comparable enough to the college’s Essential Learning Outcomes to serve as a surrogate measure of those outcomes. See discussion of Indicator 2.04 in Chapter Four for a side-by-side comparison of the two lists.

Year Three Report—March 2013		Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
2.06	Percent of administrative offices and support services completing an assessment project annually Baseline: Set baseline in 2012-13 Benchmark: 100% [2016]	Percent of administrative offices and support services completing an assessment project annually Baseline: Set baseline in 2012-13 26% [2012-13] Benchmark: 100% [2016]	Percent of administrative offices and support services completing an assessment project annually Baseline: 26% [2012-13] Benchmark: 100% [2015-16]	[C] Baseline added after March 2013 report was submitted.
2.07	Percent of employees participating in professional development activities annually Baseline: Set baseline in 2012-13 Benchmark: 5% increase [2016]	Percent of employees participating in professional development activities annually Baseline: Set baseline in 2012-13 85% [2012-13] Benchmark: 5% increase (89%)	Percent of employees participating in professional development activities annually Baseline: 85% [2012-13] Benchmark: 89% [2015-16]	[C] Baseline added after March 2013 report was submitted.
2.08	Employee ratings of professional development activities Baseline: Set baseline in 2012-13 Benchmark: 5% increase [2016]	Employee ratings of professional development activities Baseline: Mean rating: 4.04 [2012-13] Benchmark: 5% increase : 4.24	Employee ratings of professional development activities On a five-point rating scale, a mean rating of Baseline: 4.04 [2012-13] Benchmark: 4.24 [2015-16]	[C] Value of the benchmark was recalculated. [R] An initial calculation error had been made. It was corrected.

Core Theme Three: Building Community

Building Community means that we

- create a diverse, inclusive, and safe environment accessible to all;
- strengthen our college community through open communication, civility, accountability, and mutual respect;
- reach outside our institution to form local and global partnerships and pursue civic engagement;
- work in ways that are environmentally, socially and fiscally sustainable.

Objective 3: To sustain and enhance an inclusive environment in which diverse students, employees, and community partners engage with the college, experience a sense of belonging, and derive mutual benefit.

Year Three Report—March 2013	Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
<p>3.01 Number of search processes meeting each of these criteria:</p> <p>A. Position announcement includes the approved affirmative action statement</p> <p>B. Position requires skills to increase the success of underrepresented students</p> <p>C. Distribution to venues reaching non-traditional and underrepresented communities is documented</p> <p>D. Training is held for the search committee</p> <p>Baseline: 0% [0/28 2011-12] Benchmark: 100% [2016]</p>	<p>Number of search processes meeting each of these criteria:</p> <p>A. Position announcement includes the approved affirmative action statement</p> <p>B. Position requires skills to increase the success of underrepresented students</p> <p>C. Distribution to venues reaching targeted non-traditional and underrepresented communities is documented</p> <p>D. Training is held for the search committee</p> <p>Baseline: 0% [0/28 2011-12] Retain baseline for D and calculate baseline for C Benchmark: 100% on each measure</p> <p>Targeted Distribution Baseline: 50% [2011-12] Benchmark: 100% [2015-16]</p> <p>Committee Training Baseline: 0% [2011-12] Benchmark: 100% [2015-16]</p>	<p>Number of search processes meeting each of these criteria:</p> <p>C. Distribution to venues reaching targeted non-traditional and underrepresented communities is documented</p> <p>D. Training is held for the search committee</p> <p>Targeted Distribution Baseline: 50% [2011-12] Benchmark: 100% [2015-16]</p> <p>Committee Training Baseline: 0% [2011-12] Benchmark: 100% [2015-16]</p>	<p>[C] Measures A, and B were eliminated. The original baseline identified in the 2013 report was relevant only for Measure D. Baseline was calculated for Measure C based on estimates from the human resources director.</p> <p>[R] The eliminated measures have been standard operating procedure and in place for several years. As such, they did not represent a growth area for the college. Measure C was retained because there was a need to make the practice more effective. Measure D, on the other hand, is a new practice and represents an area wherein the college is challenging itself to improve.</p>

Year Three Report—March 2013	Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
<p>3.02 Percent of employees participating in specified activities to build community and develop understanding, respect and appreciation for diversity</p> <p>Baseline: Set baseline in 2012-13 Benchmark: 15% increase [2016]</p>	<p>Percent of employees participating in specified activities to build community and develop understanding, respect and appreciation for diversity</p> <p>Community-Building Baseline: 80% [2012-13] Benchmark: 92% [2015-16]</p> <p>Diversity Baseline: 68% [2012-13] Benchmark: 78% [2015-16]</p>	<p>Percent of employees participating in specified activities to build community and develop understanding, respect and appreciation for diversity</p> <p>Community-Building Baseline: 80% [2012-13] Benchmark: 92% [2015-16]</p> <p>Diversity Baseline: 68% [2012-13] Benchmark: 78% [2015-16]</p>	<p>[C] No change</p>
<p>3.03 Percent of students participating in activities to build community and develop understanding, respect, and appreciation for diversity. Include CCSSE items 4s, 4t, and 9c⁷</p> <p>Baseline: Set baseline in 2012-13 Benchmark: 5% increase [2016]</p>	<p>Percent of students participating in activities to build community and develop understanding, respect, and appreciation for diversity. Include CCSSE items 4s, 4t, and 9c</p> <p>Community-Building Baseline: 40% [2012-13] Benchmark: 42% [2015-16]</p> <p>Diversity Baseline: 29% [2012-13] Benchmark: 30% [2015-16]</p> <p>CCSSE items Baseline: 82% [2012-13] Benchmark: 86 [2015-16]</p>	<p>Percent of students participating in activities to build community and develop understanding, respect, and appreciation for diversity. Include CCSSE items 4s and 4t.</p> <p>Community-Building Baseline: 40% [2012-13] Benchmark: 42% [2015-16]</p> <p>Diversity Baseline: 29% [2012-13] Benchmark: 30% [2015-16]</p> <p>CCSSE items Baseline: 82% [2012-13] Benchmark: 86 [2015-16]</p>	<p>[C] CCSSE question 9c was eliminated from the indicator.</p> <p>[R] This indicator is measured by an annual student survey. Largely developed by the college, the survey also includes selected items from the CCSSE survey. Question 9c was eliminated because it concerns college practices rather than student behavior.</p>

⁷ 4s: Had serious conversations with students of a different race or ethnicity other than your own. 4t: Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values. 9c: The college encourages contact among students from different economic, social, and racial or ethnic backgrounds.

Year Three Report—March 2013	Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
<p>3.04 Employee and student ratings of the activities</p> <p>Baseline: Set baseline in 2012-13 Benchmark: 5% increase [2016]</p>	<p>Employee and student ratings of the activities On a five-point scale, a mean rating of:</p> <p><u>Employees</u> Community-Building Baseline: 3.89 [2012-13] Benchmark: 4.08 [2015-16]</p> <p>Diversity Baseline: 3.93 [2012-13] Benchmark: 4.13 [2015-16]</p> <p><u>Students</u> Community-Building Baseline: 3.39 [2012-13] Benchmark: 3.56 [2015-16]</p> <p>Diversity Baseline: 3.16 [2012-13] Benchmark: 3.32 [2015-16]</p>	<p>Employee and student ratings of the activities On a five-point scale, a mean rating of:</p> <p><u>Employees</u> Community-Building Baseline: 3.89 [2012-13] Benchmark: 4.08 [2015-16]</p> <p>Diversity Baseline: 3.93 [2012-13] Benchmark: 4.13 [2015-16]</p> <p><u>Students</u> Community-Building Baseline: 3.39 [2012-13] Benchmark: 3.56 [2015-16]</p> <p>Diversity Baseline: 3.16 [2012-13] Benchmark: 3.32 [2015-16]</p>	<p>[C] No change</p>
<p>3.05 Employee ratings on annual climate survey, disaggregated by employee type, gender and ethnicity</p> <p>Baseline: From Spring 2012 survey Benchmark: A 5% increase in overall satisfaction. For disaggregated groups whose satisfaction is below the overall mean, an increase to within five percentage points of the mean [2016]</p>	<p>Employee ratings on annual climate survey, disaggregated by employee type, gender and ethnicity</p> <p>Baseline: From Spring 2012 survey Benchmark: A 5% increase in overall satisfaction. For disaggregated groups whose satisfaction is below the overall mean, an increase to within five percentage points of the mean [2016]</p> <p>On a five-point scale, a mean rating of</p>	<p>Employee ratings on annual climate survey, disaggregated by employee type, gender and ethnicity</p> <p>On a five-point scale, a mean rating of</p> <p>Baseline: 3.44 [2011-12] Benchmark: 3.61 [2015-16]</p>	<p>[C] Benchmark wording was changed to clarify the college's intent to assess the ratings of each disaggregated group.</p> <p>[R] Comparing subgroup performance to the mean for all respondents, rather than to the benchmark, was found to provide misleading information and masked the true ratings of each separate subgroup.</p>

Year Three Report—March 2013		Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
		Baseline: 3.44 [2011-12] Benchmark: 3.61 [2015-16]		
3.06	<p>Student ratings on annual climate survey, disaggregated by gender and ethnicity</p> <p>Baseline: Set baseline in 2012-13.</p> <p>Benchmark: A 5% increase in overall satisfaction. For disaggregated groups whose satisfaction is below the overall mean, an increase to within five percentage points of the mean [2016]</p>	<p>Student ratings on annual climate survey, disaggregated by gender and ethnicity</p> <p>Baseline: Set baseline in 2012-13. 4.00 [2012-13]</p> <p>Benchmark: A 5% increase in overall satisfaction. For disaggregated groups whose satisfaction is below the overall mean, an increase to within five percentage points of the mean [2016] 4.20 [2015-16]</p>	<p>Student ratings on annual climate survey, disaggregated by gender and ethnicity</p> <p>On a five-point scale, a mean rating of</p> <p>Baseline: 4.00 [2012-13] Benchmark: 4.20 [2015-16]</p>	<p>[C] Benchmark wording was changed to clarify the college's intent to assess the ratings of each disaggregated group.</p> <p>[R] Comparing subgroup performance to the mean for all respondents rather than to the benchmark was found to provide misleading information and masked the true ratings of each separate subgroup.</p>
3.07	<p>Annual survey of employees to measure number, type, scope and benefits of partnerships</p> <p>Baseline: Set baseline in 2012-13 Benchmark: 5% increase [2016]</p>	<p>Annual survey of employees to measure number, type, scope and benefits of partnerships</p> <p>Baseline: Set baseline in 2012-13 Did not conduct survey Benchmark: 5% increase [2016] Indicator eliminated</p>	<p>Annual survey of employees to measure number, type, scope and benefits of partnerships</p> <p>Baseline: Did not conduct survey Benchmark: Indicator eliminated.</p>	<p>[C] This indicator was eliminated.</p> <p>[R] It was judged to be an ineffective measure of partnerships. See further discussion below and in Standard Four.</p>
3.08	<p>Annual survey of employees to identify outreach activities to diverse communities</p> <p>Baseline: Set baseline in 2012-13 Benchmark: 5% increase [2016]</p>	<p>Annual survey of employees to identify outreach activities to diverse communities</p> <p>Baseline: Set baseline in 2012-13 Did not conduct survey Benchmark: 5% increase [2016] Indicator eliminated</p>	<p>Annual survey of employees to identify outreach activities to diverse communities</p> <p>Baseline: Did not conduct survey Benchmark: Indicator eliminated</p>	<p>[C] This indicator was eliminated.</p> <p>[R] It was judged to be an ineffective measure of partnerships. See further discussion below and in Standard Four.</p>

Year Three Report—March 2013		Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
3.09	<p>Annual survey of partners from Technical Advisory Committees, OCE&E⁸, and Opportunity Council to identify value of and enhancements to partnerships</p> <p>Baseline: Set baseline in 2012-13 Benchmark: 5% increase [2016]</p>	<p>Annual survey of partners from Technical Advisory Committees, OCE&E, and Opportunity Council to identify value of and enhancements to partnerships</p> <p>Baseline: No useful data collected for baseline Benchmark: 5% increase Indicator eliminated</p>	<p>Annual survey of partners from Technical Advisory Committees, OCE&E, and Opportunity Council to identify value of and enhancements to partnerships</p> <p>Baseline: No useful data collected for baseline Benchmark: 5% increase Indicator eliminated</p>	<p>[C] This indicator was eliminated.</p> <p>[R] It was judged to be an ineffective measure of partnerships. See further discussion below and in Standard Four.</p>
3.10	<p>State-funded, contract-funded, and continuing education enrollments</p> <p>State-funded FTES as percent of annual allocation</p> <p>Baseline: 99% [2002-12 average] Benchmark: 100% yearly [2013-16]</p> <p>Running Start Annualized FTES Baseline: 156 [2009-12 average] Benchmark: 200 [2016]</p> <p>International Student Spring Headcount Baseline: 695 [2009-12 average] Benchmark: 1000 [2016]</p> <p>Continuing Education Annual Registrations Baseline: 5,524 [2009-12 average] Benchmark: 6,500 [2016]</p>	<p>State-funded, contract-funded, and continuing education enrollments</p> <p>State-funded FTES as percent of annual allocation Baseline: 99% [2002-12 average] Benchmark: 100% yearly [2013-16]</p> <p>Running Start Annualized FTES Baseline: 156 [2009-12 average] Benchmark: 200 [2015-16]</p> <p>International Student Spring Headcount Baseline: 695 [2009-12 average] Benchmark: 1000 [2015-16]</p> <p>Continuing Education Annual Registrations Baseline: 5524 4833 [2009-12 average] Benchmark: 6500 5687 [2015-16]</p>	<p>State-funded, contract-funded, and continuing education enrollments</p> <p>State-funded FTES as percent of annual allocation Baseline: 99% [2002-12 average] Benchmark: 100% yearly [2013-16]</p> <p>Running Start Annualized FTES Baseline: 156 [2009-12 average] Benchmark: 200 [2015-16]</p> <p>International Student Spring Headcount Baseline: 695 [2009-12 average] Benchmark: 1000 [2015-16]</p> <p>Continuing Education Annual Registrations Baseline: 4833 [2009-12 average] Benchmark: 5687 [2015-16]</p>	<p>[C] Baseline and benchmark data for Continuing Education annual registrations were changed.</p> <p>[R] The initial figures for both baseline and benchmark had been developed in 2013 by the continuing education director using her own methodology. She left soon after to take a new position, and when the new director began, she was unable to replicate the previous director's figures. New baseline figures were calculated using a methodology agreed-upon by the director and the research office. The benchmark was changed to reflect the same growth percentage as the previous set of figures.</p>
3.11	<p>Formal reserve account balance as percent of operating budget</p>	<p>Formal reserve account balance as percent of operating budget</p>	<p>Formal reserve account balance as percent of operating budget</p>	<p>[C] The baseline was adjusted when a clerical error was discovered.</p>

⁸ The [Opportunity Center for Employment and Education](#) is a multi-service center co-located on the North Seattle College campus.

Year Three Report—March 2013	Progress Report--July 2014	Year Seven Report-- March 2016	Change [C] & Rationale [R]
<p>Baseline: 5.2% [June 30, 2012] Benchmark: 5% minimum [2013-16]</p>	<p>Baseline: 5.2% 5.0% [06/30/12] Benchmark: ≥ 5% [June 30, 2012]</p>	<p>Baseline: 5.0% [June 30, 2012] Benchmark: ≥ 5% [June 30, 2012]</p>	
<p>3.12 STARS® (Sustainability Tracking, Assessment & Rating System) rating</p> <p>Baseline: Bronze Rating Benchmark: Maintain Bronze Rating</p>	<p>STARS® (Sustainability Tracking, Assessment & Rating System) rating</p> <p>Baseline: Bronze Rating Benchmark: Maintain Bronze Rating</p>	<p>STARS® (Sustainability Tracking, Assessment & Rating System) rating</p> <p>Baseline: Bronze Rating Benchmark: Maintain Bronze Rating</p>	<p>No change</p>
<p>3.13 Annual non-state revenue from selected operations</p> <p>A. Grants, contracts, customized training Baseline: 25% over costs [2009-12] Benchmark: 50% over costs [2016]</p> <p>B. Rentals Baseline: \$76,990 [2009-12] Benchmark: \$84,690 [2016]</p> <p>C. Food Services Baseline: (\$100,200) [2008-12] Benchmark: Cover costs [2016]</p>	<p>Annual non-state revenue from selected operations</p> <p>A. Grants, contracts, customized training Baseline: 25% over costs [2009-12] Benchmark: 50% over costs</p> <p>B. Rentals Baseline: \$76,990 [2009-12] Benchmark: \$84,690</p> <p>C. Food Services Baseline: (\$100,200) [2008-12] Benchmark: Cover costs</p>	<p>Annual non-state revenue from selected operations</p> <p>A. Grants, contracts, customized training Baseline: Indicator eliminated Benchmark: Indicator eliminated</p> <p>B. Rentals Baseline: \$76,990 [2009-12] Benchmark: \$84,690</p> <p>C. Food Services Baseline: (\$100,200) [2008-12] Benchmark: Cover costs</p>	<p>[C] Measure A. eliminated.</p> <p>[R] Several personnel and organizational changes impacted this measure. The president who established the office left for another position. With his departure, the office was reorganized with grants and contracts moving into the Office of Advancement. The administrator responsible for customized training was transferred to the district office and given district-wide responsibilities for such training. The focus of contracts was shifted from revenue generation to FTE generation when enrollments softened.</p>

Rationale for Indicators

Core Theme One: Advancing Student Success

Indicator 1.01: This Student Achievement Initiative indicator provides a “big picture” view of whether students are achieving their educational goals by monitoring the average momentum points per student.

Indicators 1.02 and 1.03: These indicators focus on student retention from first to second quarters and are based on research that early “student engagement” is critical to their perseverance. Students who are unclear about their goals were judged particularly vulnerable, and an indicator targets them specifically.

Indicators 1.04 through 1.12: These indicators track student progression through developmental math and English, and ESL into college-level work and degree completion. These areas have historically proven challenging for students. Math education and degree completion are state and national priorities.

Indicator 1.13: Students enroll for a wide range of reasons, many of which are not captured in institutional data systems. Asking them directly is another important measure student goal achievement.

Indicator 1.14: Originally this indicator focused on “transfer readiness” because it measured the college’s effectiveness at preparing students to transfer and was not dependent on four-year institutions’ fluctuating admissions policies. However, when SBCTC switched from tracking “transfer ready” for transfer-bound students, to tracking degree-seeking students’ completion of 45 credits, the college followed suit.

Indicator 1.15: Job placement is a key measure of how well the college’s professional technical programs are preparing students for the workplace. It is an imperfect measure because (1) in difficult economic times jobs are scarce even for well-prepared graduates, (2) the state-level process for collecting the data does not include self-employed graduates, and (3) data are not available until 12-24 months after a student exits the program. Even with these limitations, this indicator has been retained because it leads to productive conversations with faculty about the data and how to supplement them.

Indicator 1.16: Local and national data show that some groups of students—African American, Hispanic, Native American, and some communities of Asian/Pacific Islander students—do not experience the same level of success as students in general. This indicator focuses attention on reducing achievement gaps.

Core Theme Two: Excelling in Teaching and Learning

Indicators 2.01-2.03: Building a culture of evidence-based inquiry is the objective of this core theme. These three indicators track faculty assessment of learning outcomes at three levels: (1) at the classroom level through the annual Assessment Loop Form (ALF, renamed in 2014 to Teaching Improvement Practice or TIP form), (2) at the program level through the program review process, and (3) at the institutional level through annual assessment of a selected Essential Learning Outcome. As will be discussed in Standard Four, none of these processes has been completely successful. During the current 2015-16 academic year two committees—Assessment and Program Review—are incorporating what the college has learned into revised assessment processes for implementation beginning in 2016-17.

Indicators 2.04-2.05: These two indicators were chosen to provide the college with direct student feedback about how much the college has contributed to their learning the outcomes the college has identified as important. [CCSSE items 12a through 12o](#) were chosen for Indicator 2.04 because they correspond well to the college’s Essential Learning Outcomes and allow the college to compare its student ratings with those of students at peer institutions. Indicator 2.05 was designed to complement Indicator 2.03 by providing a student perspective on the Essential Learning Outcome that faculty were assessing in a given year. As the annual assessment of ELOs faltered (see discussion in Standard Four), this indicator was not implemented beyond the baseline year.

Indicator 2.06: The rationale for this indicator is to extend the practice of “evidence-based assessment” into all areas of the college. As will be discussed in Standard Four, success to date has been marginal. Still, the college values the indicator and in 2015-16 is renewing efforts to improve its implementation.

Indicators 2.07-2.08: Core Theme Two, *Excelling in Teaching and Learning*, includes learning on the part of college employees. These two indicators track whether employees are availing themselves of professional development experiences as well as the value they find in them.

Core Theme Three: Building Community

Indicator 3.01: This indicator includes four measures of the college’s efforts to attract and hire employees with the skills and commitment to work effectively in a diverse environment and to support the success of a diverse student body. After one year’s implementation, it was decided that the fourth measure—training for search committees in conducting bias-free inclusionary searches—was the most important measure to track. The other measures were long-standing practices and did not represent the same challenge and opportunity to advance the college’s commitment to diversity as did the training measure.

Indicators 3.02-3.04: At the heart of Core Theme Three is building a community that supports one another in the work of *Changing Lives through Education*. Each year, the college provides some forty campus-based activities with the explicit intention of “building community.” These three indicators enable the college to assess participation in and value found in the activities for creating the inclusive, safe, respectful and supportive community they are meant to foster.

Indicators 3.05-3.06: Employee climate surveys have been a regular part of the college’s institutional assessment efforts for several years. Parallel surveys of students had not been as frequent, but under this indicator have become so. Data for both employees and students are disaggregated by identified subgroupings because in previous surveys such data revealed areas of concern among some subgroups.

Indicators 3.07-3.08: Partnerships with diverse community-based groups are an important indicator of the college’s involvement with and responsiveness to its communities. Many areas of the college are involved in partnerships—big/small, formal/informal, and ongoing/ad-hoc. This indicator was chosen because tracking such partnerships is important for assessing and encouraging strong, mutually beneficial partnerships. Important as the concept was and is, however, these indicators were abandoned because the college was unable to develop a clear operational definition of “community partnerships” to use in surveying employees. This issue is being revisited for the 2016-23 strategic plan.

Indicator 3.09: Feedback from active partners is an important indicator, and three partnerships were chosen for an annual survey because they represent the broad range of partnerships across businesses, labor, state agencies, community-based organizations, and grass-roots community groups. Initial surveys in 2012-13 yielded low return rates and unusable data. In light of that and changes in key leadership positions—the college president, the executive dean for career and workforce education, and the OCE&E integration manager—the college put this indicator “on hold,” to be revisited in the new Strategic Plan.

Indicators 3.10-3.13: A crucial aspect of Core Theme Three is to “work in ways that are environmentally, socially and fiscally sustainable.” These four indicators provide important measures of sustainability. Indicators 3.10, 3.11, and 3.13 pertain to maintaining financial stability and sustainability through strong enrollments, fiscal reserves, and revenue centers (which are becoming increasingly important as state resources for higher education continue to decline). Indicator 3.12 is a broader measure of sustainability based on the Association for the Advancement of Sustainability in Higher Education’s [STARS](#)® rating system that measures sustainability in four areas: academics, engagement, operations, and planning and administration.

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NORTH SEATTLE COLLEGE

One of the Seattle Colleges

YEAR SEVEN SELF-EVALUATION REPORT

2016

Chapter Two

Resources and Capacity



Chapter Two Resources and Capacity

Eligibility Requirements

4. Operational Focus and Independence

North Seattle College's [mission](#), as stated on its website and in its publications, is *Changing Lives through Education*. The college's vision states that "North Seattle College is a progressive educational resource, actively engaged with its community and known for innovation and responsiveness." The college's three core themes are *Advancing Student Success*, *Excelling in Teaching and Learning*, and *Building Community*.

Since 1967, North Seattle College has operated as a community college and maintains continuous accreditation with the Northwest Commission on Colleges and Universities (NWCCU). Its governance structure supports its efficacy in fulfilling its mission with a leadership and administrative team that allows independent operation with final accountability to a district chancellor, Board of Trustees, State Board of Community and Technical Colleges (SBCTC or State Board), and state legislature. It is currently in candidacy status with NWCCU to offer applied baccalaureate degrees. In 2014 the Board of Trustees officially removed the word "community" from the title of the district and each of the colleges within the district.

5. Non-discrimination

As one of three colleges within the Seattle College District, North Seattle College is an Equal Opportunity Institution and adheres to district [Policy 201](#) on non-discrimination:

The Seattle College District VI is committed to the concept and practice of equal opportunity for all its students, employees, and applicants in education, employment, services and contracts, and does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, gender identity, veteran or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level. In addition, reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities. Authority: [WAC 132F-148-010](#), [Public Law 101-336](#), [American with Disabilities Act \(ADA\) of 1990](#), [29 CFR Part 37](#).

The college's [website](#) provides a link to the policy.

6. Institutional Integrity

North Seattle College is governed and administered with high levels of integrity and respect for all individuals—faculty, staff, and students—according to district policies which respect the rights of individuals according to laws such as equal opportunity and non-discrimination/non-sexual harassment.

7. Governing Board

The five-member Board of Trustees of the Seattle College District is responsible for the quality and integrity of the three colleges within the district. None of the board members are employed by the district, nor have any financial interest in the institution.

8. Chief Executive Officer

North Seattle's president, Dr. Warren Brown, is appointed by the district chancellor under the authority of the Board of Trustees. He works full-time for the college.

9. Administration

The college's organizational structure is designed to meet the college's educational mission. Three major units—instruction, student development services, and administrative services—are led by vice presidents who report directly to the president. Deans, directors, and managers support each vice president.

10. Faculty

The institution employs the appropriate number of faculty consistent with its [mission and core themes](#). In fall 2015, North Seattle College employed 88 full-time, tenure-track faculty and 224 part-time faculty to teach its state-supported, credit-bearing courses. (This does not include faculty who teach exclusively non-credit Continuing Education courses.) The [Seattle Colleges 2014-2016 Catalog](#) (pages 332-338) lists the names and earned degrees of the college's full-time and priority-hire part-time faculty¹.

Faculty members, through involvement on committees and the program review process, are essential contributors to academic planning, curricular development and revision, student support services, and institutional governance. As delineated in the [Faculty Agreement](#), faculty are significantly involved in the hiring process, (Article 6.5, pages 26–28), regularly evaluated, (Article 6.10, pages 31–35), and have a significant role in overseeing educational objectives, establishing and overseeing academic policies, and ensuring integrity and continuity through the [Curriculum and Academic Standards Committee \(CAS\)](#). CAS serves as the college governance committee responsible for curriculum and academic standards.

11. Educational Program

North Seattle College offers the following transfer degrees: an Associate of Arts (A.A.), Associate of Business (A.B.), three Associate of Science degrees (A.S. General, Option One, and Option Two), and an Associate of Fine Arts in Art (A.F.A.) which transfers to The Evergreen State College. Professional technical students can choose from 18 Associate of Applied Science (A.A.S.) degrees and more than 80 certificates. The college also offers seven Associate of Applied Science-Transfer (A.A.S.-T.) degrees that provide some transfer options. In addition to technical course, A.A.S.-T degrees also include transfer degree general education courses. The combination of coursework within A.A.S.-T degrees prepares students for entrance into specific bachelor degree programs at specific institutions. The institution has been granted candidacy status to award Bachelor of Applied Science Degrees and currently offers three B.A.S. degrees in International Business, Applications Development, and Early Childhood Education. A fourth B.A.S. degree in Property Management is currently under development.

All programs and courses are reviewed and approved by CAS for their ability to identify, teach and assess learning outcomes, transferability, and academic quality and rigor. In addition, specific professional technical programs, such as the college's Nursing, Medical Assisting, Nursing Assistant-Certified, Emergency Medical Technician, and Pharmacy Technician Programs have specialized accrediting bodies which review and approve their programs.

12. General Education and Related Instruction

All degrees—transfer and professional technical—require the general education and related instruction to meet this Eligibility Requirement. Bachelor of Applied Science (B.A.S.) degrees require a total of 60 credits of general education courses to be completed out of the 180 credits required for degree award. Transfer degrees consist exclusively of general education courses with the exception of the Associate of Arts Degree, which allows up to 15 credits of professional technical coursework. (See table within Standard 2.C.9). Professional-technical associate degrees (Associate of Applied Science degrees) require

¹ Priority-hire part-time faculty are those who have been employed an average of 50 percent time or more for nine of 12 quarters with satisfactory evaluations. These faculty receive priority over other part-time faculty when classes are assigned.

20 credits of related instruction in communication, computation, human relations and diversity. Professional technical certificates of 45 credits or more require a minimum of three credits in each of the related instruction areas of communication, computation, and human relations taught as separate courses aligned with program outcomes and industry needs. The criteria for related instruction courses are established by CAS.

13. Library and Information Resources

The library strives to provide information resources, services and instructional support with an appropriate level of currency, depth and breadth to support all instructional programs. Materials are offered across a range of formats, platforms and delivery options appropriate to a wide range of instructional modalities and learning styles. The library's "liaison" system pairs a librarian with an instructional division to support each division's unique needs for information resources and instruction. Significant funding support has been added to the library budget to accommodate the new B.A.S. degrees and the upper division coursework related to them.

14. Physical and Technological Infrastructure

The college campus houses all instructional programs on campus with some English as Second Language (ESL), continuing education, and parent education courses offered off-site at neighboring elementary schools and community centers. Contract training programs, administered by the district, are also offered off-campus at contracting business sites. The college's technological infrastructure is connected to the Pacific Northwest Gigapop network, which provides reliable high-speed access for all locations of the campus.

15. Academic Freedom

The Washington Administrative Code, [WAC 132F-121-020](#), provides a definition of Academic Freedom under Student Rights, Freedoms, and Responsibilities.

Article 6.9 of the [Faculty Agreement](#) clearly defines and supports intellectual freedom and independence for both students and faculty:

- *This institution is based on the illimitable freedom of the human mind. Here, we are not afraid to follow truth wherever it may lead, nor to tolerate error so long as reason is left free to combat it.*
- *To achieve this end, academic freedom is viewed as the freedom of speech guaranteed to all citizens by the First Amendment. Free inquiry and free discourse shall not be abridged, whether directly or indirectly, by statute or community pressure.*
- *We reaffirm our support of academic freedom because of a sense of obligation to the community which needs our services and because of our professional responsibility for free inquiry.*
- *Academic freedom implies not only the unconditional freedom of discussion in the classroom, but also the absence of restriction upon the faculty's teaching method. Every faculty is presumed competent and responsible until specific evidence is brought forward to the contrary. No suspicion concerning either the judgment or the goodwill of the faculty should find any place in our administrative regulations or customary procedures.*

16. Admissions

As stated on the Seattle College District policies website ([Policy 305](#)), "Seattle College District operates on an open door admission policy." This district-wide policy applies to each of the three colleges comprising the district. The specific admissions procedures and steps are posted on the [admissions page](#) of the college website.

17. Public Information

The college uses the [district-wide catalog](#), the [districts website](#), the [college website](#), the quarterly print piece [Opportunity](#), and [Student Handbook](#) to publish information about its mission and core themes;

admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunity and requirements for financial aid; and the academic calendar.

18. Financial Resources

North Seattle College's financial base is stable which includes a balanced budget and a reserve. Approximately 46% of its funding comes through the Washington State legislature with the remaining from in-state tuition, international and out-of-state tuition, and revenue from grants, contracts, and customized training.

19. Financial Accountability

Prior to fiscal year 2013, as a public institution and an agency of the State of Washington, all college funds were subject to audit by the State Auditor's Office (SAO). The SAO scheduled colleges for on-site visits periodically instead of each year. However, beginning in fiscal year 2013, the SAO (in accordance with the U.S. Office of Management and Budget circular A-133) audits the state yearly as one entity, rather than auditing each agency separately. The results of those audits are reported publicly and available [online](#).

Starting with fiscal year 2013 the Seattle College District yearly undertakes a unified financial audit of all three colleges and Seattle Vocational Institute (Central, North, South and SVI). This practice was initiated in response to a [recommendation](#) from NWCCU based on an evaluation team's Year Three site visit in spring 2013. The recommendation stated that: "for each year of operation, the College [*should*] undergo an external financial audit, and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate, and comprehensive manner by the Board of Trustees (Eligibility Requirement 19 and Standard 2.F.7)."

A summary of the report, [Seattle Colleges Financial Report for 2013](#), was presented at the Board of Trustees meeting on [March 12, 2015](#) by the auditor and the vice chancellor for finance and technology. An Ad Hoc Report concerning the recommendation was submitted to NWCCU as requested. That body accepted the report at its January 2016 meeting and in a letter to President Brown dated February 3, 2016 "determined that North Seattle College is now in compliance with Eligibility Requirement 19 and Standard 2.F.7."

20. Disclosure

North Seattle College, in preparation for its Year Three Self Study Report, has accurately prepared and disclosed all information, documents, and materials to the NWCCU in order to carry out its evaluation and accreditation functions.

21. Relationship with the Accreditation Commission

North Seattle College accepts the standards and related policies of the NWCCU and agrees to comply with these standards and policies. The college agrees that the Commission may make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Standard 2.A Resources and Capacity

Delineation of Roles and Responsibilities (2.A.1)

Seattle Community College District (SCCD) VI was established in 1967 when the Washington State legislature passed the Community College Act and created a new state system of community colleges independent of local school districts ([WAC 132K-995-990](#)). The college began at a single site in

downtown Seattle, but in July 1970 the district Board of Trustees designated three separate colleges within its jurisdiction—North Seattle, Seattle Central, and South Seattle Community Colleges. Thus, although part of a three-college district governed by one board and one chancellor for the system, from its inception, North Seattle Community College has been an autonomous, independently-accredited college.

As noted in the Preface, in March 2014 the Board of Trustees approved name changes for the district itself and for each of the individual colleges comprising it. The district was renamed Seattle College District VI, and the three colleges became North Seattle College, Seattle Central College, and South Seattle College.

The college and district are part of a statewide system that includes 34 separate community and technical colleges within 30 districts. The system is governed by the nine-member, governor-appointed Washington State Board for Community and Technical Colleges (SBCTC) whose roles and responsibilities are described in Revised Code of Washington ([RCW 28B.50](#)).

[Washington Administrative Code 132F-01-010](#) empowers a five-member, governor-appointed Board of Trustees for Seattle [Community] College District VI, giving it authority to “operate all existing community and technical colleges in its district” and invests it with “the appointing authority for employees of the district.” This section of the code describes the delegation of authority by the district’s Board of Trustees to the district chancellor and from the chancellor to the three college presidents.

Board duties described in policy sections [100](#) and [400](#) include hiring a district president (chancellor), enforcing rules and regulations prescribed by the SBCTC, and establishing policies for the district. By virtue of [Policy 107.13](#), [Policy 128](#), and [Policy 401](#), the board is empowered to delegate any of its powers and duties to the chancellor or his/her designee.

The district chancellor reports to the Board of Trustees and oversees all three colleges. The chancellor is responsible for providing overall leadership for the district, for meeting with legislators and community leaders, for serving on boards and commissions both locally and nationally, for developing the district’s strategic plan, and for leading its fundraising efforts.

The president of North Seattle reports to the district chancellor, as do the presidents of the two other colleges within the district. The [leadership team](#) page of the district website identifies these as well as other senior administrative positions throughout the district, and includes a link to a district-wide organizational chart. The chancellor meets weekly with the three college presidents. Issues that require board approval are brought to the Board of Trustees’ monthly meetings.

Negotiated agreements with [faculty](#), [classified](#), and [professional](#) staff describe each group’s role and responsibilities with respect to governance. Exempt² staff’s role in governance is established in their contracts, which clarify reporting structures. Organizational charts (Appendix 1) provide information on the reporting structure of the institution for exempt employees. Students’ role with respect to governance is articulated in the [Associated Students Constitution](#).

The College Council is the college’s primary form of participatory governance and provides the college’s executive leadership team with advisories on key issues. The composition of the College Council reflects all campus stakeholders, i.e., classified, exempt, faculty, and students. [Council bylaws](#) articulate its purpose:

² Within Washington community and technical colleges, the term “exempt” refers to upper and middle management positions that are not covered by a collective bargaining agreement.

- *The role of the College Council is to ensure that the constituents of the college will have the opportunity to participate actively and collaboratively in the development of policies and procedures of the institution. Individuals and constituencies shall have ample opportunity to submit and provide input on proposals related to the development of campus-wide policies and procedures.*
- *By involving the College Council in such matters, the college administration seeks to foster and support an institutional climate of openness, trust, and collaboration by all constituencies in the institution's decision-making processes.*

In addition to the College Council, a number of other committees provide faculty, staff and students access to decision-making and information. Many of these committees are also listed on the college's website:

- [Assessment Committee](#): This committee provides leadership and a centralized venue where assessment information is collected, analyzed, and submitted as recommendations to the college and the vice president for instruction for future actions regarding assessment of student learning.
- [The Budget Advisory Committee](#) (BAC): The Budget Advisory Committee represents a cross-section of the campus community. The Committee reviews and advises the president and the Executive Team (E-Team) on the practicality and feasibility of the proposed budget.
- [College Readiness Committee](#): The College Readiness Committee focuses on student progression and transition to college level work.
- [Curriculum and Academic Standards Committee](#): The Curriculum and Academic Standards Committee (CAS) meets bi-weekly and serves as the college governance committee responsible for curriculum and academic standards.
- [Diversity Advisory Committee](#): The Diversity Advisory Committee (DAC) supports and advocates for the vision and values around diversity by providing ongoing learning, discussion, dialogue, and understanding about diversity by all members of the campus community.
- [International Advising Committee](#): The International Advising Committee includes members from instruction, student services, and international programs. It meets quarterly to discuss and provide input on issues related to international students. Topics regularly considered by the committee include orientation of international students to the American higher education system and North Seattle in particular, providing services to support their academic success, and helping faculty and the campus community learn ways to work effectively with these students.
- [Program Review Committee](#): This group of faculty, together with the vice president for instruction and instructional administrators, meet monthly to design, implement, and evaluate the program review process. Its work is closely related to that of the Assessment and Curriculum and Academic Standards Committees. For that reason, in fall 2015 the chairs of the three committees were established as an advisory committee to the Instructional Council, the group of deans and directors who work with the vice president for instruction to provide leadership for instructional programs.
- [Health and Safety Committee](#): This committee helps ensure a safe learning environment for all employees and students. The safety committees meetings are required by Washington Administrative Code [WAC 296-800-130](#).
- [Strategic Enrollment Management Council](#): The SEM Council (previously a committee, but raised to council status in 2015-16) has a four-fold mission: (1) to strengthen organizational resources and practice to improve student retention and success, (2) to prepare students for completion and success beyond the college, (3) to enhance outreach, marketing and enrollment practices, and (4) to prepare the college for changes in state funding that are scheduled to begin in 2016-17.
- [Student Administrative Council](#): The Student Administrative Council (SAC) is the college's student government. SAC advocates for the student body and works with faculty, staff, and administration to ensure that student needs and concerns are addressed. To further ensure that

student voices are heard in campus decision-making, SAC recruits and supports students to serve on numerous campus committees.

- [STARS Committee](#): STARS is an authorized, representative committee of classified staff which acts as a liaison between classified staff and the president, and as a conduit between classified staff and representatives to college shared governance committees and other college committees.
- [Sustainability Committee](#): The sustainability committee is comprised of faculty, staff, and students who are passionate about sustainability. The focus of the committee is to infuse sustainability in all areas of the campus.

Roles in Governance (2.A.2)

[Policy 200: District Operations](#) clearly outlines the division of authority and responsibility between the system and the institution:

- *The Seattle College District Board of Trustees will operate this multi-campus District as a single comprehensive, legal entity under the administrative direction of a chief executive officer who is called the chancellor.*
- *Under the District leadership of the chancellor, each campus of the District shall have a chief unit administrator who shall be designated president/vice chancellor.*
- *Appropriate administrative, advisory, and other governance mechanisms shall be an operational responsibility of the appropriate unit administrator in charge of a particular operational entity.*
- *The chancellor shall be responsible for the overall management of the District administrative structure.*

[District-wide policies and procedures](#) to which all colleges adhere are delineated within seven areas of operations: Board of Trustees, Operations, Student Services, Personnel, Instructional, Financial, and Public Information.

Compliance with Standards for Accreditation (2.A.3; Eligibility Requirement 4)

The Seattle Colleges 2014-2016 [Catalog](#), page 2, and North Seattle College's [website](#) accurately reflect the college's accreditation status, using the following language as directed by NWCCU:

- *North Seattle College is accredited by the Northwest Commission on Colleges and Universities.*
- *Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.*
- *Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.*
- *Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact Northwest Commission on Colleges and Universities, 8060 165th Avenue N.E., Suite 100, Redmond, WA 98052, (425) 558-4224 <http://www.nwccu.org>.*

The accreditation status is reported to the Board of Trustees through the president's reports, including any recommendations and commendations. North Seattle has three collective bargaining agreements in force: one with the [Washington Federation of State Employees Association \(WFSE\)](#) for classified employees,

another with the [Seattle Community Colleges Federation of Teachers, Local 1789](#) for faculty, and a third with [AFT-SPS-Seattle Professional Staff, Local 6550](#), a union that formed in 2015. Any changes proposed to these agreements during open negotiations are reviewed to ensure they support accreditation requirements.

The SBCTC legislative relations staff provides information and support to colleges on legislative actions that may relate to accreditation standards and requirements. Legislative action over the past several biennia decreasing funding to community and technical colleges has impacted the college's ability to replace full-time faculty and offer other support services for students. Mindful of Accreditation Standards 2.B.1 and 2.B.4 about employing a sufficient number of qualified faculty and staff to achieve its mission, the college has funded some permanent positions on a temporary basis, while at the same time filling full-time faculty and other key positions as funding allows, prioritizing those that are most "mission critical" and most closely aligned with core theme objectives. As noted in the Preface section of this report, over the last three years the college has made concerted efforts to restore full-time faculty positions.

Functioning Governing Board (2.A.4)

The [RCW 28B.50.100](#) requires each community college district to have a "board of trustees ... composed of five trustees ... appointed by the governor." A single five-member board governs North Seattle College and the other two colleges within the Seattle College District (SCD). As of March 2016, the [SCCD board members](#) and their terms are shown below. Terms are normally for five years. Variations occur when board members fill unexpired terms and are then appointed to a new five-year term.

- Mr. Steven Hill (Chair), January 2013-September 2017
- Ms. Teresita Batayola (Vice Chair), October 2014-September 2020
- Mr. Jorge Carrasco, October 2009-September 2016
- Ms. Louise Chernin, August 2015-September 2020
- Ms. Carmen Gayton, October 2012-September 2018

The board has adopted policies in accordance with RCW 28B.50.100. [Policy 100](#) identifies the legal basis of the board as the Community College Act of 1967. [Policy 101](#) specifies that trustees serve by appointment of the governor who "will consider geography as well as the interests of labor, industry, agriculture, the professions, and ethnic groups in making trustee appointments." [Policy 102](#) stipulates that board members must be "qualified electors living within the boundaries" of the district. [Policy 103](#) states that no board member may be an employee of the district or of local educational organizations, or of the state legislature. [Policy 107](#) describes the situations in which the local board may act only with approval of the SBCTC, and stipulates that the local board "shall enforce the rules and regulations prescribed by the SBCTC for the government of community colleges."

Board Actions (2.A.5)

SCCD [Policy 128](#) states that "the Board of Trustees exercises collective authority based upon decisions made by majority vote (minimum of three) in regular or special meetings." Except by specific authorization of the board as a whole, no member may make statements on behalf of the board. [Policy 131](#) encodes a code of ethics for board members. Policy 131, Article 11, states that individually the board members "have no legal authority outside the meetings of the Board."

Board Review of Policy (2.A.6)

SCCD [Policy 108](#) describes authority that the board delegates to the district chancellor as well as those powers that reside exclusively with the Board of Trustees. Among these is the authority "to adopt every declared 'policy' of the district," including Section 100 of those policies that pertain to the board itself. The district office maintains a [tracking database](#) to ensure periodic review of all policies. Each vice chancellor is responsible for ensuring that policies within his/her area are reviewed on a rotational basis.

Board Selection and Review of Chief Executive Officer (2.A.7)

SCCD [Policy 107](#) lists the powers and duties of the Board of Trustees, the third of which stipulates that the board “shall employ, for a period to be fixed by the board, a district president, whose working title shall be chancellor.” The board hired the current chancellor, Dr. Jill Wakefield, in January 2009. The chancellor’s evaluation is held annually either in an executive session or at a board retreat. Chancellor Wakefield’s most recent evaluation occurred in June 2015.

Board Evaluation (2.A.8)

The Board of Trustees conducts regular evaluations of its performance, typically on a biennial basis. The [most recent self-evaluation](#) took place in September 2014.

Effective System of Leadership (2.A.9)

The college leadership/management structure is organized into four major administrative units:

- **President’s Area:** Led by the president, this unit includes the offices of advancement, diversity and inclusion, human resources, international student programs, institutional effectiveness, marketing and communications, and the college’s partnership with the [Opportunity Center for Employment and Education](#).
- **Instruction:** Led by the vice president for instruction, this unit includes five instructional divisions, career and workforce education, continuing education, eLearning, library, tutoring services and strategic initiatives such as [I-BEST](#).
- **Student Development Services:** The vice president for student development services leads this unit that includes admissions, advising, athletics and wellness, child care, counseling, disability services, financial aid, registration and records, Running Start, student leadership and multicultural programs, sustainability, testing, veterans’ services and women’s programs.
- **Administrative Services:** Under the leadership of the vice president for administrative services, this unit consists of business operations, facilities and grounds, fiscal compliance and facilities rentals, food services, information technology services, and safety and security. The vice president manages the contract with Barnes and Noble, the company operating college bookstore.

The president and vice presidents, along with other senior administrators, form the Executive Team. Members of that team and their areas of responsibility are shown in the following table.

Executive Team Membership	
Title	Incumbent
President	Warren Brown
Vice President for Instruction	Kristen Jones
Vice President for Student Development Services and Dean of Students	Marci Myer
Vice President for Administrative Services and Capital Projects	Andrea Johnson
Executive Dean, Career and Workforce Education	John Lederer
Executive Director, Office of Advancement and Education Fund	Traci Russell
Executive Director, Institutional Effectiveness	Stephanie Dykes
Executive Director, International Programs	Ryan Packard

Executive Team Membership	
Director, Diversity and Inclusion	Pam Racansky
Director, Human Resources	Martin Logan
Director, Marketing and Communications	Melissa Mixon

Under the president’s leadership, the Executive Team is responsible for managing the overall operations of the college and for implementing strategic plans and policies to accomplish core theme objectives and fulfill the college mission. With input and recommendations from campus constituencies, the president and Executive Team identify the core theme objectives and key performance indicators that serve as priorities and guide decision-making (including budgeting and staffing decisions) throughout each accreditation cycle.

Each team member is responsible for providing leadership within his/her area with respect to traditional management functions (planning, budgeting, decision-making, organizing, staffing, directing, and evaluating) and for aligning activities within his/her unit with the overall goals and directions set by the Executive Team as a whole.

Qualifications of Chief Executive Officer (2.A.10)

Following a nationwide search, Dr. Warren J. Brown was named president at North Seattle College effective July 1, 2014. He serves in the position on a full-time basis.

President Brown has more than 20 years of experience in the community college system. Before being appointed president, he served for four years as executive vice president at Seattle Central College where he facilitated instructional planning that led to the development of new applied baccalaureate degrees in allied health and nursing and a new associate degree in allied health. Formerly, he was dean for student learning at Cascadia Community College and associate dean for academic support at Whatcom Community College. His career also includes experience as a tenured instructor in communication studies at Pierce College and as an instructor at Portland State University. Currently he is an adjunct faculty member for Seattle University’s doctoral program in educational leadership.

President Brown holds a doctor of education degree in higher education curriculum and instruction from the University of Washington. His research on multicultural curriculum development in online courses has been published in journals including the Community College Journal of Research and Practice and the Multicultural Education and Technology Journal. He earned his master’s degree in speech communication at Portland State University and his bachelor’s degree at the University of Washington.

Administrative Qualifications and Evaluation (2.A.11)

North Seattle’s administrators are highly qualified for their leadership positions. The following table displays the educational background, total years of relevant experience, and years at North Seattle for administrators who provide leadership within each of the major units of the college.

Administrative Leadership and Qualifications				
Title	Incumbent	Degree	Experience	
			Total	NSC
President	Warren Brown	Ed.D.	20	2

Administrative Leadership and Qualifications				
Title	Incumbent	Degree	Experience	
			Total	NSC
Executive Director, Institutional Effectiveness	Stephanie Dykes	Ph.D.	25	1
Executive Director, International Programs	Ryan Packard	M.Ed.	17	11
Executive Director, Office of Advancement and Education Fund	Traci Russell	M.A.	10	<1
Director, Grants Office	Ann Richardson	M.P.A.	20	1
Director, Diversity and Inclusion	Pam Racansky	M.A.	10	1
Director, Human Resources	Martin Logan	M.B.A.	4	1
Director, Marketing and Communications	Melissa Mixon	B.A.	8	1
Integration Manager, Opportunity Center for Employment and Education	Henry Gillon	A.A.	20	3
Vice President for Instruction	Kristen Jones	Ed.D.	20	1
Executive Dean, Career and Workforce Education	John Lederer	Ed.D.	17	2
Dean, Arts, Humanities and Social Sciences	Julianne Kirgis	Ph.D.	10	1
Dean, Basic and Transitional Studies	Curtis Bonney	M.F.A.	22	13
Dean, Business, Engineering and Information Technology	Laura Hopkins	M.A.	20	<1
Dean, Health and Human Services	Steven Thomas	Ph.D.	7	4
Dean, Math and Science	Alissa Agnello	M.S.	8	8
Associate Dean, e- Learning	Tom Braziunas	Ph.D.	26	23
Associate Dean, Library and Teaching-Learning Center	Sharon Simes	M.L.I.S	43	12
Director, Continuing Education and Contract Training	Christy Isaacson	M.S.	9	2
Director, Strategic Initiatives	Gary Gorland	M.Ed.	36	6
Director, Student Learning Center	Daniel Tarker	M.F.A.	15	7
Vice President of Student Development Services and Dean of Students	Marci Myer	M.S.	41	18
Associate Dean, Student Success	Alice Melling	M.Ed.	32	23
Dean, Enrollment Services	Kathy Rhodes	M.S.	20	3
Assistant Registrar	Jane Strom-Strebe	A.A.	36	16
Director, Advising	Abby Muro	M.Ed.	8	4

Administrative Leadership and Qualifications				
Title	Incumbent	Degree	Experience	
			Total	NSC
Director, Disability Services	Maud Steyaert	M.Div.	14	1
Director, Financial Aid	Brianne Sanchez	B.A.	10	7
Director, Enrollment Support and Outreach	Susan Shanahan	B.A.	30	30
Director, Student Leadership and Multicultural Programs	Jeffrey Vasquez	B.S.	16	15
Director, Wellness Center/Athletics	Cariana Napoli	B.A.	18	15
Manager, Child Care Center	Kathy Schoof	M.A.	31	25
Manager, Evening Support Services	James Armstrong	B.S.	25	10
Manager, Retention and Completion	Juan Gallegos	B.A.	7	4
Manager, Testing Center	James Armstrong*	B.S.	25	10
Manager, Women's Center	Chilan Ta	M.A.	6	3
Coordinator, Sustainability	Vacant			
Counselor	Jenny Mao	Ph.D.	19	12
Counselor	Lydia Minatoya	Ph.D.	33	29
Vice President of Administrative Services & Capital Projects	Andrea Johnson	M.S.	30	<1
Director, Business Operations	Dennis Yasukochi	M.B.A.	21	18
Director, Facility Operations	Jeff Caulk*	M.S.	20	<1
Director, Information Technology Services	Cynthia Riche	Ph.D.	25	<1
Director, Safety and Security	Darryl Johnson	H.S.	15	5
Manager, Food Services	Michael Lilliston	B.A.	20	2
Manager, Capital Projects	Vacant			
Fiscal Compliance Officer	Cody Hiatt	M.P.A.	18	1
Coordinator, Rental Office	Amy LaZerte	B.A.	15	5

* Denotes interim appointment

Academic Policies (2.A.12)

Faculty and administrators and staff with responsibilities related to academic policies have both written and online access to the different policies:

- The [Faculty Agreement](#) Article 6, which addresses teaching, service, scholarship, research, and artistic creation; and

- On the district website, [Policy 501](#) lists the instructional policies related to the instructional calendar, instructional programs, district personnel standards, college-awarded credit, and use of human subjects.

Faculty policies are clearly set out in the Faculty Agreement. Evaluation of full- and part-time faculty is clearly communicated in Section 6.10 (full-time faculty), Section 7 (probationary faculty), and Sections 10.7 and 10.8 (part-time faculty). Article 11 (Operational Policies) covers faculty workloads. The library keeps a copy on reserve of the most current Faculty Agreement.

Quarterly new faculty orientations, conducted by the [Teaching and Learning Center](#) (TLC), communicate academic policies to both part- and full-time faculty. Quarterly “all faculty” e-mails from the vice president for student development services and the dean of enrollment services ensure that faculty are regularly informed of [policies regarding student conduct](#) and student rights to privacy ([FERPA](#)). The academic divisions also provide orientations for new faculty. The district’s [Part Time Faculty Guide to the Agreement](#) is available on the TLC website. Students have access to pertinent academic policies through the college’s [website](#) and in the *Student Handbook*, an online and printed resource updated annually and distributed the first week of the quarter as well as at all orientations. Course syllabi include relevant academic policies for students, including grading policy and plagiarism.

Seattle Colleges Credit Hour Policy (Policy 522): SBCTC has defined the credit hour as “the unit by which an institution measures its course work. The number of credit hours assigned to a course is defined by the number of hours per week in class and the number of hours per week in out-of-class preparation.” The Seattle Colleges support this policy, and uses the SBCTC’s rules to establish credit for its course offerings, as follows:

- Lecture/discussion: 1:1; one credit hour equals one hour of direct teacher instruction in lecture/discussion per week, and approximately two hours of out-of-class student work (time spent on studying, working on assignments, etc.). For example, a 5-credit course would involve five hours of in-class direct instruction and approximately 10 hours of additional work by students outside of the classroom per week.
- Laboratory/applied learning: 2:1; one credit hour equals two hours of laboratory work per week under the supervision of the instructor and approximately one additional hour for out-of-class student work on assignments.
- Work site educational experience: 3:1; one credit hour equals three hours of work under the intermittent supervision of the instructor, and includes working with professional practitioners; includes a required one-hour-per-week seminar or discussion group activity.

Library and Information Resources Policies (2.A.13)

The library’s policies and guidelines for the use of the library and information resources are published on the library [website](#). Policies, guidelines and enforcement actions are reviewed regularly at staff meetings and at quarterly district-wide meetings, and modified as needed.

The Seattle Colleges [Copyright Policy](#) (produced by a joint effort of district librarians, vice presidents of instruction, and the district chief financial officer) provides guidance to the entire college community on copyright and intellectual property. Sharon Simes, associate dean of the library, is the college’s designated copyright officer.

Because a large proportion of the library’s tools and resources are accessible only online, the [policies and guidelines](#) governing Information Technology Services are also pertinent to library users.

Transfer-of-Credit Policy (2.A.14)

Students within the community and technical college system of Washington State are supported in multiple ways to facilitate their mobility between institutions of higher education. These policies and procedures follow a clearly-stated transfer-of-credit policy and are widely published, including the following resources:

The State Board for Community and Technical Colleges' [transfer website](#) provides a detailed overview and history of transfer within Washington State, including:

- Common course numbering;
- Inter-college Reciprocity Policy, designed to assist students in transferring courses between community or technical colleges within Washington State and most private higher education institutions in Washington State ;
- Prior Learning Assessment of Credit;
- The “Washington 45”, a list of selected general education courses students can transfer and apply for a maximum of 45 quarter credits toward the general education requirement(s) at any other public institution

At North Seattle, students can find information about the transfer-of-credit policy in various locations:

- The [Credentials page](#) of the college’s website outlines the formal and informal requirements for students wishing to apply credits towards a degree, certificate, or prerequisites.
- [Student Handbook](#), page seven, informs students of how to obtain a transfer credit evaluation.
- The district [Catalog](#), pages 10 (“Transfer Policy and Processes” including the Reciprocity Agreement) and 41 (“Transferring Credits from Other Colleges”).

Students’ Rights and Responsibilities (2.A.15)

Students can access the policies and procedures relating to their rights and responsibilities in multiple places and in both online and print formats:

Seattle College District

District Policies and Procedures: [Student Services \(300s\)](#) relate to student services, including academic standards and conduct ([Policy and Procedure 375](#)), student rights, freedoms and responsibilities ([Policy and Procedure 365](#)), appeals and grievances ([Policy and Procedure 370](#)), and accommodations for persons with disabilities ([Policy 387](#)). The portion of the Seattle College’s districtwide website entitled “[Students’ Right-to Know/ Rules](#)” addresses a number of student rights and responsibilities including information disclosure, behavior, equal opportunity, disabilities, academic progress, and complaints.

North Seattle College

The college website provides the following information.

- [Overview](#) of the different policies affecting students;
- [Appeals Policy](#) for students taking the English and Math placement tests;
- [Disabilities Services Policy](#);
- The college’s website covers the [Student Conduct policies](#) (including links to District [Policy 375](#) (“Student Conduct”), [District 375 Procedure](#), and the [Washington Administrative Code 132F-121](#));
- The college’s web page delineates the “[Steps to Admissions and Enrollment](#)” for entering students; and
- The [Student Handbook](#) is distributed during the first week of the quarter and during student orientations. Updated annually, it covers students’ rights, responsibilities, and procedures for the appeals process.

Admission and Placement Policies (2.A.16)

The college's quarterly [class schedule](#) is available online and the Getting Started Steps guide students through the [admission and placement policies and processes](#).

Current information relating to admission, placement, appeals, and readmission policies for students is widely published through multiple venues, both print and online:

- The district's biennial [Catalog](#) (available online and in print) provides admission, placement, and readmission information;
- District Policies [305](#) and [306](#) provide students with information related to admission and testing policies;
- The college's website lists [Admissions and Placement Policies](#).

Co-Curricular Activities (2.A.17)

District Policy [360](#) and Procedure [360.01-40](#) cover student leadership programs and co-curricular activities. [WAC 132F-121-040](#) covers journalistic freedom and responsibility. The "[Student Right-to-Know](#)" [web page](#) refers students to the state's current Washington Administrative Code ([WAC 132F-121](#)) that lists official student policies and procedures applicable to all students in the Seattle College District.

Human Resources (2.A.18 – 2.A.20)

The human resources policies and procedures for the Seattle College District are published, maintained, and available to all college employees on the district's intranet. Human resources-related policies and procedures are detailed in [section 400 \(Personnel\)](#). The classified staff and the faculty are represented employees and their bargaining agreements address policies and procedures specific to each constituent group. In late 2015, the district completed negotiating a third bargaining agreement with the exempt professional employees.

Links to contracts:

- [Classified – Washington Federation of State Employee \(WFSE\) – July 1, 2013 – June 30, 2015](#)
- [Faculty – American Federation of Teachers \(AFT\) – July 1, 2013 – June 30, 2016](#)
- [AFT-SPS-Seattle Professional Staff, Local 6550 – July 1, 2015 – June 30, 2018](#)

All employees, full-time and part-time, are first informed of employment conditions and work assignments through detailed position descriptions provided at the time of recruitment. Once hired, employees receive employment agreements that confirm their terms and conditions of employment.

Employees covered by negotiated agreements receive copies of the applicable agreement (either online or in print), which outline employee rights and responsibilities as well as criteria and procedures related to evaluation, retention, promotion, and termination. Policies, procedures and collective bargaining agreements are posted on the Human Resources page of the employee Internet portal, which is accessible to all employees.

New employees attend a new employee orientation presented by the district's Human Resources staff. Orientations of new full- and part-time faculty are provided quarterly. Student and hourly temporary employees are apprised of their working conditions through an employment form they sign.

The Seattle College District securely maintains all human resources files at the district office. North Seattle Human Resources staff members are responsible for the secure transporting of confidential files from the college to the district office. Personnel and payroll files are kept in locked areas with limited access. Human resource records include paper and electronic applicant data, employee information, and payroll data that may be subject to public disclosure. Security and confidentiality of tangible paper records, property and equipment are achieved through use of traditional locks, keys, and electronic

security monitoring systems. Intangible electronic data are protected by secure data systems that include secure log-ins, unique system identification numbers, passwords, controlled access, encryption, back-up systems, off-site duplicate storage, and contractual relationships that guarantee the safeguard and integrity of institutional data. North Seattle College abides by the document retention schedule developed by SBCTC. In the case of personnel records, the pertinent schedule is the Personnel/Payroll section of the [General Retention Schedule](#) for Washington's Community and Technical College System

Clear and Accurate Representation (2.A.21)

The district [Catalog](#) is updated every two years with opportunity for checking accuracy by all college departments and programs. To better serve Seattle Colleges' students and to modernize their registration experience, the district developed a mobile-friendly class schedule and student portal that provides a convenient way to access important information and links (such as the class schedule and registration) on any mobile device, including smartphones and tablets. The mobile-friendly schedule replaces the quarterly print publication of the class schedule and enables students to have the same user experience across all four campuses. The online publication and promotion of the quarterly schedule provides the opportunity for regular departmental review relative to enrollment, registration and student/campus services, and for instructors to review and update course descriptions prior to publication online each quarter.

Additionally, and as a substitute for the quarterly print schedule, the Marketing and Communications Office sends a quarterly marketing and informational piece to more than 50,000 households in North Seattle College's service area. The publication, [Opportunity](#), is also distributed to service organizations in the college's service area and is used on campus when advising current and prospective students.

All external publications (rack cards, brochures, flyers, miscellaneous postcards) and advertisements are reviewed, approved, and most often produced by the Marketing and Communications Office, guaranteeing the accuracy, consistency, and appropriateness of material disseminated to the public.

Web content is updated by the web team content managers (marketing and IT staff members), who prompt departmental stakeholders to supply revised information. There is rapid turnaround on web updates and corrections. At the same time, there is careful adherence to guidelines set by the [Curriculum and Academic Standards Committee \(CAS\)](#) about the posting of curriculum updates only after the appropriate permissions have been ensured.

Web team members are in regular dialogue with and responsive to campus stakeholders to assure that information is accurate and accessible via appropriate web pages. The web team, led by the Marketing and Communications Office, is in the process of redesigning the college's homepage so that it is responsive and more accessible to students and employees who access the site via mobile phone or tablet.

Currently enrolled and applied-but-not-enrolled students receive targeted broadcast e-mail messages to inform those individuals of upcoming registration information, graduation deadlines, advising issues, and more.

The college is also putting a greater focus on student retention. To support this, the Marketing and Communications Office developed and distributes a monthly student e-newsletter that promotes helpful and pertinent student information, such as where to find scholarships, spotlights on student and employee success stories, and information on registration. The newsletter is produced with input from admissions and advising teams.

The [North Seattle College Facebook](#) pages carry announcements of events and college-related news for a mostly-student audience, with a total weekly reach of more than 4,400 students. The college also has a

relatively robust [LinkedIn](#) presence, with almost 900 followers, and launched Twitter and Instagram pages in 2015.

The [district website](#) also provides district-wide tools, resources, and policies viewable by students and the public.

High Ethical Standards (2.A.22)

As a member of Seattle College District, North Seattle operates within the framework of the board policies and procedures that outline ethical standards and expectations for board members, faculty, staff, administrators, and students. These documents are communicated to students, the general public, and external organizations through the district's public website and to employees on the district's intranet site, a password protected website.

The Seattle College District policies prescribe ethical standards of behavior for trustees, employees, and students:

- **Trustees:** District [Policy 131](#) ("Code of Ethics for the Board of Trustees") outlines board members' moral and ethical responsibility to discharge their functions impartially and to vote with "honest conviction" on the basis of "all available facts." It provides guidelines for holding closed (executive) sessions and describes the board members' responsibility to keep the community informed about the colleges. The policy grounds the legal authority of the board in state law ([RCW 28B.50.100](#)) and clearly states that the "primary function of the board is to establish policies," while delegating district operational responsibility to the chancellor and college staff. This policy was reviewed and amended in 2008.
- **Employees:** The district policy for all employees regarding ethical conduct and conflict of interest standards is [Policy 400.10 – 400.80](#). The policy addresses issues such as gifts and confidential information. Annual training is provided on ethics and the mandatory employee orientation also addresses this topic. [Policy 404](#) asserts the college's commitment to affirmative action. [Policy 419](#) addresses sexual harassment. [Policy 451](#) asserts that workplace violence or a hostile work environment will not be tolerated and requires that employees adhere to practices that are designed to make the workplace safe and secure. [Policy 259](#) makes clear that electronic resources are the property of the district and should be used "only in a manner that supports the education mission of the district."
- **Faculty:** A number of these policies are available for faculty and are included in a printed and online document entitled [Faculty Handbook](#), which requires a SCCD log-in to access. This handbook also contains policies prohibiting software piracy and protecting indoor air quality, as well as a hazard communication policy promising information and training regarding hazardous chemicals to employees who may contact such chemicals in the performance of their duties.
- **Students:** The college's position regarding academic dishonesty, falsification of statements, forgery, and other matters of student behavior is delineated in the student conduct and student misconduct sections of the college's [Student Handbook](#) and provides links for students to view the different state laws. The handbook also provides information on academic standards, indoor air quality, sexual harassment, smoking, and a student's right to privacy under FERPA regulations. The handbook is widely distributed to students free of charge at the beginning of each quarter and is available in the college bookstore and student activities office. It is also available on the North Seattle website. The handbook is revised and updated annually and is frequently referenced by faculty, staff, and administrators in their interactions with students. Academic policy information is also communicated by broadcast e-mail messages and frequently through the course syllabi.

Three policies govern the use of students as human subjects for research purposes. [Policy 390](#) requires prior approval from the appropriate administrator for such research and asserts students' right to choose

not to participate. [Policy 530](#) acknowledges the district’s “responsibility for protecting the rights, well-being, and personal privacy of individuals ... where learning by students requires the use of human subjects as part of demonstrations or experiments.” The college’s [Human Subjects Review Committee web page](#) spells out in greater detail the conditions under which research involving students can be conducted and the results disseminated as well as students’ right to refuse or discontinue participation at any time.

North Seattle ethically and responsibly manages student and employee data. Employees are granted access to student data only if such access is required by their position and only after receiving training regarding the requirements of the Family Education Rights and Privacy Act (FERPA), which protects the confidentiality of student information. Each quarter, all employees receive a summary reminder of these regulations in an e-mail message from the vice president for student development services.

The processes for faculty, staff, and student complaints and grievances are covered in the [Faculty Agreement](#) (Article 6.2 and Article 15.1-12), the classified staff agreement (Article 25), and the [Student Handbook](#) (“formal grade complaints”).

Conflict of Interest Policy (2.A.23)

Board [Policy 103](#) mandates that “no trustee may be an employee of the community college system” or serve on the board of other educational institutions or be an elected official. [Policy 131](#), the code of ethics for the board of trustees, includes this statement:

As member of the Board of Trustees ... I recognize that [I must] avoid every temptation and outside pressure to use my position as a member of the board to benefit either myself or any other individual or agency apart from the total interest of the district.

Board [Policy 152](#) requires that the board, when tendering and accepting gifts, refuse those that involve “any real or implied obligations derived from the acceptance of a gift and possible conflicts of interests which may result.”

District [Policy 400](#) prohibits conflict of interest on the part of district employees. District [Policy 410](#) defines conditions allowing employment of relatives (only when they are determined to be the best candidate) and prohibiting an employee being supervised by a relative.

Intellectual Property Policies (2.A.24)

Article 13.4 of the [Faculty Agreement](#) contains clearly-defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property. The Seattle College District has a copyright policy which can be found on its website under [Policy 280](#), and on the TLC [website](#). All copiers in faculty workrooms have a statement related to copyright policies.

Accreditation Status (2.A.25; Eligibility Requirement 20)

The Seattle Colleges [Catalog](#), page 2, accurately reflects the college’s accreditation status using the language supplied by NWCCU: “The Seattle Colleges are public state supported institutions, individually accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the US Department of Education.”

The *Catalog* also presents the accreditation status of specialized programs as appropriate including Medical Assisting, LPN-RN Ladder program, Pharmacy Technician, Emergency Medical Technician, and Nursing Assistant-Certified.

Contractual Agreements (2.A.26)

Contract training at the college is a function coordinated by the Seattle College’s district-level Office of Contracts and Customized Training in collaboration with Continuing Education. The scope of work delivered by these two entities is consistent with the mission, goals and academic standards of the college in that it builds community and is a source of alternative revenue. Contracts and customized training adhere to all policies and procedures in place at the college with the fiscal activity reviewed by the Business Office and course/program work reviewed by the appropriate college stakeholders.

If the curriculum used for customized training bears college credit, it goes through the same process as all credit curricula, reviewed and approved by the appropriate instructional department and division, the [Curriculum and Academic Standards \(CAS\) Committee](#), and the vice president for instruction. If the curriculum used for customized training does not bear college credit, it is reviewed and approved by the appropriate instructional division whenever it is feasible to do so.

Whenever possible, customized training is delivered by full-time and part-time faculty affiliated with the various instructional divisions within the college. Grant, contract, and customized training activities comply with the Commission’s Standards for Accreditation in that the primary purpose of all training is educational. The college maintains sole and direct control of the educational process. A contract is executed by the college that includes a well-defined scope of work and a timeline clearly establishing the responsibilities of all parties and contains enrollment and tuition policies as well as student recruitment guidelines.

Academic Freedom Policies (2.A.27; *Eligibility Requirement 15*)

Faculty and the district administration are mutually committed to academic freedom as written in Article 6.9 of the negotiated [Faculty Agreement](#). This article, entitled “Academic Freedom and Faculty Rights,” includes a statement noting that “Academic Freedom implies not only the unconditional freedom of discussion in the classroom, but also the absence of the restriction upon the faculty’s teaching method.” The article’s provision precludes “restraints, other than those required by the curriculum,” being placed on academic employees, censorship of library collections, and requirement of academic employees to join or refrain from joining any organization as a condition of employment or retention. The article also discusses the academic employees’ rights as citizens, the freedom of petition or silence, and the right to organize.

Student Academic Freedom (2.A.28)

Students’ academic freedom is covered under district [copyright policy 280](#) “Students’ Rights, Freedoms and Responsibilities” and is protected by Washington Administrative Code ([WAC](#)) [132F-121-020](#). The law states that “freedom to teach and freedom to learn are inseparable facets of academic freedom.”

The college’s commitment to the expression of opinions and exchange of ideas is also reflected in its stated value of diversity in its [Strategic Plan](#): “We create a richer environment by embracing different cultures, ideas, perspectives and people.”

Accurate, Fair and Objective Scholarship (2.A.29; *Eligibility Requirement 15*)

The spirit of academic freedom and respecting faculty rights is essential to the college’s mission and to its core theme of *Excelling in Teaching and Learning*. The [Faculty Agreement](#) Article 6.9 covers classroom freedom, constitutional freedom, freedom of association, freedom of petition and silence, the right to organize, and library collection.

All members of the college community are expected to adhere to the provisions of the United States copyright law and to take responsibility for copyright compliance. Faculty and staff are informed of the copyright law through workshops and orientations for new faculty and postings near the copy machines.

After comprehensive study and review, the district has adopted the district-wide [copyright policy 280](#), which is available on the district's website.

Clearly-Defined Financial Policies (2.A.30)

The college's financial policies and procedures are listed on the district's website, [Section 600](#), and cover allocation and management of resources, financial records, cash control, student fees, accounting, purchasing, equipment inventory, reserve, grants and contracts, travel, internal control, and other related policies required by the state's community and technical college system. Financial functions are centralized at the district level under the chief financial officer with authorization for financial functions at the college level as appropriate.

The three college presidents and the chancellor of the Seattle College District report quarterly to the Board of Trustees about the financial conditions of the district and its colleges. The district's business and finance office submits monthly financial reports to the board.

Standard 2.B Human Resources

Qualified Personnel (2.B.1)

North Seattle College employs a highly qualified and diverse workforce to meet its strategic goals and operational functions as these are defined by the core theme outcomes and the college mission. As of Fall Quarter 2015 there were 88 full time faculty, 224 part-time faculty, 143 classified staff, 49 professional staff and 42 exempt employees. In addition, the college hires a number of part-time hourly staff and work-study students.

In all aspects of the recruitment and selection process, the college's human resources department works closely with the district's recruiting and employment specialist. The college advertises each full-time position on the district's [Employee Services](#) website with a comprehensive job description that includes clear duties, responsibilities and authority. Each job description is kept on file and updated on an ongoing basis.

Each new employee selection involves an intensive and thorough selection committee process. Unique, diverse selection committees are formed, including faculty, exempt, and classified employees offering multiple perspectives. The district's employment specialist and North's human resources director both serve as resources for committee training and information regarding candidate interaction and communication. Additionally, the district provides specialized recruiting support for hard-to-fill positions, ensuring that the college hires the most qualified candidates. To further enhance recruiting efforts, the district provides support for applicants who have questions about the process or need assistance applying.

Evaluation of Performance (2.B.2)

[Policy 409](#) requires regular evaluation of all employees. All administrators are evaluated at the end of each academic year. The process of evaluation for administrators recently transitioned to an electronic platform created by the Seattle College District web team, which ties the college's and district's strategic goals to individual employee performance expectations. Evaluation of classified staff is addressed in the [Collective Bargaining Agreement](#) (Article 6), which requires annual evaluations on the employee's anniversary date. Evaluation of professional staff is spelled out in Article 17 [Seattle Professional Staff Agreement](#), the approved agreement with the district's newest employee union.

Performance evaluation processes and forms for classified, professional and exempt staff are provided on the district Intranet. The college made considerable progress in improving the comprehensiveness, consistency, and timeliness of performance evaluations when it implemented the NEOGOV® performance evaluation module in summer 2012.

The frequency of faculty evaluations differs by employment status. For example, tenure-track faculty are evaluated quarterly and post-tenure, and priority hire faculty are typically evaluate every three years. Faculty evaluation processes are outlined in Articles 6, 7, and 8 of the [Faculty Agreement](#).

Opportunities for Professional Development (2.B.3)

North Seattle College's *Leadership Development Initiative* (LDI) enrolled its first cohort of 40 participants in 2012. The first cohort included classified staff (54 percent), full- and part-time faculty (23 percent), and exempt/managerial personnel (23 percent). The series addressed important leadership topics and skills, including leadership and management, the supervisory relationship, problem solving, change management, and professional development. Second and third cohorts experienced LDI in 2013-14 and 2014-15 respectively. By June 2015, approximately 90 employees had completed the LDI program.

In 2016 a new leadership development program replaced LDI. The new *North Leadership Development Program* is similar to LDI in that its focus is on dimensions of leadership. However, it differs in its greater emphasis on intercultural skills and competence, and on budgeting and management policies and practices within the Seattle College District. Whereas LDI involved the services of an outside consultant, the new program is facilitated by two college employees.

Another significant professional development initiative is in the area of training for cultural competency. The college's Office of Diversity and Inclusion works in collaboration with the Diversity Advisory Committee (DAC) to provide professional development trainings, workshops, and events focused on increasing cultural competency with the intent of fostering a welcoming campus climate, promoting diversity awareness and cross-cultural respect, and working to decrease achievement disparities within the college's student population. Since 2012, approximately 40 employees have participated in a program called Diversity Inclusion Facilitators. Led by an outside consultant, participants learned to hold and to lead "difficult conversations" about issues of diversity, equity and inclusion. This training is being folded into the North Leadership Development Program mentioned above. In August 2015, SafeZone training was conducted for student leaders and there are plans to hold similar training for faculty and staff later in the 2015-16 year.

The college provides faculty, staff, and administrators with a variety of opportunities for professional growth and development. For faculty, the [Teaching and Learning Center](#) supports instructional practice with workshops and individual sessions on pedagogy and on the use of a number of technologies.

Through an endowment, the North Seattle College Education Fund awards faculty development grants to full-time and part-time faculty for projects that focus on developing strategies for student success. In recent years, the fund has provided support to faculty to attend/present at national conferences, supported undergraduate research and faculty leadership development, invited national experts to present on campus, and supported Faculty Learning Communities, among other projects. The Education Fund also provides mini-grants to the faculty and staff of North Seattle College through a competitive, quarterly process. Mini-grants are awarded up to \$1,000 each, with only \$5,000 available each quarter.

The [district faculty development office](#) provides internal professional workshops and funding for external professional conferences. Recognition awards include the [Dan Evans Innovation Award](#), the Lifelong Learning Award, and the [NISOD](#) awards for teaching excellence. Faculty sabbaticals are approved by the district chancellor and in accordance with the Agreement.

For classified staff, the North Seattle College [Classified Development Advisory Committee](#) (CDAC) provides a variety of development opportunities including an annual retreat and mini-grants for external training.

The exempt staff has an Exempt Development Advisory Committee (EDAC), which also provides quarterly development opportunities and an annual retreat. There are also quarterly district-wide management meetings and quarterly training opportunities provided by the statewide [Community and Technical College Leadership Association](#). The district recently hired a director of professional development, whose office implemented a yearlong Leadership Development Training (Leadership Link) as well as a daylong project management training and a 3 and a half day change management training.

A tuition waiver program is available for all college staff employed half-time or more. This tuition waiver is available at most state supported higher education institutions.

Faculty Qualifications (2.B.4; Eligibility Requirement 10)

Fall 2015, North Seattle College employed 88 full-time tenure-track faculty and 224 part-time faculty members, each with the appropriate qualifications to meet the college’s instructional obligations. Faculty members, through involvement on committees and through the program review process, provide important contributions to academic planning, curricular development and revision, student support services, and institutional governance.

Teaching faculty must meet qualifications set forth in [WAC 131-16-091](#). This statute requires a master’s degree or equivalent for faculty who teach in fields “for which advanced degrees are commonly available,” i.e., the college’s college transfer courses. For faculty teaching in professional technical fields, required qualifications include broad and comprehensive training, industry certification and two years relevant experience in their area of specialization. The 2014-16 Seattle Colleges district-wide [Catalog](#) lists terminal degrees of 176 full-time and priority-hire faculty³ showing that 86 percent of the faculty have earned doctorate or master degrees.

Terminal Degrees of Full-Time Tenured and Priority Hire Faculty		
Terminal Degree	Number	Percentage
Doctoral	36	20%
Master	117	66%
Bachelor	19	11%
Associate Degree or Professional Certificate	4	2%
Total	176	100%

Faculty Workload and Responsibilities (2.B.5)

Faculty members, through involvement on committees and the program review process, provide important contributions to academic planning, curricular development and revision, student support services, and institutional governance. Faculty workloads are established through a negotiated [Faculty Agreement](#) (Article 11) between the Seattle Colleges’ Board of Trustees and the American Federation of Teachers (AFT). The Agreement’s provisions that support the college’s mission include:

- an instructional year of 165 instructional days and seven non-instructional days totaling 172 annual work days;

³ Priority-hire part-time faculty are those who have been employed an average of 50 percent time or more for nine of 12 quarters with satisfactory evaluations. These faculty receive priority over other part-time faculty when classes are assigned.

- a weekly teaching workload ranging from 15 hours for general lecture; 18-25 hours for programs that require labs; 20 hours for special programs (for example, ABE and ESL), and 30 hours for counselors and librarians; and
- office hours of up to five hours per week depending on weekly contact hours.

Section 6.8 in the [Faculty Agreement](#) covers faculty’s professional obligations for all faculty and specific additional obligations for full-time faculty. Section 6.9 in the agreement covers faculty rights. The college’s Faculty Senate works in collaboration with administration to ensure active faculty membership on all of the college’s standing committees.

Faculty Evaluation (2.B.6)

All faculty are evaluated in a regular systematic, substantive, and collegial manner at least once within every three-year period of service. The [Faculty Agreement](#) outlines the evaluation process for all groups of faculty including timelines and instruments to be used by the administration. In addition to the scheduled evaluations, the Faculty Agreement describes, through a “Performance Review” process, the ways in which concerns can be addressed between regularly scheduled evaluations. In all of these evaluations, professional improvement plans are encouraged and often required when concerns arise in the faculty’s performance. The professional improvement plans are developed in concert with the faculty and administration, and serve to address the specific areas of concern.

More specifically, the systematic evaluative processes differ by groups of faculty, and are described in greater detail in the [Faculty Agreement](#) on the pages noted below:

- For full-time tenure-track faculty see pages 32-37;
- For post-tenure full-time faculty see page 29;
- For part-time faculty not on the priority-hire list see pages 103-104;
- For priority-hire part-time faculty see pages 43-45.

Standard 2.C Educational Resources

Appropriate Academic Content and Rigor (2.C.1)

The college fulfills its mission of *Changing Lives through Education* through its educational [degrees](#) and [certificates](#), which include six transfer degrees, 21 professional technical associate degrees, three applied baccalaureate degrees, and over 80 [certificate](#) programs. North Seattle’s three core themes—*Advancing Student Success*, *Excelling in Teaching and Learning*, and *Building Community*—offer a framework to ensure that programs have appropriate rigor and content with each core theme.

The [Curriculum and Academic Standards \(CAS\) Committee](#) reviews all course offerings for content and rigor and makes recommendations to the vice president for instruction (VPI). There are subcommittees of CAS that focus on special course areas such as eLearning, Global Studies, U.S. Cultures, Qualitative and Symbolic Reasoning, and Integrated Studies.

In 2009, the college adopted a set of [Essential Learning Outcomes](#) (ELOs) that identify institutional learning outcomes that pertain to instructional programs taken as a whole. The ELOs represent a revision of the General Education Learning Outcomes that the faculty had originally developed and adopted in the early 1990s. Modeled on work led by the [Association of American Colleges and Universities](#), the ELOs identify essential learning that will prepare students “for twenty-first-century challenges.”

In addition to the overarching ELOs, each instructional degree and certificate program has identified program-specific learning outcomes (program learning outcomes, or PLOs). PLOs are posted each program’s webpage on the campus website.

A program review process provides program faculty with a structure and a process to ensure both that their program is aligned with the college's mission, and that it assesses students' achievement of the various levels of learning outcomes. For the college's professional technical programs, Technical Advisory Committees (TACs) also provide feedback regarding the content and rigor of the programs related to job skills training and employment requirements.

Course, Program, and Degree Learning Outcomes (2.C.2)

Beyond the broad Essential Learning Outcomes, the college also identifies learning outcomes for individual courses, and for programs or degrees. Course-level outcomes and ELOs are listed in each course's Master Course Outline (MCO), which is on file within each instructional division. They are included in course syllabi, which are distributed to students at the first class session.

Starting in 2012-13, the three colleges within the Seattle College District began transitioning to an online Automated Course Approval System (ACAS). As new courses are approved, and as existing courses are revised, those courses become part of a growing online database of MCOs.

Outcomes for each degree and certificate program are posted online through the college's website. Outcomes have also been identified for groupings of transfer courses ("areas of study" such as chemistry, history, English, math, etc.), which are part of the distribution requirements for transfer degrees. Outcomes may be accessed through the [instructional programs](#) page of the college website, and from that page following links to each individual program or area of study. In 2012-13, the district developed a new online course approval process. In doing so, it also revised the Master Course Outline form to include a section for identifying relevant program-level outcomes, complementing the sections that were already in place for identifying the course-level and institution-level outcomes that the course addresses.

Awarding Credit and Degrees (2.C.3)

District policy [515](#), available on the district's website, specifies the different ways that a student may be awarded college credit. There is an upper limit of approved transfer credits (75 credits) of a 90-credit degree as long as residency and degree requirements are met. Completion of the Associate of Arts Degree requires earning 90 credits of college-level courses (numbered 100 or greater) with a cumulative grade point average (GPA) of 2.0 or better, including grades transferred from other colleges. At least 15 credits from courses numbered 100 or greater must be earned from North Seattle College.

In November 2012, NWCCU expanded Standard Two to include a requirement that colleges adopt a [credit hour policy](#) in compliance with the federal definition as promulgated July 1, 2011. In response to NWCCU's directive, the district adopted a credit hour policy ([Policy 522](#)) that mirrors that of the State Board, NWCCU, and the federal government.

Student orientation sessions include an explanation of what constitutes a "credit hour," including the number of hours per week spent in-class and the number spent in out-of-class study and preparation. Many course syllabi convey this same information. When new courses are established, the Curriculum and Academic Standards Committee ensures the correct credit-hour-to-clock-hour ratio as part of its approval process.

Degree Programs (2.C.4; *Eligibility Requirement 11*)

Degrees are based on a combination of the requirements for transfer and/or success in the workforce, and reflect the major knowledge, skills, and attitudes necessary to excel in the field of study. Degree content is designed by subject-matter experts and is approved by the [Curriculum and Academic Standards Committee](#). Professional technical programs are further reviewed by professionals in the field and approved by SBCTC.

The college offers these transfer degrees:

- [Associate of Arts Degree](#);
- Associate of Science Degrees ([General](#), [Option 1](#), and [Option 2](#));
- [Associate of Business Degree](#).

Three programs have external accreditations:

- [Medical Assisting](#), is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
- [Nursing](#) is accredited by the Accreditation Commission for Education in Nursing (ACEN).
- [Pharmacy Technician](#) is accredited by the American Society of Health System Pharmacists (ASHP).

The college also offers three bachelor of applied science degrees:

- [International Business Bachelor of Applied Science \(IB BAS\)](#) which began fall quarter of 2013;
- [Bachelor of Applied Science in Application Development](#) which began fall quarter of 2014;
- [Bachelor of Applied Science in Early Childhood Education](#) which began winter quarter 2016.

Admission to all instructional programs and graduation requirements are clearly defined and published in the district [Catalog](#) (admission on page 30 and graduation on page 39) and on the college's degree and certificate [web pages](#).

Faculty Responsibilities for Curriculum, Faculty Selection, and Assessing Learning Outcomes (2.C.5)

Articles 6.5a and 6.5b in the [Faculty Agreement](#) cover the significant involvement of full-time faculty in the selection of their full-time faculty peers.

Teaching faculty are involved, both individually and collectively, in the assessment of student achievement of course, program, and institution-wide learning outcomes through various methods:

- Teaching Improvement Practice (TIP, formerly Assessment Loop Forms): each year, faculty document one instance of using evidence of student learning to guide a course-level modification, and then assesses the impact of that modification on subsequent student learning. The [TIP form](#) guides faculty through a series of question which are intended not only to document evidence-based assessment, but also to help faculty develop habits of self-reflection and encourage their curiosity about other aspects of their courses and student learning.
- Through the program review process faculty engage in reflection about a program's stated goals and program learning outcomes in relation to the reality of the program offerings and student learning. The [Program Review Committee](#), a sub-committee of CAS, provides oversight and peer review of the instructional program review process.
- In summer and fall 2015, a team of faculty interviewed their peers in multiple disciplines to help document how each Essential Learning Outcome was being taught and assessed. Each "researcher" focused on one of the twelve outcomes and produced a report that summarized both the current "state" of the outcome as well as how teaching and assessment practices might be improved. A [compilation of the executive summary](#) from each report provides insight into each researcher's findings. The research reports themselves are posted on the [Assessment Committee's](#) webpage.

Integration of Library and Information Resources into Curriculum (2.C.6)

Policies: Administration supports the integration of library resources into instruction by designating information literacy an [Essential Learning Outcome](#). To ensure that the library has time and resources to acquire appropriate materials and have them ready when students need them for any new course, the

library associate dean's signature is required on every new course transmittal form. The library's [collection development policy](#) gives top priority to materials that support instruction.

Practices: In their role as teaching faculty, librarians put library resources and how to use them at the heart of the library's own credit-bearing courses and its instructional support for other disciplines. In addition, librarians approach every research query as an opportunity to teach the use of library resources.

Librarians collaborate with other faculty to purchase appropriate resources, which are then integrated into assignments, research skills presentations, and online subject guides. Librarians constantly promote the integration of library and information resources into the curriculum as part of their participation in college committees and outreach to faculty in other disciplines.

Credit for Prior Experiential Learning (2.C.7)

Credit for Prior Experiential Learning guidelines are established for the college and across the district, and are updated periodically.

Standards for Credit for Prior Experiential Learning are district-wide policies. The District Policy [515](#) and Procedures [515.05-15](#) were created to comply with accreditation standards and to create consistency across the district. A section of the college's credentials website provides information for how students can earn college credit for [prior work experience](#). The page informs students about options for receiving college credit for knowledge gained outside the classroom. Students must work with the faculty in their program of study and provide appropriate documentation to show that their experience is comparable to what is learned in the college-level program.

The college offers a variety of ways in which students may transfer in non-traditional credits for its professional technical programs besides the Credit for Prior Learning options. The process for applying equivalencies via these options can be found on the college's [Options for Evaluating Credits and Credentials](#) webpage, which explains how students can apply for different credit transfer options:

1. Recognized International Colleges or Universities;
2. Advanced Placement and International Baccalaureate Exams;
3. Military Training;
4. Credit by Exam;
5. Nationally Accredited Post-Secondary Institutions.

In 2013, the Credentials Office staff provided leadership for clarifying procedures around awarding credit for prior learning. They sought input from staff and faculty across instruction and student services over the course of an approximately six-month period. This process resulted in better information for all faculty and staff, a more consistent process across all programs, and a streamlined experience for students. Options for earning credit for prior learning are outlined in a section of the [credentials office](#) page on the college website.

Transfer Credit (2.C.8)

Students work with academic advisors, credential evaluators, and faculty to transfer into the college with as many credits as possible.

- The college website outlines the college's [transfer degrees](#), and the [College Transfer Pathways](#) handbook describes policies and procedures related to those degrees.
- The Associate of Arts, Associate in Business, and General Associate of Science degrees are Direct Transfer Agreement (DTA) degrees, which means that most Washington state four-year colleges agree to accept all 90 credits from a degree earned at North Seattle (see <https://northseattle.edu/degrees>).

Students are not limited in the number of approved transferred credits as long as their residency and degree requirements are met. However, some restrictions apply. For example, the college does not award credit for the following:

- non-credit courses or workshops;
- remedial or college preparatory courses;
- courses taken at colleges or universities that are not regionally accredited;
- sectarian religious studies.

The transfer standards are upheld via the [Intercollege Relations Commission \(ICRC\)](#) and the State Board for Community and Technical Colleges' guidelines for all transfer credits and professional technical general education credits.

General Education Learning Outcomes (2.C.9, Eligibility Requirement 12)

The definition and rationale for general education coursework were reaffirmed by the Curriculum and Academic Standards (CAS) Committee in 2005. Both the [CAS website](#) and the district's [Seattle Colleges 2014-16 Catalog \(page 4\)](#) provide a definition and rationale for general education. The outcomes associated with general education are expressed in the college's [Essential Learning Outcomes](#) and in the outcomes of the [Associate of Arts](#) degree.

All transfer degrees offered by North Seattle College require a substantial core of general education in the arts and humanities, social sciences, and math/science. The college uses terminology consistent with the University of Washington—the four-year institution of choice for most of North's transferring students—to designate the three areas of knowledge: Visual, Literary and Performing Arts (VLPA), Individuals, Cultures and Societies (ICS), and The Natural World (TNW).

Baccalaureate degrees also require a minimum of 60 credits of general education be completed during the lower and upper division coursework combined. These will include 10 credits of communication skills, five credits of quantitative/symbolic reasoning skills, 10 credits of humanities, 10 credits of social sciences, and 10 credits of natural sciences with five credits of lab sciences. The remaining general education courses may be distributed in a manner that best suits the curriculum needs of the baccalaureate program (from the SBCTC website).

Three options are available within the Associate of Science degree: (1) The general degree is transferrable, but has no special focus, (2) Option 1 focuses on the biological sciences, environmental science, chemistry, geology, and earth sciences, and (3) Option 2 focuses on engineering, computer sciences, physics and atmospheric science.

[Associate of Applied Science degrees](#) (AAS degrees, or professional technical or applied degrees) require five credits each of “related instruction” in the areas of communication, computation and quantitative/symbolic reasoning, human relations, and US Cultures or Global Studies for a minimum of 20 credits.

The college also offers Associate of Applied Science-Transfer (AAS-T) degrees in Nanotechnology, Business, Accounting, and Nursing. These degrees require 20 transfer credits: five in English composition, five in college-level math, and 10 in humanities or social sciences of which five credits must be in the area of human relations. As described in the 2014-16 college catalog,

The Associate of Applied Science – T degree is designed to assist students who initially enrolled for a professional technical degree and who then seek to transfer to a four year institution for a bachelor's degree. Degree requirements include satisfactory completion of at least 90 approved credits with a 2.0 cumulative GPA. At least 15 credits in college-level courses (100 or above)

must be earned at the Seattle College granting the degree. The A.A.S.-T degree is based on technical courses required for job preparation but also includes transfer degree general education courses. In general, technical degree programs are not designed for general transfer to other colleges or universities; the A.A.S.-T degree prepares students for specific bachelor's degree programs at specific institutions. Students should contact the appropriate college division dean or Advising Office for a current list of baccalaureate institutions accepting the A.A.S.-T degree. (2014-16 Seattle Colleges catalog, page 5)

Baccalaureate and Transfer Associate Degree Learning Outcomes (2.C.10)

In 2009, the college revised and adopted a new set of [Essential Learning Outcomes](#) (ELOs) to replace the General Education Learning Outcomes first developed in the early 1990s. The ELOs apply to instructional programs at both the associate and baccalaureate level.

The ELOs are published in the college's quarterly class schedules and on the college [website](#), and are prominently displayed in classrooms and in common areas around campus. The ELOs support the college's mission—*Changing Lives through Education*—and are reflected in its core themes, especially Core Theme One: *Advancing Student Success* and Core Theme Two: *Excelling in Teaching and Learning*.

Each instructional program or degree has identifiable program- or degree-level learning outcomes that correspond to relevant ELOs. Master Course Outlines (MCOs) identify course-level outcomes, as well as which program- or degree-level outcomes and which ELOs are addressed in each course.

Related Instruction Learning Outcomes (2.C.11)

In 2012, a task force working within Core Theme One: *Advancing Student Success* began a major revision of the documents that described the requirements of the college's professional technical certificates and degrees. Previously termed "Scope and Sequences," the new templates are called "Program Planning Guides." They include more information about wages, career pathways, and job skills as well as the categories of related instruction required. The new templates are now used for all professional technical pathways. An example can be seen by viewing the guide for the college's Associate of Applied Science degree in [accounting](#).

All applied degrees at North Seattle College address general education-related instruction requirements. In addition, all students who seek a certificate of 45 credits or more must complete a minimum number of nine credits of related instruction: five credits each in communication, computation, and human relations, taught as embedded content or as separate courses aligned with program outcomes. The curricular scope and sequence for each professional technical certificate and degree identifies courses that fulfill the related instruction requirements. Program and department faculty members, technical advisory committee members, division administration, and CAS members have all reviewed and accepted these degrees. The CAS-approved minutes document all revisions and updates.

Stand-alone/non-embedded general education and related-instruction classes are taught by qualified faculty members in their specific discipline.

Graduate Programs (2.C.12 through 2.C.15)—Not Applicable

Credit and Non-Credit Class Compatibility with College's Mission and Goals (2.C.16)

Founded in the 1970s, [Continuing Education](#) (CE) offers a variety of professional development and personal enrichment opportunities to North Seattle College students, faculty, and staff, and to North Seattle community members. The Continuing Education department is committed to the college's mission

of *Changing Lives through Education* by expanding horizons, serving the community, and offering opportunities for lifelong learning.

Continuing Education is vital to the college's core theme of *Building Community*. The department goals for growth and program improvement are reflected in Indicator 3.1 within the college's strategic plan. The majority of Continuing Education students are not initially enrolled in any other types of classes at the college, and therefore the CE program is their touch point with the college. Many CE students are first introduced to North through a Continuing Education class and their positive experience may lead to future enrollments in credit classes for themselves or family members. Continuing Education leads to greater brand awareness for the college as a whole and has a positive impact on community relations.

To ensure a direct link with the academic side of the institution, the director of continuing education is a member of the vice president for instruction's instructional council and actively participates in decision-making and leadership with other instructional leaders.

Academic Quality of Continuing Education (2.C.17)

Continuing Education (CE) maintains high academic quality for all its classes. CE employs over 100 part-time instructors who are highly qualified in their fields of study. Many work in their discipline, either as an active professional or as a full-time teacher. Some do work in another profession but teach a subject about which they are both passionate and very experienced in as an enthusiast. Continuing Education instructors are published authors, recognized artists, successful business people, experts in their fields, and professional presenters. CE courses are offered non-credit; no academic credit is assigned.

All Continuing Education programs and course offerings undergo an application review process. New instructors are interviewed prior to employment unless they are already working for and recommended by a partner CE department in the Seattle Community College District. Personal interviews, which usually include a short teaching demonstration, ensure that instructors possess a significant depth of knowledge in their field that is based on experience, training, and/or education. CE instructors are also screened and regularly evaluated on their knowledge of their subject matter, their professionalism, the organization of their course content, and their ability to engage students through classroom observations by a CE staff member. The director of continuing education reviews course content, instructor qualifications, and financial viability of all CE classes before offering the classes to the community.

All Continuing Education courses are evaluated for quality by students on a quarterly basis. Students are e-mailed a standard course evaluation after the completion of the class. Student surveys are monitored by CE staff throughout the year and the CE program addresses policy changes and special issues related to student satisfaction as needed. Instructors who continually perform poorly, as judged by student surveys, are replaced; this ensures that the quality of the program is maintained. The Continuing Education office is also evaluated by students for customer service and ease of registration.

Granting of Credit (2.C.18)

Continuing Education maintains its offerings of Continuing Education Units (CEUs) for all CE courses in accordance with the guidelines from the International Association of Continuing Education and Training (IACET). The Continuing Education program awards one continuing education unit (CEU) for every ten hours of instruction for courses taught by instructors employed by the college. Students requesting CEUs return a Reporting Form to the Continuing Education office with instructor verification that the student has attended all class sessions and has satisfactorily completed the course, and a letter of completion is prepared and mailed to the student.

In addition to offering CEUs, the Continuing Education department also offers Clock Hours for Washington state teachers for all CE courses. Clock Hours are awarded on a 1:1 basis with one hour of

instruction equaling one Clock Hour. Compliance with state regulations is ensured on an annual basis with the Washington State Office of the Superintendent of Public Instruction.

Maintaining Records (2.C.19)

Continuing Education maintains records for all CE courses in SBCTC Student Management System (SMS). Continuing Education student records are maintained in SMS and the Financial Management System (FMS) according to the Family Educational Rights and Privacy Act ([FERPA](#)) regulations and established protocols. The college maintains enrollment, payment and other student records for all Continuing Education courses, including assigning appropriate course identification and fee codes.

In addition, Continuing Education has an ongoing relationship with a database software vendor, Campus CE, where course history, instructor information and student enrollment records are cataloged. The majority of Continuing Education registrations are initially processed through Campus CE's online registration system and then transferred into SMS and FMS through a proprietary system. As part of the ongoing contract with the college, Campus CE agrees not to disclose any information in accordance with FERPA and all records are maintained in accordance with college and state regulations.

Continuing Education maintains a record of CE department policies and procedures in regards to processing student records and other departmental tasks in a Continuing Education Training Manual.

Standard 2.D Student Support Resources

Support of Student Learning Needs (2.D.1)

North Seattle College provides a variety of student support resources to create effective learning environments, including admission, orientation, registration, financial aid, advising, counseling, career services, testing, and student leadership. The college also provides special services for early-entrance high school students (Running Start), women, veterans, students with disabilities, former foster youth, students in need of academic assistance, senior adults and international students.

In 2014 North Seattle opened a new academic facility, the Health Sciences and Student Resources Building (HSSR), in the heart of the campus. This 80,000 square foot facility has over 11,000 square feet dedicated to the Student Learning Center (SLC) which houses all major tutoring services on campus including math, accounting, English, science, ESL, world languages, and more. In addition to providing one-on-one support, the SLC also enhances student learning by offering supplemental support courses like Math 089 and English 080 as well as special programs like tutor navigator, which provides small group tutoring to students taking developmental English courses, and Talk Time, which gives ESL students an opportunity to practice their listening and speaking skills in a small group setting. A technology-rich environment, students can also engage in self-study in the SLC using one of the numerous educational software programs or by utilizing the center's E-Tutoring services.

In addition, the HSSR also has three state-of-the-art STEM science labs, including a digital cadaver, and student research area. The facility also has a small simulation hospital with nine beds and two simulation rooms. The simulation rooms and each bed have state-of-the-art mannequins. Each simulates a particular event that nurses would encounter in a real hospital. The new building has four state-of-the-art general purpose classrooms, meeting and seminar rooms, a new food services area, and multiple quiet study areas throughout the facility.

The Student Media Center, located in the Library Building, provides students with a Collaboration Studio where they can practice their presentations using an interactive whiteboard, which may be videotaped. Videos may then be saved as downloadable files or burned onto a DVD. Cameras, digital video recorders and tripods are available for students to check out. In addition, the Student Media Center lab offers

students a large graphic table where they can create their media presentations. Additional collaborative learning space plus eight group study rooms are available in the library. These are heavily used by students throughout the academic year.

North's eLearning Support Center (NeLSC) provides both onsite and online logistical, technological and pedagogical resources and support for [faculty and staff](#), and similar support for [students](#) using educational technologies in online, hybrid and onsite learning environments. The college requires the successful completion, by faculty, of a five-week modular online training course designed and facilitated by NeLSC for instruction using the college's Canvas online learning management system in distance and on-campus classes. The training course is followed by approximately 10 hours of individualized, in-person assistance in NeLSC's state-of-the-art facilities to finalize virtual classroom development and instructor preparation to teach using a suite of pedagogically sound tools. The college has endorsed a set of standards for the use of eLearning technologies, and faculty are provided with multiple workshops and collaboration sessions focused on high-quality, research-based best practices including official *Applying the Quality Matters Rubric* (APPQMR) training in use of the "Quality Matters Rubric" for course design. NeLSC provides responsive help and trouble-shooting for all students through e-mail, phone, and onsite services, including periodic tutor-run orientation sessions and immediate walk-in support by staff and student mentors. NeLSC maintains websites with extensive resources for both [faculty](#) and [students](#).

The Media Services unit supports all of the audio and visual needs of the campus, including:

- Managing the inventory that supports the audio/visual portion of classrooms, lecture halls, meeting rooms, and teleconference spaces, as well as repairing and maintaining the devices.
- Supporting the Student Leadership and Multicultural Programs Department with hardware, setup, tear-down, and personnel for their events, lectures, and other functions that support the college's diverse students, staff, and communities.
- Coordinating audio/visual services for rentals of the college's facilities, including support of several eLearning classes and programs for partner organizations: Eastern Washington University, Western Washington University, the Opportunity Center for Employment and Education (OCE&E), and other college partners.

Safety and Security (2.D.2)

The mission of the college's Safety and Security Department is to provide a safe and secure learning and working environment for students and employees. On the staff are four full-time and eight part-time security officers. All full- and part-time security officers receive the same comprehensive training during the first 40 hours of orientation. The Safety and Security department maintains records of incidents and crimes in compliance with the [Campus Security Act](#) and works closely with the Seattle Police Department North Precinct located one block from the main campus.

Crime statistics for the college are accessible through websites maintained by North Seattle College's [Security Department](#) and the [U.S. Department of Education](#). Campus community members are notified via electronic e-mail, text message or other methods if violent incidents or incidents that may be an imminent threat to the campus community occur on or near campus.

Required policies, both federal and state, are included in [Section 200](#) of the district Policies and Procedures, and cover both physical security and the security of the online environment. The district 2012-14 [Catalog](#), pages 44-45, also provides security information including emergency phone numbers, safety and security, campus crime data, accidents, alcohol and drugs, firearms, workplace violence/hostile work environment, sexual harassment, smoking, traffic laws, and disciplinary action.

The college has an Emergency Action Plan that is updated as necessary by the college's Executive Team, at least quarterly, as part of district-wide emergency preparedness efforts. The college's Emergency

Action Plan includes detailed information on the Emergency command system, evacuation procedures, emergency procedures, and crisis response team. The Emergency Action Plan is electronically posted on the college campus security website. The plans are available to select individuals of the North Seattle College emergency preparedness team. Emergency Action Plans are also kept in printed versions and available to the president and selected administrators. General emergency procedures are posted on the campus security [website](#).

North Seattle College security also coordinates the campus threat assessment protocols by encouraging the campus community to report all incidents of harassment, threats (substantive or transient), stalking, domestic violence, or other potentially threatening behavior and documenting that behavior. Several campus employees are part of the [Campus Assessment, Response and Evaluation \(CARE\)](#) team, including campus security, the vice president for student services, the human resources director, the veteran's manager, the disability services director, the director of marketing and communications, two faculty members, and a representative from OCE&E. This team evaluates and determines an appropriate response to reports from the campus community of behavioral or welfare concerns.

Admissions, Orientation, Graduation, and Academic Transfer (2.D.3; *Eligibility Requirement 16*)

Consistent with its mission, North Seattle College admits students who have graduated from high school or are at least 18 years old. District Admission [Policy 305](#) was updated in 2011 to include the following admission exception:

Before their first quarter, new students attend orientation, either in-person or online. Coordinated by advising in collaboration with other college staff, students receive an overview of the college's programs, resources, and services, as well as important policies and procedures, and meet with an advisor to plan their first-quarter schedule. An overview of the orientation is provided on the [orientation website](#). Advisors provide guidance for students regarding graduation and transfer policies, as noted on the [advising website](#).

The Opportunity Center Employment and Education (OCE&E) connects North Seattle College students to a program offered off-site by Goodwill Industries called College 101. This is a free, six-week, non-credit course that covers important topics such as how to enroll, fill out a financial aid form, choose a program, navigate the college, and explore career options. College 101 also provides students with several quarters of case management with the goal of helping students complete their college program.

Program Elimination or Significant Change in Requirements (2.D.4)

The administrative process to determine program elimination is the [Program Viability Analysis](#) which was approved in 2002 and updated in 2004 by the Instructional Council. In the case of program elimination, appropriate arrangements are provided to ensure that students can complete their program with a minimum of disruption. Students work directly with the program coordinator to complete their programs, either with existing classes, through independent study and/or reasonable substitutes, or with similar classes offered at another college. Advising staff are regularly updated throughout this process. Using the program viability analysis, the college recently suspended the Communication, Business and Media Arts degree and certificate programs, and previously had discontinued the legal secretary certificate pathway. It is the intent of the vice president for instruction to work with academic deans to review and update the program viability process this coming summer.

College Catalog (2.D.5, *Eligibility Requirement 17*)

The Seattle College District publishes a multi-college biennial district catalog in hard copy and [online](#). This catalog covers college transfer and professional technical programs, continuing education, distance learning, pre-college, international student programs, and worker retraining. The catalog contains

combined course descriptions, lists of faculty and administration, and information shared among all colleges in the district, as well as sections on services and instructional programs offered specifically at North Seattle College (pages 81-123). Other important elements found in the catalog include:

- institutional mission and core themes;
- entrance requirements and procedures;
- grading policy;
- information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, projected timelines to completion based on normal student progress, and the frequency of course offerings;
- names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
- rules, regulations for conduct, rights, and responsibilities;
- tuition, fees, and other program costs;
- refund policies and procedures for students who withdraw from enrollment;
- opportunities and requirements for financial aid, and
- academic calendar.

A student handbook, available in print and [online](#), provides similar information to students, as do the college's [website](#) and [quarterly class schedules](#). Additionally, four times each quarter an e-mail is sent to all registered students with information about withdrawal deadlines and refund amounts, and on the eighth day of every quarter students receive an e-mail with information about their rights under the Family Educational Rights and Privacy Act (FERPA).

Licensure Requirements (2.D.6)

The district catalog, program brochures located in division offices, and program web pages on North Seattle's website inform students of the national and/or state requirements for licensure or entry into a profession. At North Seattle, the following programs have licensure requirements:

- [Medical Assisting](#): Commission on Accreditation of Allied Health Education Programs (CAAHEP) licensure;
- [Pharmacy Technician](#): State of Washington Department of Health, Board of Pharmacy;
- [Emergency Medical Technician](#): State of Washington Department of Health, Office of Emergency Medical and Trauma Prevention;
- [Nursing Assistant-Certified](#): State of Washington Aging and Disability Services Administration and Nursing Care Quality Assurance Commission;
- [LPN and LPN-RN Ladder](#): State of Washington Nursing Program Approval Panel (NPAP)-Nursing Care Quality Assurance Commission;
- Real Estate: [Associate of Applied Science \(AAS\) degree in Real Estate](#)

Student Records (2.D.7)

The Admissions, Registration, Records and Credentials Department (ARRC) is the primary custodian of student academic records at North Seattle. Records are stored in a secure, lockable room and in secure, locking file cabinets. Access and file maintenance are controlled by authorized personnel only. Student data are stored electronically, both on a district and a state server. All critical documents are scanned through the Hershey System and stored on the district's server.

The college adheres to Family Educational Rights and Privacy Act (FERPA) regulations, and follows district [Policy 308](#) (Student Records) and the [Washington State General Records Retention Schedule](#) for Washington's Community and Technical College System as published on the SBCTC website.

The district [catalog](#) (pages 42-43) covers Student Rules: Responsibilities and Right to Know and the district website publishes [Student Right to Know Rules](#). The college's website covers student

confidentiality on its [student policies web page](#). Each quarter, registered students receive an e-mail from ARRC explaining their rights as defined by FERPA.

Financial Aid Program (2.D.8)

The college's [financial aid website](#) contains information for students and families regarding the various types of financial aid, as well as guides, forms, instructions and links to the FAFSA, WASFA, and scholarships. The Financial Aid (FA) office continues to have forms and guides in print and online for students who inquire about information and support.

The Financial Aid staff present multiple workshops both on- and off-campus related to FAFSA assistance, scholarship searching tips, and assist in transfer fairs. Basic and Transitional Studies faculty (ABE, ESL, and GED) work closely with the FA office to ensure that students who are transitioning into college-level coursework are informed of the financial aid process.

The FA office collaborates with the Opportunity Center for Employment and Education (OCE&E), which provides integrated educational, vocational, employment, and supportive services. The OCE&E and Financial Aid staff meet regularly for information-sharing and cross-training in order to assist OCE&E students with college funding.

Financial Aid Repayment (2.D.9)

North Seattle College re-entered into the Federal Direct Loan Program in fall 2013. The college routinely monitors its default and delinquent student borrower lists from the loan servicers received on a monthly basis. Administrative holds are placed on student records for students who fail to complete exit counseling for either the Federal Direct Loan Program or the Federal Perkins Loan Program.

Financial Aid students are sent repayment notices in the mail regarding any funds they may owe to the institution, the U.S. Department of Education (DOE), or the Washington Student Achievement Council (WSAC), due to dropping their classes. Student accounts are referred either to the DOE, to the WSAC for collections, or to the district office, and are then assigned to an outside collection agency.

Academic Advising (2.D.10)

North Seattle has a centralized Advising Office, comprised of a director, 10 full-time academic advisors, and one part-time academic advisor who are knowledgeable about curricula, degree/program requirements, four-year admission, and college major requirements. The centralized office serves all students including college transfer, professional technical, and Basic Skills (ESL, GED, HS completion, Running Start, Workforce Education, and International), with the exception of those in Health and Human Services programs and B.A.S. programs. B.A.S. Program Managers, who are responsible for advising B.A.S. students, regularly meet with the other advisors and attend advising department meetings.

Advisors guide students during the entry process, including understanding test results and orientation to the college's programs and resources, and provide assistance in selecting courses for completing degrees and planning their transfer. Students have access to advisors by appointment or through "drop-in" advising. Information on which advisor to see is based on the student's program, and information on how to see an advisor is provided on the college's [advising webpage](#). A variety of degree-planning worksheets and advising resources are available on the college's transfer webpage.

[Advising](#) evaluates the effectiveness of its program in several ways via an annual survey during Spring Quarter. The survey asks a specific set of questions based on whether students have used advising services in the past. Several programs within advising also offer surveys as a means of assessment including Completion Check, New Student Orientation, and Running Start.

The primary method by which advising defines, publishes, and makes available its resources and services is by communicating with students through the [advising website](#). Advising also sends out information via the college's Marketing and Communications Office, a newsfeed, and the college's [Facebook](#) page.

Co-Curricular Activities (2.D.11)

Co-curricular activities are administered by the [Department of Student Leadership and Multicultural Programs](#) (SLMP). Since 2007, SLMP has aligned its programming with the college's mission, vision, and core themes. Student leaders collaborate with college faculty, staff, students, and the administration to realize the college's retention, progression, and completion goals.

Auxiliary Services (2.D.12)

Auxiliary services for students at North Seattle College include food services and a bookstore. The college does not provide housing for its students.

Since the college's Year Three site visit, the primary food services site at North Seattle has moved to the first floor of the new \$25M HSSR Building. The new building opened in February of 2014. The new food-services venue, The Grove, includes a super espresso, a grab-and-go function, and a hot food line with paninis, made to order pocket pizzas and regular food plates, and a large gathering/lounge/eating area with available outdoor/cafe access during good weather. The entire back-of-house production kitchen in the College Center Building was also rebuilt and outfitted with state-of-the-art food service equipment, increased storage capacity, and a more functional layout. The Grove has extended its hours to serve students and faculty in evening classes, with grab-and-go snack items, sandwiches, salads, soups, paninis, and drinks. Feedback and suggestions for improvement are encouraged from students, faculty, staff, and administrators through signage in the cafeteria, by phone and e-mail, and in person.

North Seattle's [bookstore](#), operated by Barnes and Noble since 2001, serves the campus community by providing textbooks (new, used, rental, and e-textbooks), educational supplies and materials, and appropriate student merchandise. The bookstore was renovated in 2012 and continues to provide students with the most current academic supplies.

Intercollegiate Athletic and Other Co-Curricular Programs (2.D.13)

The 2012 Student Administrative Council voted to discontinue using Service & Activity fees and fees from the Roy Flores Wellness Center to support the district's intercollegiate basketball team. This decision became effective with the 2012-13 academic year. The same amount of funding (approximately \$41,000), previously allocated for the intercollegiate basketball teams serving 24-30 students per academic year, will now be available to serve all of the students who utilize the services of the Roy Flores Wellness Center.

Although the intercollegiate basketball program no longer exists for students, the Roy Flores Wellness Center continues to offer its drop-in fitness classes, basketball, and volleyball, and has recently added ping pong and badminton. In addition, a new position was added in November 2012 to develop and coordinate an intramural sports program as an added recreational activity for students and other members. With the collaboration of student leadership, student clubs, international programs, and diversity programs, the intramural program has grown rather quickly within a short period of time. The Roy Flores Wellness Center currently averages 4,486 student visits per month and is now poised to expand its services to benefit a more diverse and broader segment of the college's student population.

Identity Verification for Distance Learning (2.D.14)

Students enrolled in e-learning courses and programs verify their identity in the college's online learning management system through their unique user login names and passwords. Students must present their student identification cards (or other picture IDs) before taking proctored exams on campus. The college

requires approval of proctors in other locations and requires that they check students' picture IDs before proctoring exams as well. The college is piloting the use of Tegrity webcam technology as a remote proctoring tool, providing another valid, faculty-supported safeguard against identity fraud in remote student work, especially high-stakes examinations. Such technology-driven approaches are potentially applicable to other types of remote student tasks as well, such as homework and take-home exam completion in all class modes (face-to-face, hybrid, and online). Lastly, through its faculty training program, the college promotes the use of active assessments other than high-stakes multiple-choice tests in order to discourage student cheating.

Standard 2.E Library and Information Resources

Access to Resources (2.E.1; *Eligibility Requirement 13*)

The library's collections and services directly support the college's mission of *Changing Lives through Education*. They are a crucial part of the "highly supportive educational environment" employed as a means to that end. However, inadequate staffing and acquisitions budgets between 2011 and 2014 had a serious negative impact on the library's effectiveness.

Staffing: Beyond their visible work at the reference desk and in the classroom, librarians perform the bulk of their duties behind the scenes: purchasing new materials, weeding unwanted materials, developing curriculum, creating research guides, reviewing databases for possible subscription, tracking usage, outreach to faculty and students, testing technologies, and overseeing the complex online systems which keep the catalog, databases and other digital resources current and accessible.

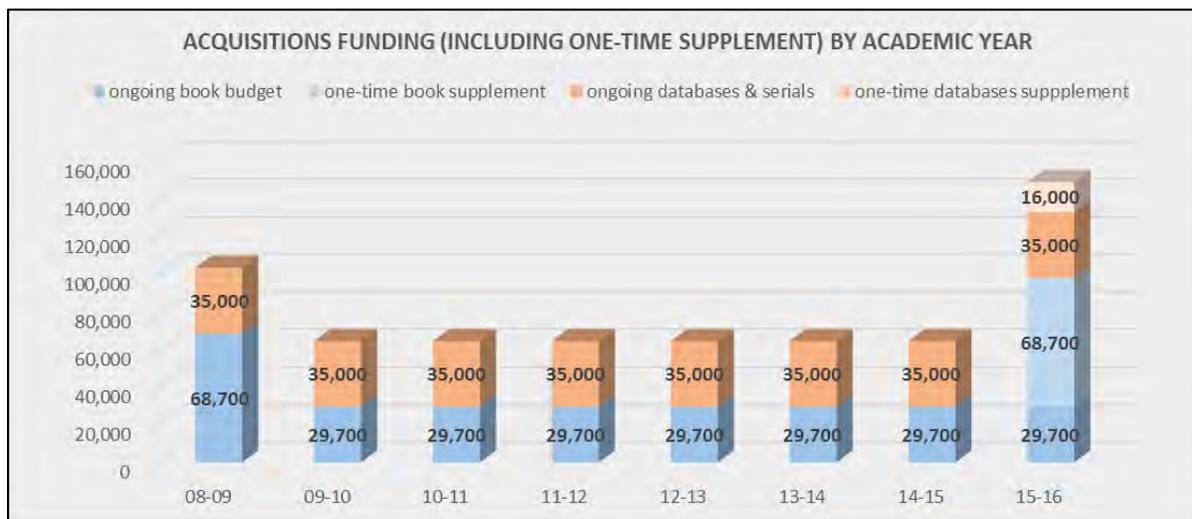
For scheduling and financial reasons, everything but the reference duties are most effectively carried out by full-time librarians with part-timers hired primarily to staff the reference desk. When retirements reduced the number of full-time librarians from four down to two in 2011, and budget reductions prevented the positions from being replaced, the library started a five-year period of serious understaffing, even with part-timers shouldering much of the reference work. During this period, the library inexorably slipped behind in collection maintenance, professional development, campus outreach and liaison work. Projects, proposals, and grant opportunities were simply placed on hold due to lack of staff time. Fortunately, one full-time librarian position was reinstated in 2014 and a second one in 2015. The library is now fully staffed and librarians have been able to regain momentum in collection maintenance and campus outreach and liaison work.

Full-Time and Part-Time Librarians, 2009-2016								
Item	2009	2010	2011	2012	2013	2014	2015	2015-16
FT Librarians	4	4	2	2	2	3	3	4
PT Librarians	3	3	3	3	4	3	3	1

Collections: The library's collection is seriously out-of-date. Even after a massive weeding effort in 2015 to eliminate the least-used print books, the average publication date of the library's print books is 1988. This is the direct result of seven years of funding at 43% of pre-recession levels. The current administration is committed to addressing this lack of funding and was able to secure an additional \$39,000 in temporary funds for the book budget for 2015-16. Hopefully this funding will become permanent in FY2016.

In the few areas in which librarians can select individual titles, the library's expansion into e-books has improved the collection's currency and quality. However, most of the library's e-books are available from vendors only as "collections" of several thousand titles each. With minimal local control over selection, and low student enthusiasm for them, e-books are not a viable long-term solution for the limitations of the print book collection.

The 34 databases in the library’s [database collection](#) provide electronic access to periodicals, reference works, images, films, music and specialized areas such as business statistics. Databases are very popular with students and faculty. Although their number, size, quality and prices have all risen over the years; permanent database funding has not changed since 2008. However, the administration was able to allocate an additional \$16,000 in temporary funds for the data base collection in 2015-2016.



Another area of concern is the need for a funding model to maintain the journals, databases and other materials that support the college’s B.A.S. programs which require upper-division instructional support. Funding for library resources is allocated in the B.A.S program budgets, but as tuition-funded programs, the budgets are difficult to predict from year to year. The library is working with B.A.S. administrators to establish a sustainable, reliable mechanism for funding to acquire and maintain these new resources.

Access: Most access restrictions stem from reduced library hours, which in turn stem from reduced funding for staff. The library was able to restore Saturday and Sunday hours in 2015, but has yet to return to pre-recession levels.

Library Hours of Operation 2009-2016								
Year	2009	2010	2011	2012	2013	2014	2015	2015-16
Open hours/week	70	68	60	60	60	64	64	68

The library works with e-Learning staff to ensure that appropriate links to library collections and services are included in the standard course shell developed for delivering online instruction.

For students with Internet access, the library’s electronic resources are available 24/7. These resources include many reference works, most periodicals, all databases, all research guides, 46,670 e-books, and many reserve materials. They are available on multiple platforms and in multiple formats, many of which are configured for mobile devices. The library also provides 24/7 chat reference service through a worldwide library cooperative. These online resources and services are accessible to remote users and on-campus students whether the library is open or closed.

There is no remote or after-hours access to the library’s 38,606 print books, 3,795 physical media items, or to the physical materials on reserve. Two days per week, library staff take a traveling library to The

Grove to display selected books and CDs, answer reference questions, and check out materials to the college community.

The library has two workstations with adaptations for wheelchair users and those with impaired vision. Many of the library's databases are equipped with text-to-speech and translation functions. Other databases of audio and video sources also supply transcripts or captioning.

Services: Librarians provide expert research advice in all disciplines to the whole college community whenever the library is open. When the library is closed, students and staff have access to a 24/7 online chat reference service through the library's participation in a worldwide reference cooperative.

The Library Reserves Service provides short-term access to materials that faculty have incorporated into their teaching, but that students do not or cannot purchase for themselves.

The library provides WiFi, group study rooms, computers, printers, scanners, and copiers. Two collaborative work stations allow multiple users to share a common computer screen. Computer tutors are on hand 13 hours per week to provide technical support.

The library's Student Media Center offers the use of a studio to design and practice presentations. The center also provides audiovisual equipment, such as camcorders, cameras, media software and guidance in crafting presentations of all sorts, from paper posters to digital programming with music and special effects.

The library participates in campus-wide events with thematic displays and [topic guides](#). The library often sponsors its own special events, usually centered on a film showing or guest speaker on topics ranging from the American civil rights movement to Muslim cultures. The library also provides logistical support to the quarterly [Campus Book Read](#), showcases [faculty publications](#), presents [Faculty Salons](#), and hosts art shows

Library and Information Resources Planning (2.E.2)

The library's planning process takes place on several levels. The library associate dean participates in the college Instructional Council, facilitating communication with other instructional divisions. Librarians serve on college-, district-, and statewide committees, bringing the library's perspective to institutional planning and subsequently reporting back institutional developments that affect library planning. Reference librarians meet weekly with the associate dean to address short-term challenges and long-term goals. District librarians meet once a quarter to coordinate campus plans and collaborate on district projects.

The college's new B.A.S. programs come with special planning challenges. Librarians are working closely with B.A.S. administrators to establish funding formulae that can accommodate both the uncertainties of tuition-funded programs and the library's need for predictable funds to adequately support them.

Information Literacy Support (2.E.3)

Now that staffing permits, librarians have returned to teaching at least one of the following credit-bearing courses each quarter, delivering them as stand-alone courses, linked courses, online, or face-to-face:

- INFO101 Introduction to Information Resources;
- SSC101 Introduction to Information Resources ;
- IBN490 Research Skills for International Business.

IBN490 and INFO101 are required research-skills courses for B.A.S. programs in International Business and Early Childhood Education, respectively. As the college launches more Bachelor of Science degree

programs, librarians are collaborating with administration and subject faculty to provide specially tailored, required credit courses in upper-division research skills in all of the appropriate fields.

In addition to teaching courses, librarians produce video tutorials, online guides, paper handouts, flyers, and posters about library resources and common areas of confusion (e.g. citation styles and copyright law). They regularly collaborate with discipline faculty to prepare specialized online [course research guides](#) and teach one-hour research skills sessions tailored to course needs. In 2014-15, librarians taught 110 such instruction sessions, reaching 1,922 students enrolled in a variety of courses.

As campus copyright officer, the library associate dean regularly educates the campus community on copyright issues. Recent legislation and the shift towards putting course materials online have changed the copyright landscape significantly, and it falls to librarians to keep their colleagues up-to-date on these changes. Librarians teach faculty copyright workshops quarterly, provide one-on-one advice, and launch poster campaigns on common copyright pitfalls.

Information Literacy support: Librarians treat reference queries on all topics as opportunities to teach information literacy skills. Students and staff consult with librarians for guidance in Information Literacy (IL) areas such as copyright, plagiarism, citation style, source evaluation, and search strategies. Librarians regularly purchase books and subscribe to services (such as citation generators) that support IL instruction. Online Information Literacy guides range from the broadly useful (citation styles) to narrowly tailored guides for specific classes (“Finding Information on a Technology Company”).

Evaluation of Library and Information Services (2.E.4)

The library administered student and faculty satisfaction surveys in 2013 and 2015, using the same instruments for both survey administrations. Results showed that both student and faculty satisfaction increased from 2013 to 2015.

One week each quarter, reference librarians record the extent to which students have mastered information literacy skills along with finding the answers to their reference questions. This quarterly survey allows librarians to measure one area of their instructional impact and keeps them focused on making the most of a “teachable moment.”

The library maintains a suggestion box and regularly reviews collected comments. This input has led to a new configuration of “study zones” and “quiet conversation zones” with stricter policing of quiet zones.

Standard 2.F Financial Resources

Financial Stability (2.F.1)

Through prudent fiscal steps the college has developed and grown its formal reserve to 6.2% of the aggregate total of each accounting fund’s annual expenditure budget. This level exceeds the 5% minimum required for compliance with SCD Board Policy 608. This reserve is important in light of the reductions in state funding since the last full-scale Self Study in 2007. Reduction in state support has also motivated the college to look for more grant, self-support, and contract funding. While actively pursuing new funding, the college also maintains a solid footing in established sources of funding.

In the self-support area, the college offers a growing Continuing Education program (see 2.A.16) that offers a diverse program of courses (computer, professional, art, language, fitness, etc.) and also partners with the other Seattle Colleges to provide customized training for area businesses (see 2.A.26). These programs have supported the mission, core themes, and goals of the college while providing funds to support its operation.

The operating budget for North Seattle is partially supported through cost recoveries. In response to reductions in the college's base state funding, the college has expanded its International Student Programs (ISP), which have become an important revenue source, supporting approximately 10% of the operating budget. The Running Start (RS) program and Indirect Cost (IC) recoveries have also contributed to the financial stability of the college. The ISP, RS, and IC programs also contribute to the college's mission and core themes through their annual support of the operating budget, which totaled approximately \$4M (permanent level) in FY 2015.

The college has no internal debt at this time but it does support the external debt of a district Certificate of Participation (COP) of \$20M, issued as part of the funding structure of the Opportunity Center for Employment and Education (OCE&E) facility recently built on campus. This debt is supported by approved 20-year leases with the Employment Security Department and Department of Social and Health Services which will retire the debt on the COP, minimizing any risk exposure to the college's resource base.

Since FY 2002, the college has engaged in actively identifying, clearing, and closing existing deficit accounts in all non-operating funds. This is done in response to Board Policy [608](#). The policy and its procedures target budget deficits with specific instructions and a timeframe for accomplishing the tasks identified. The college has been successful in implementing this policy. This deficit reduction effort continues with the college submitting updates to the chancellor and Board of Trustees on an annual basis.

In some instances, where an accumulated deficit is too great and/or the underlying operating circumstances are too complex to be alleviated within a single fiscal year, the college has submitted and received board approval for plans to eliminate the deficit condition in three to five years.

In maintaining fiscal stability, the college implements transfers between funds as part of its normal operating procedures. These transfers are planned, appropriately approved, and budgeted to follow district and college budget policies and procedures. Examples include the utilization of International Student Program revenues, Running Start program revenues, and indirect cost recoveries in support of the college's instructional and general operations each year. In terms of risk management, the college's financial stability is sufficient to allow flexibility with regard to supplementary transfers that it may find prudent and necessary during the course of a given fiscal year.

The college continues to seek to expand sources of funding while maintaining the stability of its existing relationships. An example of this stability is the college's longstanding relationship with the Office of Workforce Education at the State Board for Community and Technical Colleges (SBCTC or State Board). This relationship enables the college to provide programs in several Workforce Education target areas, including Worker Retraining, WorkFirst, Workforce Development, and the Job Skills Program (JSP). All these programs are funded by state board grants through Workforce Education with the exception of Worker Retraining, which is supported by the state general fund.

The college has succeeded in augmenting state board funding through grants, contracts, and facilities rentals. Since its last Comprehensive Self Study Report in 2007, the college has successfully secured over \$25,000,000 in grant and contract funding to support innovative programs and curriculum design.

Realistic development of additional financial resources is also evident in the increased campus facility rental effort conducted by the college, with resulting resources being utilized to supplement state support of the maintenance of college facilities and grounds. The college has generated approximately \$900,000 in total revenues through this effort during the five-year period of FY 2011 through FY 2015.

As a public institution and an agency of the State of Washington, the college's funds are subject to audit by the State Auditor's Office (SAO). The college's audit reports are included in the audit of the Seattle Community College District. As indicated in Financial Accountability Requirement #119, when an on-site audit is scheduled by the SAO, the intent is to determine the college's compliance with state laws and regulations and the district's policies and procedures. The SAO is also responsible for reporting the college's compliance with federal assistance programs and the adequacy of the college's internal controls. In FY 2011-12 the college added a fiscal compliance officer to the business office in order to improve oversight and monitoring of fiscal compliance and internal controls on campus. In FY 2014-15, that position was elevated to manager level with a subordinate Fiscal Specialist position added in support, and additional emphasis placed on fiscal control of the college's expanding activity in grants and contracts

An improved economy is believed to be a factor in the recent enrollment decline throughout the district as individuals who had previously been enrolled in school have now returned to the workforce. The enrollment decline among domestic students has heightened concern about the potential loss of international students due to volatility in global financial, political, and environmental conditions. The college has protected itself against this risk through the development of a reserve that can cover the International Student Programs' support of the college's operating budget for two fiscal years in the event of a catastrophic event.

Resource Planning and Budget Development (2.F.2)

The college's annual operating budget development process for the upcoming fiscal year traditionally begins in October and concludes with a balanced budget that is submitted to the district in June. This final budget is the result of a collaborative and public financial planning process. The budget is implemented on the first of July. At its July meeting, the Board of Trustees (BOT) generally passes a continuing operations resolution that carries financial operations through October. At its October meeting, the board approves the final budget. The college projects both state- and self-support revenues and expenditures in order to plan for long-term program changes. The capital budget requests are developed through SBCTC's biennial process.

During the budget planning for FY 2015-16 a budget impasse between the governor, House and Senate stalled the state process significantly. As of June 24, 2015 the state did not have a budget for FY 2015-16, nor were there clear indications regarding the impact the budget would have on the state's community college system. Since some of the potential issues would have significant impacts on local community colleges, the budget process has unfortunately been less-than-satisfactory and less-than-inclusive. Campus meetings with the College Council, Budget Advisory Committee and all-campus presented only "draft" budgets that would have to be reconsidered after the state budget was approved. This was not previously the norm, and college faculty and staff were very cooperative and understanding of the situation. This incident was reflective of the good relationship the college has with its campus community.

Over time the continued erosion of state support for higher education has created a budget alignment strategy with increased dependency on the college's non-state funded resource base, particularly in the International Student Program (ISP), the Running Start program, grants, and development of non-state funded revenue resources like the facilities rental program. Conservative budgeting, fiscal austerity, and development of resource contingencies provide a non-state funded buffer that enables the college to respond to fiscal emergencies, opportunities, and budget reductions cycles.

As the economy deteriorated and support for higher education began to drop precipitously, the challenge was to preserve consistency with the college's strategic plan and core themes while preventing the college from being adversely affected by reductions and eliminations of programs and positions.

The roles of the Budget Planning Team (BPT) and the College Council have become more focused relative to budget reduction issues during the last few years. In fiscal FY 2012, the BPT was reduced in size and renamed the Budget Advisory Committee (BAC), a cross-functional team of seven (including one student representative) charged with determining the feasibility of the proposed operating budget in a given fiscal year. The result of the BAC’s work is submitted to the college president and is review by the President’s Cabinet and Executive Team. The College Council chair is copied on the submittal, and the work is made available in a timely manner to the college community via a web-share each year.

Focusing on consistency with the strategic plan and analysis of the proposed options are still the primary input from the College Council. Since its inception in FY 2012, the BAC has shared information collaboratively with the College Council to increase communication and understanding of technical budgetary issues. In some years BAC members have also served on College Council.

Meeting mandated enrollment targets has also become a significant challenge for the district, given the impact of double-digit increases in tuition during the last five years. Program efforts that increased FTE and were consistent with the college’s strategic plan and core themes were proposed, for example, adding an additional Emergency Medical Technician (EMT) cohort.

A Strategic Enrollment Management Committee (SEM) was established in 2006 to coordinate recruitment and enrollment strategies among the Marketing and Communications Office, Student Development Services (SDS), and the instructional divisions. In 2010, the SEM committee developed an [inventory of student success](#) strategies in order to establish a baseline level of institutional effort in this area. The chair of the committee surveyed the college and developed a repository of practices across the campus that helped identify specific gaps. In 2013 the SEM committee initiated and completed an [environmental scan and labor market survey](#) to help inform the college’s enrollment, recruitment, program development and retention strategies.

A consultant was hired in 2014-15 to review current practice and make recommendations for enhancing the effectiveness of SEM’s ability to market, recruit and retain a greater number of students. Based on her recommendations, the president restructured SEM, designating it a council and naming the vice presidents for instruction and student development services as its co-chairs. The newly re-formulated council began its work in fall 2015 (see previous discussion in 2.A.1.)

North Seattle has two non-profit fundraising organizations working to provide support for the college: the North Seattle College Foundation (Foundation) and the North Seattle College Education Fund (Education Fund). For planning purposes, the Foundation has committed to providing a minimum of \$250,000 a year for scholarships. The Education Fund’s income has increased steadily since its inception, reaching \$1.6M in 2014-15. In-kind donations for classroom equipment and materials have exceeded \$500K in total value since the Education Fund’s inception. Each organization consistently provides funding for scholarships, faculty and staff development, equipment, emergency assistance, and special projects.

The ability to accurately project awards is affected by the competition for these resources. The following table indicates that revenues from grants and contracts (G&C) in combination with college-level International Student Programs (ISP) revenues exhibit a consistent pattern for planning purposes.

Revenue from Grants, Contacts and International Student Programs					
	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
G&C Revenue	\$4,736,812	\$3,609,554	\$3,750,191	\$3,155,898	\$3,711,327
ISP College Level Revenue	\$3,682,243	\$5,647,601	\$6,558,827	\$6,384,638	\$8,033,498
Total Revenue G&C plus ISP college level	\$8,419,055	\$9,257,155	\$10,309,018	\$9,540,536	\$11,744,825

Financial Planning and Budget Development Policies and Guidelines (2.F.3)

The district policies and guidelines for financial planning and budget development are outlined in [Section 600](#) of the district’s website. Multiple opportunities for input from faculty, staff, students, and administrators are included in the financial planning and budget development process:

- The college’s annual budget is developed at the department level, reviewed by the Budget Advisory Committee, and discussed at the College Council, and then sent forward for revision and review by the Executive Team and final approval by the president.
- Currently all-college budget presentations are held throughout the process to inform the college of the pending and final budget decisions and to answer questions. Budgets are balanced with total resources equaling the total expenditures.
- In FY 2006, the college initiated a dual budget request process. Each macro budget unit was asked to submit a detailed budget request to be covered by “permanent” and normal “temporary” funds. This first track of the dual system resulted in continued balanced operating budget, utilizing normal funding sources. As a second track, each macro unit was also asked to submit a prioritized list of one-time, non-recurring “unmet needs.” Given the severe fiscal reductions during FY 2011 and 2012, the “unmet needs” track was not utilized. In FY 2013, with relief from further state revenue reduction, the process was reactivated. These lists were evaluated through an open process that culminated in a college-wide prioritized list of needs, to be funded as resources became available (see [Unmet Needs Form](#)).
- For FY 2014, the unmet needs process was retained, but renamed the Temporary Funding Request. It occurred simultaneously with the Operating Budget Request process. Each Temporary Funding Request was linked to a proposed strategic initiative put forward by the college community to help the institution achieve a specific college benchmark(s) (see [Budget Development Process for 2013-14](#)). In another change, all budget requests were required to demonstrate clear connections to and positive impacts on the college’s core themes, objectives, and benchmarks (see [Sample Operating Budget Request](#) and [Sample Temporary Funding Request](#)).
- In FY 2015, the development process was further revised to enable departments to request renewals of their FY 2014 initiatives and/or submit requests for funding of new initiatives. The requirement that all requests tie to college benchmarks was retained.
- In FY 2016, the process remains the same as the preceding year except that President Brown has requested that the process start earlier in the year.
- A budget calendar is shared with the college to facilitate awareness and input opportunities on the resource allocation process.
- Numerous public all-college meetings, which include students, are held throughout the budget process to provide information and input options into the decision-making activities.
- The president meets regularly with student government and other college committee leadership constituencies to keep them informed and provide opportunities for input into the fiscal process.
- The president works collaboratively with the vice presidents and the college community to create an open and transparent progression on the allocation of resources. A bottom-up budget process is followed which provides greater transparency.

Accurate and Timely Financial Information (2.F.4)

North Seattle College follows federal and state laws, rules, regulations, and the Generally Accepted Accounting Principles (GAAP). The college’s budgets and accounts are in accordance with the policies and procedures established by the Washington State Legislature, the Office of Financial Management (OFM), the Higher Education Coordinating Board (HECB), SBCTC and policies established by the district’s Board of Trustees ([Section 600](#)). The college uses a financial reporting system that is common to all of the state’s community and technical colleges and is GAAP compliant. All funds for financial aid

and other specific programs not subject to governmental audit are audited annually by the Washington State Auditor's Office.

The college added a new fiscal compliance officer and internal auditor position in FY 2015 as well as a fiscal analyst. These positions provide fiscal checks and balances and serve as a key fiscal control functions at the college, particularly in grants and the instructional units. An example is an internal audit process for department credit cards.

Capital Budgets (2.F.5)

The process for funding capital projects in Washington State occurs every two years. This process serves as a mechanism requiring a master plan review on a similar schedule. The college's capital budget requests include aligning capital requirements for facilities with future educational changes and facility conditions needs.

In May 2011 the college successfully completed a \$21M, 45,000 square foot facility, the [Opportunity Center for Employment and Education](#) (OCE&E). This facility integrates educational, vocational, employment, and supportive social and health services through a partnership of multiple community-based agencies and community colleges. A second major capital project is consistent with the college's [2007 Long Range Campus Plan](#). This second project, a \$25M, 50,000 square foot Health Sciences and Student Resources (HSSR) Building, was completed in February of 2014. The HSSR project was funded through state general obligations bonds and did not become a debt burden to the college. Both of these buildings achieved [LEED Gold Certification](#).

Debt for capital projects follows a process different from that of the operating budget. The State Board directs the process for capital requests on a biennial basis. SBCTC has received accolades from the legislature for a fair and thorough capital budget request process. The Office of the State Treasurer in the State of Washington carefully controls this debt. The 1989 state legislature passed a law providing financing for both real and personal property through the use of financing contracts. These contracts include general obligation bonds (GO) and certificates of participation (COPs). The college has no internal debt at this time but it does support external debt of a District Certificate of Participation (COP) of \$20M issued as part of the funding structure of the OCE&E project. This debt is supported by formal, state-approved 20-year leases with the Department of Employment Security and Department of Social and Health Services. The agencies' rents retire the debt payment on the COP. No other capital expenditures debt exists, and capital drains on educational resources are avoided.

Financial Relationship between General Operating and Auxiliary Enterprises (2.F.6)

All of the college's auxiliary enterprise programs, principally food services and facilities rentals, are expected to be self-sustaining, even revenue-producing. The college has made significant strides in its ongoing effort to exercise prudent, balanced, and effective financial management of its auxiliary enterprise operations. The college made a concerted effort to identify, clear, and close existing deficit accounts in all non-operating funds. Food services continues to be monitored closely and has made significant improvement in reducing its yearly operating deficit.

In addition, the college has initiated efforts to further refine processes and procedures to improve efficiency and maximize revenue-generating capability in its facilities rentals and food services operations. Accounts are now managed to maintain specific retained earnings' balances, portions of which may be incorporated into the overall planned funding matrix that supports the educational and general operation of the college, and are given proper identification and approval under the college's budget development process.

Food services has received support in the past from International Student Programs (ISP) to offset yearly deficit closures. The facilities-rental program supports various portions of facility and security positions within the operations budget.

Of particular note is the new source of revenue from the rental program. The rental rates have nearly doubled over the last several years. Also, a requirement was put into place whereby any group that rents campus facilities and includes food as part of its event must give the college's food services the right of first refusal. This requirement holds true whether the group is from within the college community or external to the college.

External Financial Audit (2.F.7; Eligibility Requirement 19)

As a public institution and an agency of the State of Washington, all college funds are subject to periodic audits by the State Auditor's Office (SAO) (see Eligibility Requirement #19 for audit practices that have changed). During scheduled on-site SAO audit visits, issues noted in the audit report, whether exit conference items, management letter items, or formal audit findings (the most severe), are addressed at the exit conference (at the conclusion of the audit) with the Board of Trustees chair and executive management team members.

In FY 2012, the Business Office added a fiscal compliance officer to its staff. This hands-on experience and additional oversight has been quite successful in preventing and correcting auditing problems (see 2.F.1). The college's fiscal compliance officer in the Business Office ensures that adequate internal controls are in place. When exceptions to controls are discovered, the Business Office fiscal compliance officer works with the department to see if there are compensating controls.

All financial aid funds, including North Seattle Education Fund scholarships, are a part of SAO audit reviews. Copies of audit reports are available in the college's Business Office and at the district's Accounting Office. North Seattle's financial aid programs (grants-in-aid, scholarships, and student employment) have had no audit findings or management letters.

Each of the college's two non-profit fundraising organizations (the Education Fund and the Foundation) is audited annually by an independent certified public accounting firm. Copies of audit reports are available in both the college's Business Office and Education Fund office.

Fundraising Activities (2.F.8)

As described in the 2007 Self Study, there are two organizations affiliated with the college that raise funds and provide support for North Seattle's students and education programs: North Seattle Community College Foundation, and the North Seattle College Education Fund. The NSCC Foundation is a non-profit debt management program dedicated to providing financial management education to its clients and financial resources for the college. It is led by a volunteer Board of Directors, and the president of the college serves as an ex-officio voting member of the Board. No significant changes to the Foundation have occurred since the 2007 Self Study.

The Education Fund signed an updated agreement with the college in 2011, and has witnessed an expansion in capacity to offer a greater number of scholarships and other supports since 2007. The education fund's executive director is a college employee who reports directly to the college president. In 2014-15, the Education Fund awarded just over \$310,000 in scholarships as well as nearly \$738,000 in other program supports. The Education Fund is led by a volunteer Board of Directors (separate from the Foundation Board), and the president of the college serve as an ex-officio voting member. Each of these two entities is registered as an independent 501(c)(3) non-profit organization, with its own respective by-laws, policies and procedures.

Standard 2.G Physical Infrastructure and Technological Infrastructure

Adequate Physical Facilities (2.G.1; Eligibility Requirement 14)

North Seattle College's campus was built in 1969, and during the last 46 years the college has maintained a growing and actively used facility complex in functional conditions, meeting the needs of the college community.

Facilities and Grounds: Since 1989, SBCTC has directed that a facility condition survey be performed on all state-owned community college facilities every biennium. This is a method of identifying and budgeting capital repair needs by applying a uniform process to all community colleges state-wide. The SBCTC capital process is linked to consistency with campus strategic plans and the state board's capital allocation process.

North Seattle's [2013 Facilities Condition Survey](#) rated six of the ten facilities as superior or adequate. However, the overall rating ranked the campus facilities in below-average condition and indicated that improvement is needed, primarily through major renovations of selected buildings. An early preliminary report on the 2015 facilities condition survey notes a general improvement, due largely to the renovation of the old Technology Building into the new \$25M Health Sciences and Student Resources Building. Many smaller first impression projects have been done, such as restroom renovations. This has slightly improved the overall score of several buildings.

As described in the Preface section of this report, in 2014 the college used local funds to make improvements within the library itself and in January 2016 submitted a proposal for \$32M to renovate the entire Library Building, including classrooms and performance space dating from the 1970's.

The college has successfully implemented a process to increase staffing requirements in the physical plant. One of the factors leading to this commitment is the rate of utilization of the community college's space. In its [2013-15 Operating Budget Maintenance Level Request](#), the State Board pointed out the utilization burden on community colleges:

The 2002 House Capital Committee Interim Workgroup on Higher Education Facilities Report (January 2003)), found the community and technical colleges utilize their physical space well above recognized standards. The report compared the Higher Education Coordinating Board (HECB) seat use standard of 22 hours per week to the utilization rate of community and technical colleges. Counting only state-supported FTES, two- year colleges are using their space at a rate of 32 hours per week, substantially higher than other educational institutions in the State. When including Running Start and other contract students, the utilization rate increases, as facilities experience heavy use from early morning to late evenings and weekends. This level of use increases demand for janitorial services and maintenance for community and technical college facilities.

The 2013 facilities condition survey indicated that the college has 651,334 gross square feet (GSF). The report further indicated that the eight full-time equivalent (FTE) maintenance facilities staff for the college were each responsible for maintaining 81,417 GSF of space on campus compared to FCS in 2011 with 83,504 GSF or a reduction of 2,087 GSF per maintenance FTE. National standards from the International Facility Managers Association (IFMA) indicate that the average GSF maintained per FTE should be 57,471 GSF. In terms of comparison, the college maintenance FTEs are responsible for 42 percent more space than the IFMA standard. Essentially the college was three maintenance FTEs short of meeting the standard.

In spite of this situation, the college has managed to maintain the physical plant in a safe and secure condition. During the last four years, the vice president of administrative services as well as various

presidents have provided increased resources to the physical plant. In the past biennium, several FTEs were added to the maintenance crew; however, some have subsequently been lost due to shifts within Facilities. One FTE advanced to director and one retired. The retired position is temporarily being held open against the unknowns of the budget cycle. The preliminary FTE count for the 2015 facilities condition survey is 8.4.

Two additional custodians and one additional ground position have been added. While the facilities condition survey does not address these crews as physical plant, they do provide critical sanitary and maintenance services. Overall, in spite of the up-and-down of the maintenance crew, Facilities is better staffed and in a more proactive situation than was the case four years ago.

The custodial unit has been reorganized. A daytime shift and a swing shift have been added to the traditional nighttime shift. The custodial and facility maintenance staff strive to maintain and present a healthy learning and working environment and value the importance of “first impressions” provided by the college’s physical plant and the conditions of public areas and classrooms. The filling of positions was accomplished by a combination of not replacing a retiring middle-level manager in the custodial unit, getting support from the facilities rental income, developing internal talent within the units, and utilizing international student program revenue.

North Seattle College Facilities Department uses the [Megamation](#) CMMS (Computerized Maintenance Management System). Over the past 10 years, the maintenance crew leadership has developed a project management and job request setup that, while still far from complete, has helped move the unit from a reactionary to a proactive position. By better utilizing staff time, resources, and customer service techniques, Facilities has come in line with the college’s core themes and mission by providing improved, consistent, and competent support to the faculty and staff.

Technological Infrastructure: Consistent with the college’s mission, core themes, and objectives, Information Technology (IT) and Media Services operates, installs, maintains, and supports technology resources for the college. Areas managed by IT and Media Services include data and voice networks, web servers and web accounts, electronic mail through Google Apps for Education and Microsoft Office 365, classroom technologies (including audio/visual equipment), student computer labs, technology purchasing, software licensing, hardware and software maintenance, new technologies research, assistance to users in selecting and using hardware and software, all college software installation, and helpdesk services for faculty, staff, and students. Since 2011, IT and Media Services has also provided all media services for classrooms, events, and rentals. IT support for the Facilities Rental Office has contributed significantly to that office’s success in generating facilities rental income. In addition, IT and Media Services provides overall support for the OCE&E facility and coordinating network activities for three diverse state agencies in one building. IT and Media Services supports the multiple computer labs, science labs and classrooms within the HSSR Building, and also an elaborate presentation venue in the building’s cafeteria/gathering area.

Since 2014, IT and Media Services has been working with stakeholders to adopt formal project management practices and implement ITIL (Information Technology Infrastructure Library) service management standards. The department has also engaged industry and University of Washington Tacoma research partners in order to provide a “Collaboration Lab” in the Education Building for coordinating exploration of new technologies supporting curriculum development and new service delivery models. This work continues to expand departmental support of core dimensions of the college mission.

IT and Media Services coordinates with the district office for Microsoft Exchange and Office 365 support and district-wide IT initiatives, including eForms (electronic administrative forms), Enterprise Active Directory, Office 365, enrollment management CRM, and a variety of other administrative and student

support systems. The department also coordinates administrative systems support through the State Board for Community and Technical Colleges. IT and Media Services staff consists of 14 permanent employees, six hourly employees, and a director. These positions are visible in the college's detailed [organizational chart](#).

Policies and Procedures for Hazardous or Toxic Materials (2.G.2)

The college has developed and implemented a set of comprehensive plans to handle, store, and safely dispose of hazardous materials on campus. These plans include the Chemical Hygiene Plan (CHP), Hazard Communication Program (HCP), Blood-Borne Pathogens Program (BBP), and the Respiratory Protection Program (RPP). These programs ensure that the college complies with federal, state, and county regulations associated with handling, storing, and disposing of hazardous materials on campus.

The CHP covers the storage, use, and disposal of laboratory chemicals. Personnel trained in chemistry also act as health and safety resources. Currently, the college's Chemical Hygiene Administrator (CHA) is the lab technician supervisor. This person has the responsibility for the overall health and safety programs for laboratories. Also, the college's Chemical Hygiene Officer (CHO) is one of the instructional technicians in the science laboratories. This person has the responsibility of maintaining the college's Safety Data Sheets (SDS) database formerly known as Material Safety Data Sheets (MSDS) and properly disposing of all hazardous waste on campus.

The HCP also outlines the goals and procedures to protect staff and students from exposure to harmful substances on campus. The HCP includes information about labeling, SDS training, and informing contractors who work on campus of possible exposure issues. Hazardous waste is collected, managed, and shipped by employees who are trained and have received Occupational Health and Safety Administration (OSHA) certification for handling hazardous substances. They also receive yearly training updates in federal and state regulations and laws. All incoming hazardous substances are monitored by the shipping and receiving personnel who check to see that each shipment contains an SDS. Shipments are held until a current SDS is obtained.

Employees receive training online for a number of the health and safety plans as well as yearly updates of specific programs in a regular classroom setting.

College Master Plan (2.G.3)

While the college had prepared the more common Master Plans in the past, the college's first Major Institution Master Plan (MIMP) was developed in 1995. This was updated and resubmitted in 1998 as construction of a new building was proposed. Work on updating this MIMP was begun in 2004 and completed in 2007 and approved by the City of Seattle in 2010.

The City approved the MIMP for the college with no expiration date. This authorized the college to proceed with two buildings that had been planned without any conflict with the city ordinances as part of the 2007 Campus Plan. [The Long Range Campus Plan](#) incorporated the college's strategic plan, mission, and values in its development.

The two major facilities identified in the Long Range Campus Plan were The Opportunity Center for Employment and Education (OCE&E) and the Allied Health Technology Building Renewal Project (re-named Health Sciences Student Resources after completed). The OCE&E was built and occupied by 2011, and the \$25M academic facility—the Health Sciences Student Resources Building—was occupied in 2014. Both of these facilities were successful and consistent with the college's strategic plan, core themes, and mission statement.

Sufficient Equipment (2.G.4)

Equipment not purchased through normal state-funded operational budgets is funded through the Universal Technology Fee (UTF), grant requests, a variety of other academic fee accounts, major capital projects or through Foundation resources.

Austere budgeting and conservative expenditures guided the college through recent difficult economic times. However, growth in the International Student Program facilitated the reactivation of the Unmet Needs Process in 2012-13, which provided funding for a broad variety of equipment needs totaling \$163,141.

As indicated in Section (2.F.3), the unmet needs process in FY 2014 was retained, but has been renamed the Temporary Funding Request. It occurred simultaneously with the Operating Budget Request process. The Temporary Funding Request was linked to proposed strategic initiatives put forward by the college community to help the institution achieve the college benchmarks (see [Budget Development Process for 2013-14](#)). In another change, all budget requests must show a clear connection to and positive impact on the college's core themes, objectives, and benchmarks (see [Sample Operating Budget Request](#) and [Sample Temporary Funding Request](#)).

Technological Network Infrastructure (2.G.5)

All North Seattle College employees have access to the administrative network via their NetID (user login). This provides network storage, including personal and shared web space. Network storage can be remotely accessed via secure file transfer protocol (SFTP) or Virtual Private Network (VPN). VPN access is provided for faculty and staff upon request and through a vetted procedure consistent with OCIO security standards and district standards 259 and 205. Collaboration tools and e-mail are also provided via Google Apps for Education and Microsoft Office365. Faculty and staff have access, via the North Seattle College [website](#), to a personal directory page that includes blog capabilities and faculty portal applications that support student enrollment (ETR) and registration integration.

Students have access to the instructional network (isolated from the administrative network for security purposes and in support of compliance with applicable state standards). Students log into the network with their NetID user IDs and have access to network storage, webspace, and shared drives. Student e-mail and other collaboration tools are provided through Google Apps for Education and Microsoft Office 365.

North Seattle College's technical infrastructure has appropriate and adequate systems to support the mission and core themes of the college. IT and Media Services provides the academic and administrative operations for all information technology functions. As part of the Seattle College District, the college is connected to commodity Internet and high-performance Internet II through the Pacific Northwest Gigapop at the University of Washington.

Internally, a fiber optic network (one Gigabit per second) provides reliable connectivity and bandwidth. IT and Media Services employs a variety of technologies, vendors, and software to provide cost-effective, robust infrastructure to support the needs of the campus. The college operates over 50 physical servers and over 1300 desktop workstations. The technical infrastructure is reviewed, maintained, and upgraded to keep up with changing needs.

The college's network includes 80 WiFi Access Points as well as 126 switches connecting at one Gigabit per second to 1300 Windows workstations and more than 70 student and staff Macintosh computers. IT and Media Services also supports over 210 college-owned laptops, both Windows and Macintosh. The network was extended in 2015 to enable networked building automation systems and support sustainable Smart Grid technologies. The district is fortunate to be able to offer higher speed network connections to

the Internet than many of its peer institutions due to well-established relationships with the University of Washington and the Pacific Northwest Gigapop.

Wireless network connectivity is provided in all buildings on campus. During Spring Quarter 2015 the Opportunity Center for Employment and Education (OCE&E) was added to the campus coverage to support OCE&E campus integration efforts. In 2012 the wireless network was upgraded to 802.11.n through funding from the Student Fee Board's Universal Technology Fee. Efforts continue to build out the infrastructure to blanket the entire campus with ubiquitous WiFi coverage. New technologies including wireless AC and centralized wireless controllers are being deployed as part of continued improvements. Additional specialized WiFi apps are deployed in classrooms to support innovative classroom training environments including dedicated apps for training on wireless HVAC controllers and building automation systems.

All students and employees have WiFi accounts using their NetIDs. Users without NetIDs can access college and district resources, but cannot access Internet sites outside of those domains. This configuration provides compliance with applicable state standards.

Current IT infrastructure is described in detail on the IT Services [website](#). Through a district-wide telecommunications project completed in 2011, telephones have been upgraded to voice over IP phones with Power over Ethernet where wiring is adequate. Additional IP phones are deployed as wiring is replaced during construction projects.

IT Service Delivery: The district provides e-mail for employees (Microsoft Exchange/Outlook/Office 365). Administrative applications (student, payroll/personnel, and financial management systems) are statewide operations coordinated through the State Board for Community and Technical Colleges. This system is being upgraded to CTCLink PeopleSoft ERP. Implementation for North Seattle College is projected for Spring Quarter 2017.

The college's IT and Media Services provides software, hardware, and network support for classrooms, computer labs, and offices. IT and Media Services provides a comprehensive helpdesk/call center. The helpdesk supports the objectives of providing high-quality and effective teaching and learning and works closely with eLearning staff to encourage and support instructors in the use of technology for innovative instruction. Training in IT is offered through the library's [Teaching and Learning Center](#). IT and Media Services supports the college's core themes by providing college e-mail accounts and collaboration tools through Google Apps for Education and Microsoft Office 365.

IT and Media Services supports several internal applications (both vendor-supplied and internally developed), including the Key Management system, a Testing Center with 30 workstations, Point of Sale system for food services, automated displays for screensavers and reader boards, RAVE campus alert, a news aggregator, Spiceworks Helpdesk, Who's Next (a queue management and student online appointment scheduling system), document management, enrollment transactions, an International Student application, and other forms and workflow support.

IT and Media Services supports several ITV classrooms on campus, scheduling resources through [KORRS](#), a K-20 network managed by the State Board for Community and Technical colleges to support classes, meetings, and other remotely accessed events. IT and Media Services also provides a mobile ITV solution as well as portable Skype and Adobe Collaborate resources if faculty or staff need to attend remote meetings from spaces other than the pre-configured classrooms or their offices.

Instructional Computing: IT and Media Services provides a standard classroom service that includes PC workstations for instructors, overhead projectors, speakers, and document cameras. The classroom

technologies specified are being standardized in the 107 classrooms that IT and Media Services currently has configured with projector and workstation support. IT and Media Services also operates an open computer lab and manages 16 multi-computer classrooms, including specialty classrooms. IT and Media Services also manages the technology for four multi-computer lab spaces. IT staff are on duty to assist students in the use of the open lab equipment. The following tables provide details about equipment and staff support available in the open computer lab.

Open Computer Lab Equipment Profile	
Equipment Type	Quantity
Windows workstations:	42
Macintosh workstations	5
Printer (black and white)	1
Printer (Color)	1

Open Lab Hours	
Days	Open Hours
Monday – Thursday	7:45 a.m. – 9:00 p.m.
Friday	7:45 a.m. – 4:00 p.m.
Saturday – Sunday	12:00 p.m. – 6:00 p.m.

Each computer classroom contains up to 32 student computers, a printer, a data projector, speakers, and a document camera. The classrooms can be scheduled for a full quarter or for specific days through the Office of Instruction or in coordination with the auxiliary services rental coordinator. Specialized labs, fully maintained and supported by IT and Media Services, are scheduled and supervised by campus departments. These include labs for nursing, pharmacy, CAD, medical assisting, art, and others.

As of 2010, all classroom computers that are supported by the Universal Technology Fee (UTF) are being replaced on a four-year life-cycle plan. In 2015, the student fee board voted to add projectors to a similar life-cycle plan of approximately five years. This greatly improves both the quantity and quality of classroom equipment to support the college’s core theme of *Excelling in Teaching and Learning*.

Providing access to technology has been at the forefront of decisions about lab space. Students also have access to over 100 systems in the library including a computer lab on the second floor of the library and the labs of the Student Learning Center. Library resources and those of the Student Learning Center are available during open hours and are maintained by IT and Media Services. The following tables display the hours during which these resources are available to students.

Open Computer Lab Hours in Library	
Days	Open Hours
Monday-Thursday	8:00 a.m. – 8:00 p.m.
Friday	8:00 a.m. – 4:00 p.m.
Saturday and Sunday	1:00 p.m. – 5:00 p.m.

Open Computer Lab Hours in Student Learning Center	
Days	Open Hours
Monday-Thursday	9:00 a.m. – 6:30 p.m.
Friday	9:00 a.m. – 4:00 p.m.
Sunday	1:00 p.m. – 5:00 p.m.

Faculty and Staff Computing: The College's administrative computer network supports desktop computers and laptops for over 850 staff and faculty each quarter.

Training and User Support (2.G.6)

Basic software usage training is provided by Call Center staff. Detailed training support needs are referred to the [Teaching and Learning Center \(TLC\)](#) staff. The IT and Media Services team operates in a tiered environment. Tier 1 Call Center staff members handle routine help requests. Problems requiring more time and expertise are referred to Tier 2, ITS3 Classroom Technology technical staff members. Support is coordinated through the use of the Spiceworks helpdesk ticketing system. Through the use of Spiceworks, team members can share information and expertise in resolving issues with greater transparency to clients.

Although funding for training is limited, IT staff members are encouraged to enroll in appropriate technology classes as available, attend industry forums, and participate in group memberships such as [EDUCAUSE](#). Five members of the team have completed ITIL Foundations training. Project management is a core component of successful IT Service Management. IT and Media Services hosted training in project management alongside their district peers in July 2014. CISSP training was hosted by IT and Media Services in partnership with the Puget Sound chapter of ISACA in March 2014 for staff, community members, and students from across the University of Washington system. IT staff also attend local conferences (for example, Cascadia IT 2015) and participate in regional working groups. IT and Media Services provides access to the full library of *Lynda.com* training materials available to any college employee through the TLC.

Student training and tutoring is coordinated through the [Student Learning Center \(SLC\)](#), a centralized location for nearly all tutoring. While additional computer training is offered in the drop in computer lab (located in IB3303) and in the library, these services are also coordinated through the SLC. Funding for computer tutors is provided by the student fee board or by specific programs and departments in which additional technical support is indicated.

eLearning: North's eLearning Support Center (NeLSC) maintains separate websites to provide eLearning support to [faculty](#) and to [students](#). NeLSC staff members support academic divisions, faculty, students, and staff use of educational technologies for on-campus, hybrid, and online classes. Web-based educational technologies licensed through third-party vendors that are administered, maintained, and supported by eLearning staff on campus include:

- Canvas, an online learning management system (LMS) used to facilitate online classroom discussions, sharing of digital files, online assessment tools (e.g. quizzing) and an online gradebook;
- Panopto, a web-based lecture-capture solution to enable easy recording, uploading, and online delivery of course lectures; and
- Collaborate, a web-based conferencing tool for synchronous meetings via webcam (e.g. class meetings, office hours) as well as real-time screen sharing and white board.

The eLearning staff administers these educational technologies by working with the Washington State Board of Community and Technical Colleges staff and third-party software vendors to secure licensing agreements and to configure the tools for user authentication. Maintenance of these technologies includes creating user enrollments and passwords, working with software vendor technical support to troubleshoot problems, and manually creating archives of course materials to ensure that faculty maintain continuous access to their course materials.

Support services offered by eLearning staff include troubleshooting faculty and staff technical problems through phone, e-mail, and in-person consultations and alerting the campus of downtime due to

infrastructure maintenance or repair. The eLearning staff also supports students through quarterly postage mailings and a routinely-updated “Virtual College” section of the eLearning website delivering information about registration for eLearning classes, online course orientations, technical requirements, and troubleshooting as well as bookstore and advising contact information.

The eLearning staff works closely with the campus Curriculum and Academic Standards eLearning Subcommittee to encourage and foster faculty review of and participation in the quality assurance of online instruction on campus. eLearning staff also develop and facilitate a tailored training sequence to support technological proficiency of faculty on campus. eLearning staff provide and maintain an informational web portal for faculty that is similar to the student “Virtual College” website.

eLearning provides further support to faculty on campus through one-on-one orientations to campus electronic systems, quarterly workshops providing faculty with hands-on practice with technologies and opportunities to share best practices, and a faculty loan program providing use and support of digital voice recorders, digital cameras, web cams, smart pens, books, and reference materials in order to promote pedagogically sound teaching via technology.

eLearning staff chair the campus [Educational Technologies Advisory Committee](#), fostering cross-campus communication, collaboration, coordination, and visioning regarding eLearning and use of educational technologies at the college. eLearning staff also attend regional and national conferences on teaching and learning with technology to foster innovation on campus and to ensure that the college remains competitive.

Teaching and Learning Center: The college’s [Teaching and Learning Center](#) (TLC) is a resource center for faculty and staff professional development. For the benefit of faculty and staff, the TLC offers:

- 25–35 workshops and training opportunities per month
- A small number of cameras and laptops (four to six of each) for college-related short-term use;
- Extensive one-on-one support for faculty and staff projects and HelpDesk referrals;
- A six-seat computer “lab” with both Macintosh and PC computers, scanners, and color and black-and-white printers maintained by IT and Media Services;
- A 12-seat computer classroom outfitted with specialty software not available in offices and classrooms maintained by IT and Media Services; and
- A small, presentation-ready conference room for faculty and staff use with technology maintained by IT and Media Services.

The TLC coordinates funding for and administers the college’s subscription to *Lynda.com*, a video tutorial subscription account, and is currently collaborating with other TLCs across the district. To meet the continuing challenge of equipment and software upgrades, the TLC has recently secured funding through the Unmet Needs Process for new computers and current version(s) of specialty software.

Library: Because of the large number of students with computer and software questions, the Student Fee Board earmarks some of the funding it awards to the SLC specifically to support computer tutors. The SLC assigns computer tutors to different parts of the campus including the computer lab and library. Because of the success of this program in assisting students with their computer inquiries, the college’s student government continues to fund this service to students. The library also circulates digital cameras and recorders that can be checked out at the library front counter.

IT Planning (2.G.7)

Strategic planning for information technology is the responsibility of the [IT Advisory Committee](#), the IT director, and the vice president for administrative services, in concert with the college’s overall strategic

planning efforts. The IT Advisory Committee (ITAC) is chaired by the IT director and includes representation from all major divisions and departments. The current [Technology Plan for 2014-16](#) reflects how the department contributes to each of the college's core themes through its support for network operations, server operations, classroom technologies, call center, and event support. Progress and status are reviewed and updated annually. The plan contains a SWOT (strengths-weaknesses-opportunities-threats) analysis that will guide the development of an updated plan which is being prepared in Winter-Spring Quarters 2016.

IT Mission: Providing effective technology environments that support *Changing Lives through Education*.

IT Vision: North Seattle College's IT and Media Services is a leader in sustainable technology innovation and is actively engaged with the campus community and building partnerships with peers.

Overview of IT and Media Services: North Seattle College Information Technology and Media Services (NSC IT and Media Services) department provides a wide range of technology solutions and event support for the campus. All aspects of technology, from the classrooms projectors and speakers to the network servers and core Internet access, are provided by NSC IT and Media Services.

This team of 14 FTE's and six hourly staff ensures that computing and event support is maintained across the 65-acre site. The work includes operational, event, and call center support for 156 classrooms and over 1300 workstations. In addition to core computing and call center support, the team operates the core networking and premise wiring supplying WiFi, Internet, and phone service. The college's computing environments are supported through a variety of server environments maintained in resilient locations on the North Seattle premises.

The IT director reports to the vice president for administrative services. The director is also accountable to the IT Advisory Committee, which meets monthly and represents students, faculty, and staff from most divisions. This committee provides guidance, priorities, and communication to the college departments. In addition, all three of the IT directors in the Seattle College District work collaboratively with the district CFO/CIO to coordinate district-wide IT projects.

Technology Update and Refresh (2.G.8)

Student computers are replaced on a four-year cycle. The most recent replacements and those planned for 2016-17 are visible in the [Classroom and Lab Computer Replacement Schedule](#). Universal Technology Fee and Computer Lab Fee provide sufficient replacement coverage for student systems.

Projectors are replaced as part of a Universal Technology Fee five-year replacement cycle. Other classroom AV equipment is replaced through one-time funds and through Universal Technology Fee requests. Network infrastructure replacement depends on one-time funding and unmet needs funds. Administrative workstations are replaced as necessary with departmental funding.



NORTH SEATTLE COLLEGE
One of the Seattle Colleges

YEAR SEVEN SELF-EVALUATION REPORT

2016

Chapter Three

Institutional Planning



Chapter Three

Institutional Planning

Standard 3A Institutional Planning

Comprehensive Planning (3.A.1)

Ongoing, systematic, integrated and comprehensive planning occurs throughout North Seattle College. At the institutional level, four processes are in place: strategic planning, annual budget planning, strategic enrollment management planning, and facilities planning. At the operational level, planning occurs within each of the major areas of the college—instruction, student development services, and administrative services.

Institutional level planning

Strategic Planning

The college does not distinguish strategic planning from core theme planning; they are one and the same. Taken together, the core themes, objectives, indicators and benchmarks comprise and are referred to as the college's strategic plan. The initial development of the current strategic plan took place over a twelve-month period from March 2010 through February 2011. The plan was designed to serve as the college's guiding document through June 2016. The timeframe was chosen to align the college's planning processes with the new accreditation standards that took effect 2010.

The Strategic Planning Committee (SPC) was charged with guiding the development of the plan. In doing so, the committee worked closely with the Executive Team and led the campus through a highly participatory process as described in the college's [Year One Report](#) submitted in March 2011. The first step was to review and reaffirm of the college's [mission, vision and values statements](#). As the Year One Report noted, the college community and leadership readily reaffirmed its mission statement—*Changing Lives through Education*—because of its clarity, simplicity, and call-to-action. The college's mission statement was reaffirmed in April 2010.

Between May and December 2010, the college's core themes were developed through an iterative process in which the SPC developed a draft of the core themes, circulated the draft to the campus community, received feedback from the community, and circulated a revised draft. Two rounds of this process yielded the third draft of the themes by the end of June 2010. In July 2010, Mark Mitsui assumed the presidency of the college. In discussions with the new president, a fourth draft of the core themes was prepared, one that placed greater emphasis on two concepts—civic engagement and sustainability.

Feedback on Core Themes Draft Four was gathered from 45 employees and students in four planning retreats during the summer of 2010, and from 300 members of the college community who gathered for the annual President's Day convocation in September 2010. After reviewing over 500 responses from the summer planning retreats and convocation, the SPC forwarded a fifth and final draft of the core themes to the Executive Team who approved them in December 2010. The [mission and core themes](#) were approved by the Board of Trustees in February 2011.

From December 2010 through February 2011, the SPC drafted objectives and indicators for the core themes. These were revised and refined using a process similar to how the core themes themselves were refined. The Executive Team approved the objectives and indicators in February 2011. They were submitted together with the core themes in the college's Year One Report in March 2011.

With the structure of the strategic plan now in place, the college began implementation by establishing three “Strategic Initiative Teams.” The work of those teams from 2011-13 is described in Standard 3.B: Core Theme Planning. When the core themes, objectives and indicators were submitted in the Year One Report, *benchmarks* or performance targets for each indicator had not been set. Therefore, between October 2011 and February 2013, the college engaged in another iterative and participatory process to draft and refine benchmarks for each of the core theme indicators. This process was led by the Strategic Planning Committee and the Executive Team. Under President Mitsui, the Executive Team took on central role as the college’s “Student Success Team.” In that role, the college’s senior leadership became actively involved in examining trend data in order to set benchmarks, especially those associated with Core Theme One: *Advancing Student Success*.

The process of setting benchmarks also led to revisions in core theme objectives and indicators. As noted in Standard 1.B, the number of objectives was reduced from twelve to three, and the indicators were made more outcome-oriented versus process-oriented. A draft was made available to the campus during an open comment period from October through December 2012. In January 2013 the Executive Team (the Student Success Team) made revisions based on feedback submitted during the open comment period, and finalized the new set of objectives, indicators, and benchmarks in February 2013. These revisions were submitted with the college’s [Year Three Report](#) in March 2013.

The strategic plan was widely publicized to the campus community in a document entitled [The North Seattle Community College Strategic Plan: Roadmap to 2016](#), which was published and distributed in March 2013. In July of 2013, President Mitsui left the college for a new position. An interim president was appointed, and year-long nationwide search was conducted. The search culminated with the appointment of Dr. Warren Brown as the college’s new president effective July 1, 2014.

The strategic plan guided the college during the interim year and, with President Brown’s strong support, will continue to do so through June 2016. During the 2015-16 academic year, as the current plan draws to a close, groundwork is being laid for a new strategic plan. President Brown has confirmed his intention that the new plan, like its predecessor, should align with the accreditation cycle. Thus the new strategic plan will span the seven year period from July 2016 through June 2023.

Annual Budget Planning

The annual budget development process was discussed at length in Standard 2.F.3. Portions of that previous discussion are highlighted here. The college’s annual budget planning process begins when operating budget planning sheets are sent to budget managers. Budget managers develop their department-level budget requests and submit them to the appropriate vice president. Vice presidents vet the requests, usually making revisions in consultation with the budget managers, and then take the requests forward to a joint meeting of the president and vice presidents (the President’s Cabinet). Requests are once again reviewed and often modified in this joint meeting, then submitted to the College Council and Budget Advisory Committee for their individual reviews. Recommendations from the two reviews are sent to the president who, in consultation with the vice presidents, makes final budget decisions. Historically, this process has taken several months.

Through a process introduced in FY 2006 as the “Unmet Needs Request” and renamed in FY 2014 as the “Temporary Funding Request,” departments are given the opportunity to submit requests for funding that goes beyond their base budgets. Theoretically, such requests are to be of a one-time, non-recurring nature. In reality many requests are for funding of a more permanent nature. Beginning in FY 2013, all such requests are required to demonstrate clear connections to and positive impacts on the college’s core themes, objectives, and/or indicators. The College Council’s review of budget requests is through the lens of the strategic plan. That is, the council is directed to assess each request in terms of its alignment with and contribution to the core themes, objectives, and indicators comprising the plan, and to make its

recommendations based on that assessment. Because requests for new funding must demonstrate how they link to and support a core theme, the strategic plan has formative influence on the budget. In turn, funded budget requests reflect priorities within the strategic plan.

Strategic Enrollment Management

North Seattle College established a [Strategic Enrollment Management \(SEM\) Committee](#) in the mid-2000s. In 2014-15, newly-appointed college president Dr. Warren Brown hired a consultant to study the existing structure of the committee and to develop a proposal with recommendations to increase SEM's effectiveness. In September 2015, upon the advice of the consultant, the president restructured the committee. The redesign included designating SEM as a council reporting directly to the president. This change, along with naming as co-chairs the vice presidents for instruction and student development services, and making strategic appointments to its membership, gave SEM a higher profile within the institution and more influence to effect change.

SEM leads the college planning for student recruitment, learning, retention and completion. It has four-fold mission:

1. Preparing students for completion and success beyond North Seattle College (i.e., be it transfer or career);
2. Strengthening resources and tactics to provide effective organizational practices (from administrative services to instructional and student service programs) that will improve student retention and success;
3. Enhancing outreach, marketing, and enrollment practices to provide the greatest opportunity for student access;
4. Preparing the college for the impacts on state funding based on state enrollment allocation and student momentum models.

In 2015-16, its first year of operation, the council's work plan is focused on five priorities:

- Review inventory of current programs related to supporting enrollment and student success;
- Review 2013-14 environmental scan reports: one for the [college](#), and a second for the [entire district](#);
- Analyze enrollment trends, including scheduling patterns, retention, and completion data;
- Learn about new allocation model and other fiscal impacts;
- Develop an action plan, aligned with the Strategic Plan, including strategies, objectives, and suggested tactics.

Facilities Planning

A Facilities Master Plan is required by the City of Seattle and is updated on an as-needed basis. The college last updated its master plan in 2007. Construction of new buildings on campus must fall within the approved guidelines of the plan. Two such buildings have been built in recent years: the Opportunity Center for Employment and Education ([OCE&E](#)), and the Health Sciences and Student Resources Building (HSSR), which opened in 2011 and 2014, respectively. The plan will be updated as the college pursues the possibility of constructing on-campus student housing. A biennial facilities survey (the Facilities Condition Survey) is conducted by the State Board for Community and Technical Colleges (SBCTC or State Board) of all buildings within the community and technical college system. The results of this survey are used to identify the priority maintenance needs of campus facilities.

Operational level planning

Each of the major areas of the college engages in systematic, integrated and comprehensive planning related to its sphere of responsibility. Planning is led by each vice president working collaboratively with the deans and directors within the respective areas.

Instructional Planning

Within instruction, planning occurs through the Instructional Deans' Group and the Instructional Council (IC). The deans are responsible for developing annual and quarterly schedules—deciding which classes to offer, how many sections, at what times, in which modalities—and for budgeting and staffing the classes, and for evaluating instructor performance. In collaboration with faculty, they lead the processes of course and program revision and the development of new programs. The Deans' Group meets biweekly to discuss issues pertaining to curriculum, faculty support, and program planning and to ensure consistency in practices involving instructors. The Instructional Council meets biweekly as well. Its membership includes all of the instructional deans as well as representatives from areas that support instruction such as eLearning, tutoring, institutional research, and student services. Its broader membership helps ensure that instructional planning is informed by and integrated with related areas of the college.

Student Development Services

Within student development services, the vice president convenes the Student Development Services (SDS) Council on a biweekly basis. It serves to coordinate planning that occurs for the several student services offices comprising this area of the college: outreach, admissions, registration, records, advising, financial aid, student leadership and multicultural programs, counseling, wellness, disability services, child care, and the women's center. Representatives from various areas within instruction—basic skills, workforce, and the college's B.A.S. (Bachelor of Applied Science) programs—also sit on the council to serve informing and integrating functions.

The Instructional and SDS Councils hold joint meetings once a month. This helps ensure coordination and integration of operational planning. It also contributes to core theme planning in that the two councils are working together on [guided pathways](#) projects.¹ This work is described more fully in Chapter Four.

Also reporting to the vice president of student development services is the college's [Sustainability Office](#) which engages in both short- and long-term sustainability planning. Since its establishment in 2009, it has been supported with funding from student government. Having begun with a focus on environment sustainability, its work has expanded to include social, cultural and economic sustainability. On the fortieth anniversary of Earth Day, April 22, 2010, the office convened a day-long charrette during which students, faculty and staff developed a vision for a sustainable campus based on [STARS](#)[®], the sustainability framework developed by the Association for the Advancement of Sustainability in Higher Education ([AASHE](#)). The office works collaboratively with similar offices at the district office and the other Seattle Colleges, and together have created a planning document, "[Seattle College's 2015 Sustainability Goals](#)," that lays out the future direction of sustainability work both district-wide and on

¹ In a seminal article, Senior Researcher Davis Jenkins describes how the guided pathways approach differs from how community colleges have historically been structured: *In most community colleges, students are left to navigate a complex and often confusing array of programs, courses and support services mostly on their own. Many students do not see a clear path to their end goals, become frustrated, and drop out. A growing number of colleges and universities are redesigning academic programs and support services to create more clearly structured and educationally coherent program pathways to student end goals, with built-in progress monitoring, feedback and support at each step along the way ... They are doing this in ways that help guide students' choices, but without limiting their options.* (Jenkins, Davis. (2014) "Redesigning Community Colleges for Student Success: Overview of the Guided Pathways Approach." Community College Research Center. Columbia, University. Retrieved from http://www.ct.edu/files/ssc/DavisJenkins_CCRC_Guided_Pathways_Overview_August_2014.pdf.

North Seattle's campus. The document identifies 15 goals in four areas: (1) sustainability instruction, (2) sustainable operations, (3) sustainability engagement, and (4) sustainability planning.

Administrative Services

The vice president of administrative services oversees the business/budget office, information technology services, facilities and grounds, food services, and safety and security, each of which plans within its area of responsibility:

- The budget office plans and coordinates the annual budget process. Working with a Budget Advisory Committee, this office leads a review of budget requests and advises the President's Cabinet (president and vice presidents) about their fiscal impact.
- The information technology unit plans, installs and maintains the campus computing network and its components, as well as other media equipment. IT has developed a three-year replacement schedule for instructional equipment, and recently completed a major study that identifies the need for significant infrastructure upgrades.
- Four types of planning occur within the facilities unit: for major capital projects, for remodeled and/or reallocated space, for maintenance, and for sustainability. Two committees—Capital Projects Steering and Space Allocation—assist with the first two types of planning. A new fixed asset database was installed in November 2015, which will result in more accurate monitoring and preventative maintenance of equipment and systems. Planning for sustainable facilities and operations is part of the larger sustainability work described above.
- Food services has been a financial challenge, running a deficit for several years. Over that time, the college has sought the advice of industry consultants and has attempted a number of solutions. The current model, a grab-and-go model in a café/bistro environment, was advised, planned and implemented as part of the construction of the new Health Science and Student Resource Building which opened in summer 2014. Current planning involves daily, quarterly, and annual monitoring and analysis of sales figures and profit margins, product movement, staffing and payroll, vendor reports, and point of sale reports.
- The Safety and Security Office is responsible for maintaining a safe and secure environment for employees and students. This unit works with other offices across campus to plan for major events such as convocation and graduation, and to develop protocols for preventing disruptive behavior and/or accidents as well as protocols for responding should such events occur. Additionally, they plan and train for first aid and for handling of hazardous materials. A campus Emergency Preparedness Committee works collaboratively with a similar district-wide committee to plan for and prepare the colleges' response to [workplace emergencies](#) of various types, from fire to earthquake to active shooter to communicable diseases. A more detailed discussion of emergency preparedness follows later in this standard.

Broad-Based Input (3.A.2)

Within all of its planning processes, the college provides opportunities for input from appropriate constituencies. Avenues for input are many and varied and include councils, committees, task forces, work groups, focus groups, division and/or departmental meetings. The president holds regular open office hours as well as quarterly meetings with classified staff, and also meets regularly with representatives of classified and faculty unions and with student leaders. Employee and student climate surveys are conducted each year. Details follow about input opportunities for specific types of planning.

Institutional level planning

Strategic Planning

The participatory nature of the development of the strategic plan was described earlier. In hindsight, one of the lessons learned from the last phase of the process (October-December 2012) is that although it

provided considerable opportunities for input into its drafts, the Executive Team did not sufficiently involve the “right people” as it sharpened the indicators and set the benchmarks. The “right people” would be the ones whose efforts most directly impact a given indicator: math faculty, English faculty, ESL faculty, and advising staff.

This shortcoming is one that the college is intentionally addressing as it begins the process of developing the new strategic plan for 2016-2023. The two principals who are leading the development of the plan—a strategic planning consultant and the executive director of institutional effectiveness—are holding meetings with key groups throughout the year to gather input for the new plan. In addition to meeting with leadership groups such as the Instructional and Student Development Services Councils, the plan’s architects are meeting with faculty and student groups, with Technical Advisory Committees for the college’s professional technical programs, and with the College Council, among others.

Annual budget planning.

The president works collaboratively with the vice presidents and the college community to create an open and transparent annual budget process that is highly participatory. The bottom-up nature of the process contributes to greater transparency. The process begins when each budget manager receives a budget planning sheet from the budget office. Managers work with the faculty and staff in their respective areas to develop a budget request for the coming year. Individual unit requests are submitted to the respective vice president who works with the managers collectively to prioritize requests within their area. Vice presidents then take their unit’s request to the President’s Cabinet (president and vice presidents). After review and prioritization within the President’s Cabinet, the request are given to two committees for separate review and recommendations.

One committee, the College Council, is a representative body of 16 faculty, staff, students and administrators. It is charged with reviewing the requests in light of the strategic plan: Do the requests reflect the college’s mission, vision and values? Do they align with the core themes? Do they positively impact one or more of the indicators within the core themes? College Council meetings are open to the campus community, and its minutes are posted for campus-wide review, thus providing opportunity for input from the wider campus community. A second committee, the Budget Advisory Committee, is a smaller but still representative group whose role is to conduct a “technical” review of the requests: Are they reasonable and feasible from a fiscal standpoint? Are they sustainable? Do they pose financial risk? Both review committees submit recommendations to the President’s Cabinet, who use this input in making final budget decisions.

In further efforts toward transparency, the president meets regularly with leaders of campus committees and with student government to keep them informed and provide opportunities for input into the fiscal process. Numerous public all-college meetings are held throughout the budget process to provide information and opportunities for input into budget decisions.

Strategic Enrollment Management Planning

At times the college seeks input through outside consultants. A recent example was hiring an [AACRAO](#) (American Association of Collegiate Registrars and Admissions Officers) consultant in 2014-15. Her advice guided President Brown in redesigning the Student Enrollment Management (SEM) Council to ensure broad-based representation, participation and input. The president set the tone and laid the groundwork for an inclusive work group with wide-ranging vision and reach when he appointed as co-chairs the vice presidents for instruction and student development services. Together they assembled a council whose core membership reflects recommendations the consultant’s report.

SEM’s membership includes representation from across the campus, including institutional research, international programs, marketing and communications, career and workforce education, enrollment

services, basic skills faculty, the Instructional Deans Group, the Program Review Committee, and students. On an as-needed basis, key stakeholders are asked to join the council's monthly meetings to bring the perspectives from financial aid, outreach, budget and finance, diversity and inclusion, advising and retention, facilities, the OCE&E, and the unions representing faculty, classified staff and professional staff.

The council's work plan for 2015-16, described earlier in Standard 3.A.1, revolves around gathering input from many different sources—current enrollment and student success practices, environmental scan reports, student enrollment, progression, retention and completion trends, projected impacts of the new funding model—and analyzing that input from the many different perspectives represented among the council members themselves and the stakeholders with whom the council confers. As the council develops a comprehensive action plan for 2016 and beyond, its success will necessarily involve endorsement, commitment, and effort from individuals and groups across the campus.

Facilities Planning

A Capital Projects Steering Committee is convened whenever major construction or remodel projects are being planned. Membership of the committee varies depending on the nature of the project. An architectural firm is hired and through interviews and open meetings collects information on the needs and desires of all stakeholders in the project. As the planning proceeds and the scope and nature of the project is clarified, the membership of the steering committee is finalized to include those who will work in the new space.

The Space Allocation Committee consists of faculty, staff, administrators and students. Its role is to review requests from the college community for changes to the use of space around campus, provide technical support or assessment for the requests, and provide a yes or no recommendation to the Executive Team about each request.

Operational level planning

Instructional Planning

- The broad-based membership of the Instructional Council provides opportunity for input from other areas of the college, as do quarterly joint meetings between IC and the SDS Council.
- The Instructional Council and the Deans' Group hold annual planning retreats each summer.
- The vice president for instruction holds open meetings with faculty each month.
- The vice president meets quarterly with the faculty coordinators of each instructional program.
- Together with the deans, the vice president holds quarterly meetings with leaders of the Faculty Senate, a liaison group between the faculty union and its membership.
- The deans involve faculty within their respective instructional divisions in developing annual and quarterly class schedules and in preparing an annual budget request.
- Deans are provided with an annual full-time equivalent (FTE) enrollment target to help them manage their budget for part-time faculty.
- Deans meet regularly with the faculty coordinators of the programs within their respective instructional divisions. They also hold division-wide meetings on a regular basis.
- A number of committees are active within the instructional area. Their membership is predominately faculty, complemented by administrators, student services staff, and students. These include:
 - The Curriculum and Academic Standards (CAS) Committee, which reviews all changes to courses and programs;
 - The Assessment and Program Review Committees, which plan and lead processes for assessing student learning and program effectiveness;

- The Educational Technologies Advisory Committee (ETAC), which helps identify educational technology needs and provides input into planning within the eLearning office and the Teaching and Learning Center;
- The College Readiness Committee, which plans and implements a variety of activities to support the success of basic-skills students in their transition to college-level courses;
- The Tutoring Advisory Committee, which provides input into planning and providing comprehensive and coordinated tutoring services;
- The International Advisory Committee, which provides input into addressing the needs of international students and integrating them into the campus community.
- Community-based Technical Advisory Committees comprised of business and industry representatives provide input and support for each of the college's professional technical programs, including its B.A.S. programs.
- Another example of the college seeking the perspective and expertise of outside consultants can be found in the collaborative work by the Instructional and SDS Councils to develop a guided pathways model. To help inform and shape this work, the councils have engaged the services of Dr. Rob Johnstone, principal and founder of the [National Center for Inquiry and Improvement](#). The joint task forces formed to advance this work, and the work plans—termed [Benchmark Action Plans](#)—the teams have developed are referenced several times throughout Chapter Four's discussion of Standards 3B and 4.

Student Development Services Planning

- Similar to Instructional Council, broad-based membership and joint meetings provide opportunity for input from other areas of the college into planning processes within SDS.
- Regular outreach to instructional offices and joint projects such as those between advising and instructional divisions help insure that planning for services such as registration, placement testing, counseling, advising, etc. is coordinated with the instructional divisions.
- As with instruction, committees with broad-based membership are active within student services, including:
 - The Gender and Women's Studies Advisory Committee, which provides input into program planning within the Women's Center;
 - The Orientation Committee, which coordinates student orientations across campus to ensure that all students have a common core of information in addition to any information unique to a given program;
 - The Sustainability Committee, which provides faculty, staff and student input into planning for sustainability initiatives.
- Considerable input comes directly from students, since each of the services interfaces with students on a daily basis, and many students have paid work-study positions within student services offices. More formal student input is gathered through surveys conducted by several of the offices and through periodic meetings with student leaders.

Administrative Services Planning

- Information Technology: There are several opportunities for input into information technology planning. The Information Technology Advisory Committee (ITAC), with representation from offices across campus, meets twice each quarter. Each quarter the deans and faculty program coordinators are surveyed about their technology needs for the coming quarter. IT needs are a regular topic at department and division meetings. Requests logged through the IT Help Desk are a less formal, but nonetheless effective way in which the campus community provides input into IT planning.
- Facilities: Input for major facility construction and space allocation is gathered through the committees described earlier. A Work Order Request form provides all employees with the ability to

submit a request for day-to-day changes or repairs to campus facilities. Patterns found when analyzing the body of requests over time provide information about longer-term facility needs.

- **Food Services:** The director of food services gathers input in a variety of ways. Some are tried and true methods, such as regularly walking through the food services area and asking both staff and customers directly for their feedback, and placing a suggestion box on the front counter. There is also a “Questions and Comments” link on the food services website. Trusted vendors provide valuable feedback about products and operations. In winter 2016, the director began the process of forming a formal Food Services Advisory Committee.
- **Safety & Security:** The two broadly representative committees that focus on campus safety and security—the Health and Safety Committee and the Emergency Preparedness Committee—receive input from one-on-one conversations with colleagues, campus climate surveys, incident reports, feedback from training scenarios, and quarterly emergency preparedness drills.

Data-Informed Planning (3.A.3)

Data regularly inform planning at all levels throughout the college. At its annual summer retreat, the Executive Team reviews a performance report on each of the 34 indicators in the strategic plan. Much of the data come from analysis of student retention, progression and completion available in the student management system or from data provided by the State Board. Some data come from annual surveys of employees and students, and some from fiscal records. The performance report is color-coded—green, yellow, and red—to clearly identify areas in which the college is meeting or exceeding threshold levels and areas in which performance is below threshold.

Historical and projected budget data are integral to the budget development process. Summary enrollment data and class fill rate data are used in constructing the quarterly and annual class schedules. Enrollment data are monitored on a daily basis throughout the registration cycle and are used to make decisions about adding or cancelling classes. Depending on their particular focus, managers and/or campus committees use data on part-time faculty costs, student and/or employee diversity, student success and progression, graduate performance, space utilization, safety and/or crime incidents, computer maintenance, IT network performance, mechanical systems performance, or sales volumes. The Technical Advisory Committee provides data for planning within professional technical programs. Data from a 2014 external environmental scan are being used by the Strategic Enrollment Management Council in its work plan for the coming year. National external data about guided pathways are informing the joint work plans of the Instructional and Student Development Services councils. As part of its commitment to sustainability, the Facilities Department is considering the purchase of equipment that would allow building-level monitoring of utilities usage.

The Office of Institutional Research maintains a [research web page](#) on which it posts and regularly updates reports on students, including FTES and course-taking patterns, demographics, retention and outcomes. The page also includes reports on staff and on instructional costs, as well as external data from the U.S. Census Bureau. In addition, the office’s institutional researcher regularly produces ad-hoc reports in response to requests from offices across the campus.

The preceding examples illustrate data the college uses for routine, day-to-day operations. Following are two examples in which data use is intensified for special projects.

A wide range of data are used when developing proposals for new B.A.S. programs:

- Information about target occupation(s): growth rate, current employment level, annual job openings, salary range, job posting intensity;
- Public policy and other business news and information not reflected in the data that will affect demand for the target occupations;

- Information about the current labor supply for the occupation including information on local area education/training programs and their completions data;
- Information on the accessibility of current education/training programs that support the occupation, including admissions criteria and student demographics;
- Student demand for the program based on student survey data;
- Employer demand for the program based on employer interviews and/or survey data.

In preparing its January 2016 Project Request Report (PRR) for capital funding to renovate the Library Building (see discussion within the Preface), the college was required to provide data on the building's age, condition, functionality, health, safety, and code compliance. The report included data demonstrating the need for new space based on enrollment demand, program mix, and space utilization. Site feasibility data were required as well, including mitigation and neighborhood-related issues, parking expansion, utility and other infrastructure needs, storm water and other environmental issues, impact on roads and traffic signals, and reviews by the state's Department of Archeology and Historical Preservation and native tribes.

Resource Allocation and Prioritization (3.A.4)

As noted earlier, the strategic plan guides the budget process. New funding requests must be justified and are judged on the basis of their connection and contribution to the plan. For example, during the 2013-14 budgeting process, some 71 new funding requests were submitted. The 37 requests that were funded were those that best demonstrated their impact on the strategic plan and connection to the core themes. The following examples illustrate this practice:

- A Student Success Specialist position was funded to coordinate advising services for developmental math and English students, and to do so by working with instructors to introduce the services to students in the classroom settings. The funding was awarded based on the position's impact on Core Theme One: *Advancing Student Success*, notably indicators 1.04-1.09, which focus on progression through developmental coursework, indicators 1.12-1.14, whose focus is goal completion, and indicator 1.16, which addresses the need to narrow achievement gaps experienced by many underrepresented students.
- Related to Core Theme Two: *Excelling in Teaching and Learning*, a request was approved for funding to support instructional program review (Indicator 2.02).
- Funding was approved for an on-campus mural representing the college's cultural diversity and honoring its student, employee and community artists. The request was funded based on the project's contribution to Core Theme Three: *Building Community*, particularly those indicators (3.02 through 3.06) related to community-building, diversity and campus climate.

Similarly, the Executive Team's annual review of strategic plan performance reports leads to prioritizing actions that address areas of concern identified in the reports. Some examples include:

- Based on feedback on the campus climate survey (Indicator 3.05 and 3.06), improvements were made in campus lighting.
- On the same survey, part-time faculty reported that they did not feel included in the campus community and that they did not have a voice on campus. In response, part-time faculty were invited to quarterly informal gatherings, "Coffee with the Dean," to help them feel more welcomed and integrated into the community, and so that administration better understands their concerns and challenges. The college initiated the gatherings in 2014-15, and continues to support them in 2015-16.
- In its summer 2015 planning retreat, the Executive Team took note of the fact that some survey respondents reported experiencing discrimination on the basis of sexual preference or gender identification. This led to [Safe Zone](#) training for sixty employees and student leaders in fall 2015, with plans for additional training in the future.

Emergency Preparedness Training (3.A.5)

North Seattle College, together with its sister colleges and the Seattle College District office, has taken seriously the responsibility to prepare for physical emergencies, whether they be natural disasters, health related incidents, accidents, or threats from intruders, crime and violence. In recent years, there has been increased awareness of the need for such training on campuses across the country. In July 2013, the college hosted FEMA training on Multi-Hazard Emergency Planning for Higher Education for representatives of North Seattle and several neighboring colleges. Members of the executive leadership team participated in this three-day training as well as follow-up online training focused on the Incident Command System ([ICS-100](#)). Soon after, senior leadership toured the University of Washington's Emergency Operation Center (EOC) and sought suggestions on how to establish and equip an EOC on North Seattle's campus.

Quarterly emergency preparedness drills were initiated in October 2013. They are conducted both morning and evening on the 11th day of each quarter. In January 2014 the entire Seattle College District implemented the Rave Alert system for all employees and staff, replacing a locally-developed system that had been in place since 2008. Emergency Preparedness Committees continue this work at both the campus and district levels. There is an acknowledged need for ongoing training, not only because "drill and practice" enhances learning, but also because of the considerable turnover of executive leadership within the past three years. A modest budget has been established to equip an EOC with basic necessities.

In addition, the college has the following emergency preparedness measures in place or in progress:

- Two versions of an Emergency Action Plan have been produced: one for the campus at large and a more detailed one for the essential personnel who would be most directly responsible during an event;
- The facilities department has purchased ham radios in the event that an emergency knocked out communication systems. The radios have been distributed to key personnel throughout campus. A small gas-powered generator is on site to power the radios;
- Data within the common administrative systems shared by all Washington State's community and technical colleges are stored off-site in Olympia. For local applications, the district is in the process of developing a Continuity of Operations plan, a major component of which are plans for restoring data lost during an event;
- In case of a city-wide emergency, the college has signed a Memorandum of Understanding (MOU) with the City of Seattle to provide a site on campus for a city-staffed EOC. Under a separate MOU with the Public Health Department, the college is designated as an Alternate Care Facility, providing space for overflow during a major incident.

Concluding Observations about Planning

Regularly scheduled meetings of the President's Cabinet (president and vice-presidents) and the Executive Team (president's direct reports) play a major role in integrating planning efforts at the institutional level and within the various major units of the college. Publication of the minutes of their meetings serves to inform and engage the campus community as does regular involvement of the College Council and the Budget Advisory Committee.

While its current planning practices display many strengths, the college recognizes that there is room for improvement.

- As mentioned earlier, development of the indicators and benchmarks within the current strategic plan needed more "grass roots" involvement.
- Within instruction, it has been observed that the indicators reflect the work of some faculty, but not all faculty.
- Within student services, there is a need to see a more explicit and direct connection between the objectives and indicators in the plan and that area's daily work activities.

- Across all units, unit-level planning needs to be more directly tied to the objectives and indicators in the strategic plan.
- Planning could be better coordinated and integrated within major organizational areas. For example, while individual offices within student services set annual goals, this work is too often isolated within the separate units, whereas greater cumulative impact could result from the synergy of interconnected goals. Within instruction, work done separately by the Assessment, Program Review and Curriculum and Academic Standards committees has not been systematically integrated. To address this shortcoming, the new vice president for instruction has formed and regularly convenes an Instructional Council Advisory Committee consisting of the faculty chairs of these three related committees.
- Similarly, planning efforts within instruction and student services have often proceeded in isolation from one another. New monthly meetings between the two units were implemented in 2015-16 in order to identify, plan, and implement integrated projects.
- Since its Year Three Report of March 2013, significant personnel turnover within all major units has hampered the college's ability to sustain comprehensive and integrated planning. Of the Executive Team members listed in Standard 2.A.9, 91 percent (10 of 11) are new to their positions since March of 2013. The same trend is reflected within Standard 2.A.11 in the table listing "Administrative Leadership and Qualifications." Of the 48 leadership positions listed in tables Standard 2.A.11, fully half have experienced turnover since March 2013. Within the president's area, 100 percent of the incumbents are new to their positions; within instruction, 58 percent are new; within student services, 17 percent are new, and within administrative services 63 percent are new. As membership of these leadership teams stabilizes, and as they lead their units in developing the 2016-2023 strategic plan, future planning promises to become ever more comprehensive, systematic, and integrated.



NORTH SEATTLE COLLEGE

One of the Seattle Colleges

YEAR SEVEN SELF-EVALUATION REPORT

2016

Chapter Four

Core Theme Planning, Assessment and Improvement



Chapter Four

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Eligibility Requirements

22. Student Achievement

Outcomes for each degree and certificate program are posted online. Students access them through the [instructional programs](#) page of the college website, and following the links to each specific program. Informational materials available in the Advising Office and within each instructional division office describe individual programs and provide the web address where the program outcomes are posted. As discussed in Standard 2.C.11, Program Planning Guides have been prepared for each of the college's professional technical programs. In addition to information about program outcomes, the guides also provide students information about wages, career pathways, and job skills. An example can be seen by viewing the guide for the college's Associate of Applied Science degree in [accounting](#).

23. Institutional Effectiveness

The college systematically applies clearly defined, comprehensive planning processes to achieve the objectives in its core themes and fulfill its [mission](#). It uses multiple data sources, both internal and external, to regularly assess the effectiveness of the planning processes themselves and the impact of their strategies on core theme indicators. Periodic performance reports are published and highlights are presented in meetings with key constituents.

Standard 3B: Core Theme Planning

Core Theme Planning Guides Programs/Services (3.B.1)

All college programs and services are designed to support the college's [three core themes](#) of *Advancing Student Success*, *Enhancing Teaching and Learning*, and *Building Community*. This applies to all instructional programs, whether long-established professional technical or transfer programs, programs of more recent origin such as I-BEST (Integrated Basic Education and Skills Training) and the college's Bachelor of Applied Science (B.A.S.) programs, or those with a specific focus and limited duration such as National Science Foundation (NSF) funded programs to increase enrollment and success in STEM (Science, Technology, Engineering and Math) fields.

The statement applies to all support services as well, whether those that serve students daily and directly (e.g. traditional student services, tutoring, library support, computer labs, food services, etc.) or those with typically less-direct impact such as human resources, public information, institutional research, facilities, or the business office. Other support services such as committees (e.g. College Council, Curriculum and Academic Standards, Safety and Security, etc.) and institutional processes such as tenure review, program review, performance review and others tie back to the core themes.

Existing programs and services must justify budget requests on the basis of their contribution to the core themes, and new programs are approved only if they can demonstrate concrete ways in which they will support the themes.

Core Theme Planning Guides Components of Programs/Services (3.B.2)

Although this accreditation standard draws a distinction between "programs and services" and "the contributing components of those programs and services," the college sees no real distinction between the two. The "contributing components" are what constitute the "programs and services." Without the components, there are no programs and services. In this sense, then, the report on the previous standard

applies to this standard as well, namely that all college programs and services, *and the components of those programs and services*, are designed to support the core themes.

Nonetheless, while all program/service components have the purpose of contributing to the core themes, the college strives to achieve greater effectiveness in this regard by asking units throughout the college to complete an annual Benchmark Action Plan (BAP) that “describes some focused effort ... to help achieve one or more of the benchmarks in our strategic plan.” (Benchmark Action Plans are central to the discussion of Indicator 2.06 within Standard 4 later in this chapter.)

A BAP may focus on improving an existing component of a program or service, or it may involve introducing something new. In 2015-16, 35 Benchmark Action Plans are active within the president’s area, instruction, student development services and administrative services. In addition to those developed by individual offices, plans were also developed by three instructional committees—Curriculum and Academic Standards, Assessment, and Program Review—and three by joint task forces comprised of members from the Instructional and Student Services Councils. (Further details about these task forces and their focus on guided pathways¹ is found later in this section.) A summary of the plans illustrates that plans were written to address benchmarks associated with each of the college’s core themes.

The idea of asking units to submit annual plans that focus on some element of the strategic plan (core themes, objectives, indicators, or benchmarks) grew out of the college’s experience during the first two years (2011-13) of the current strategic plan. In spring 2011, the college established three “Strategic Initiative Teams,” one for each core theme, and asked them to develop initiatives to positively impact one or more of the indicators for that theme. The following table identifies the three teams, their respective initiatives, and the activities undertaken within each initiative.

Theme	Initiative	Activities 2011-2013
<i>Advancing Student Success</i>	Fostering Connections	<ul style="list-style-type: none"> • Orientations: Design content and implement processes to ensure that all entering students receive information that will increase the likelihood of their success. • Career Pathways: Design and implement a common template for providing degree and certificate information to students, including career options possible within each instructional program.
<i>Excelling in Teaching and Learning</i>	Strengthening Curriculum	<ul style="list-style-type: none"> • Best Practices Inventory: Create an inventory of teaching/learning and support services practices that members of the college community have found to make a positive impact on student success. • Support for program review: In partnership with the Program Review Committee, provide training and support to faculty to update course outlines to incorporate Essential Learning Outcomes, identify program-level learning outcomes, and successfully complete program review.
<i>Building Community</i>	Enriching Campus Culture	<ul style="list-style-type: none"> • Gatherings: Identify and/or create and promote opportunities for the campus community to come together for “routine, relaxed, unstructured time” together. • Campus Art: Enhance the campus environment with artwork that represents the cultural diversity of the campus and world community; honor and display artwork of students, employees, and local artists. • First Impressions: Improve aspects of campus grounds and facilities, and identify components of a “Service for Success” curriculum. • Promoting Diversity: In partnership with the Diversity Advisory Committee and the director of diversity and retention, support initiatives that promote diversity.

¹ Initial reference to the college’s guided pathways work can be found in Standards 3.A.1, 3.A.2 and 3.A.3.

The Strategic Initiative Teams contributed in important ways to impacting core theme objectives and indicators. At the same time, their experience revealed a need to engage the wider campus community more directly in the work of achieving the benchmarks set for each indicator, rather than to assign that work to small but energetic task forces. The teams’ experience led to a decision to ask units, on an annual basis, to submit what first were termed “Unit Objectives in Support of the Strategic Plan” and more recently “Benchmark Action Plans.” This process began in 2013-14.

There have been challenges with “the BAP approach.” One challenge has been consistency of presidential leadership in support of the practice. After two transition years, that leadership and support is firmly in place under President Warren Brown. Another challenge has been to avoid BAPs being perceived as “business as usual,” on the one hand, or “just one more thing” on the other; BAPS have been added to the already overloaded “plates” of staff and faculty ranks thinned by years of tight budgets. The balance the college has endeavored to strike in the use of Benchmark Action Plans has been to challenge employees to focus on meaningful projects that make a difference and improve practices, but at the same time does not lead to burn-out.

A final challenge has been to create synergy among the separate plans, to create communication and collaboration across plans, to create a whole effect that is greater than the sum of its parts—in other words, to effect systemic rather than isolated change. The 2011-13 task forces had the advantage of bringing employees from different parts of the college together for a common cause. The fact that participants represented different perspectives and constituencies allowed for the possibility of impacting multiple areas of the college. Three BAPs submitted in 2015-16 have that same potential. The vice presidents for instruction and student development services have brought together their respective councils to create and develop structures to support [guided pathways](#) for students. Toward that end, three joint task forces have been formed, and each submitted a Benchmark Action Plan for 2015-16. The table below lists each team, the focus of its project, and the core theme indicators each project addresses.

Task Force	Project Focus	Indicators
Career Exploration	To improve student career exploration resources by incorporating career exploration material into more courses, building a Canvas community and developing web pages for career pathways, conducting career workshops through the OCE&E, and contextualizing gateway courses within the general education curriculum.	1.01, 1.10-1.12, 1.14-1.15
College Knowledge and Engagement	To enhance evening services by providing monthly “meta-major” information sessions, quarterly food and social events, and participation of additional groups such as Continuing Education and Student Leadership.	1.02-1.03, 1.12-1.13, 3.02-3.04
Student Intent Data Coding Processes	To develop processes to accurately determine student academic intent. To “clean” student coding data for both incoming and currently enrolled students in order to determine which students are truly award-seeking, and to develop processes both at intake and at critical student milestones to maintain accurate records.	1.02 through 1.16

The programs and services, and their components, are guided by the core themes, as these themes are an integral part of campus culture. They are prominently displayed on posters throughout the college and regularly referred to in all-college meetings. Employees are as familiar with the core themes as they are with the college mission. During President’s Day activities—the all-college convocation that begins each new academic year—participatory activities regularly focus attention on the core themes. On President’s Day 2015, the assembled community was asked to (1) list one or two things [they] did in 2014-15 to support [insert core theme name], and (2) list one or two things [they] will do in 2015-16 to support [insert core theme name]. This request was repeated for each of the core themes in turn.

The results of this exercise were hundreds of post-it notes related to each core theme, an indication that employees of all types—from classroom instructors to cashiers to groundskeepers to advisers to instructional deans—can “see” themselves in the core themes. The following examples are representative of what employees wrote during the exercise:

Core Theme One: *Advancing Student Success*

What I Did in 2014-15

- Educated students about degree/certificate options
- Connected students to important resources to help them become their future selves, both academic and professional
- Developed introductory engineering course to provide academic/career advice to new students
- Developed practices and projects with industry partners
- Incorporated [*Productive Persistence*](#) for group noticing in classroom

What I Will Do in 2015-16

- Explore a direct transfer agreement to facilitate further nursing education opportunities
- Develop an annual forecast of classes to assist student scheduling and to avoid cancelling classes
- In class, develop more spaces for students to explore and share themselves
- Expand career/internship fair
- Integrate more real world explanations into activities
- Create a mentor program for second year students to mentor first year students

Core Theme Two: *Excelling in Teaching and Learning*

What I Did in 2014-15

- Created lots of hands-on lab for IT job skills development
- Normalized grading practices for English 101 and 102
- Revamped the art gallery
- Provided digital signage
- Provided campus-wide training for working with undocumented students
- Created situations for students to learn from participation in real activities

What I Will Do in 2015-16

- Develop a mediatronics program adapted to industry needs leading to students getting jobs
- Create Camtasia videos for student services
- Foster partnership with the Royal Melbourne Institute of Technology to provide international learning experience for North’s students
- Create cross-cultural opportunities for students to stretch their self-learning
- Educate students about equity and socio/economic sustainability

Core Theme Three: *Building Community*

What I Did in 2014-15

- Brought speakers from the art and activist worlds to campus to expand students’ sense of community
- Formed partnerships with community providers (e.g., day care centers, foundation stakeholders)
- Reached out to veterans at military bases
- Produced an art show of work from Continuing Education students, and invited the public
- Invited student services personnel into classroom to talk with students about B.A. options

What I Will Do in 2015-16

- Hold more workshops to bring high school students to campus
- Invite Technical Advisory Committee members to classes
- As faculty, work more closely with student leadership

- Initiate “Faculty Salon” sessions in the library
- Participate in the Wellness Challenge next spring

These examples demonstrate that employees’ work is guided by and contributes to the college’s core themes. The compiled [President’s Day 2015 responses](#) are being used as input to help guide development of the 2016-2023 strategic plan.

Core Theme Planning Is Informed by Data (3.B.3)

Later in this chapter, each core theme indicator is discussed in detail. That discussion includes specifics about the data collected and examined for each indicator. An overview of those data is provided here in order to demonstrate that data from a variety of sources are used to inform core theme planning.

- The Student Management System (SMS) is the source of data regarding student enrollments (headcount and FTES), as well as student retention, progression, and completion. The Financial Management System provides budget and revenue data, and the Payroll Personnel Management System provides employee data.
- Survey data are used extensively. These include data from the nationally recognized Community College Survey of Student Engagement ([CCSSE](#)) and locally-developed annual surveys of employees, currently enrolled students, graduates, and students who transfer to four-year institutions without earning an award from North Seattle College.
- Databases available through the State Board for Community and Technical Colleges (SBCTC or State Board) provide data on student progress and inferred socio-economic status within the Student Achievement Initiative (SAI), and on job placement rates of professional technical program graduates through the Data Linking for Outcomes Assessment (DLOA) database. [MRTE](#) (Mutual Research Transcript Exchange), a transcript database including data from the Washington Community and Technical College System (CTC) and the state’s public four-year institutions, makes it possible to track the progress of transfer students after they have left North Seattle College. This database also makes it possible to compare transfer success of different groups of students, and the course-taking patterns of different student groups both before and after transfer.
- The college accesses other data provided by various educational research organizations. The [National Student Clearinghouse](#) is used in the college’s retention studies to track students’ movement to higher education institutions across the nation. It includes enrollment and degree information, although not the detailed transcript data available in MRTE. The Education Research and Data Center ([ERDC](#)) conducts analysis and provides data on early learning, K-12, higher education and workforce issues across Washington’s P-20 system. It is used to track data such as Seattle high school students’ enrollment patterns after high school.
- Local databases have been created to track data on faculty assessment efforts at the classroom, program, and Essential Learning Outcome (ELO) levels. Data pertaining to recruitment and hiring are accessed through the district’s [NEOGOV](#) software. These data are supplemented by data kept locally by the director of human resources.
- Core theme planning is also informed by selected external data. [Environmental scanning studies](#) conducted for North Seattle College and for the Seattle College District are being examined as part of the Strategic Enrollment Management Council’s (SEM) work in 2015-16. Rob Johnstone, founder of the National Center for Inquiry and Improvement, is providing data and consultation for the guided pathways work of the Instructional and Student Development Services (SDS) Councils.
- The Office of Institutional Effectiveness posts and regularly updates reports that draw data from many of these sources.
- The Seattle College District has contracted with business intelligence consultants at [Decisive Data](#) to create data dashboards to make district and college data more accessible, understandable,

and visually compelling. The platform chosen for this work is [Tableau](#), whose mission is to “help people see and understand their data.” Several [dashboard prototypes](#) have been built and shared with the college presidents and the Board of Trustees. They are expected to be available soon to the campus and the public at large. T

As emphasized earlier, planning for programs and services is closely tied to core themes planning with the result that the same data sources are used in both cases. In addition, several programs and services track usage rates and conduct satisfaction surveys specific to their work. They ask the Institutional Effectiveness Office to assist with survey design, administration and analysis, and they routinely submit ad hoc data requests to track specific cohorts of students whom they serve.

An important data tool, particularly for professional technical programs, is [emsi Analyst](#). This tool, developed by Economic Modeling Specialists International, is used for demographic and employment historical and forecast data as well as access to IPEDS completions data. Comparing completions with forecast employment for the local area allows the college to develop a gap analysis for both of its existing program areas and for areas in which the Seattle Colleges do not have programs. The gap analysis helps identify areas for new program development or for program expansion. Analyst is also used extensively for grant and other funding proposals for new programs or program expansion. The tool’s CIP-SOC (Classification of Instructional Programs-Standard Occupational Classification) crosswalk helps identify the target occupations of a particular field of study along with the employment forecast for those occupations. The completions data allow the college to see which local institutions of higher education have programs supporting each occupation of interest.

Standard 4: Effectiveness and Improvement

A series of tables appearing later in this standard collectively provide comprehensive information about each of the college’s 33 core theme indicators, including the progress the college has made in reaching targeted performance levels that indicate accomplishment of core theme objectives. For each indicator, an accompanying discussion describes how the indicator is measured, what strategies the college has employed to impact the indicator, what the college has learned, and changes it has made based on that information. At a detailed level, these discussions provide responses to the sub-standards—4.A.1 through 4.B.2—within Standard Four. The responses immediately below complement and provide context for the detail provided in the tables.

Data-Based Assessment of Core Theme Objectives (4.A.1)

Using the data sources identified in Standard 3.B.3, data are regularly collected on each core theme indicator and are analyzed on an annual basis to assess progress on the indicator and the objective it supports. The analysis is reported and discussed in annual planning retreats with college leadership teams. Some changes have been made in data collection for some of the indicators as described in the tables.

Evaluation of Programs and Services (4.A.2)

Program review is the mechanism for evaluating instructional programs, and it is the primary responsibility of faculty. Program review was revised in 2010 to align more closely with the revised accreditation process. Details about program review are provided in the discussion of Indicator 2.02.

Compared to program review, non-instructional programs and services have been evaluated in less-structured ways. For example, the library and most student services offices conduct user satisfaction surveys. The campus tutoring center ([Student Learning Center](#)) surveys student users and requests research reports that track the progress of students using tutoring services. The Budget Office solicits feedback on the annual budget process, and the IT and facilities departments track response times for work order requests. Partners within the Opportunity Center for Employment and Education (OCE&E)

ask customers to complete feedback forms. Input from the forms is analyzed by the center's Customer Satisfaction Committee and the findings discussed with the center's Leadership Team.

The discussion of Indicator 2.06 describes an unsuccessful attempt to introduce the practice of annual assessment into non-instructional programs services campus-wide. This failure has led to two positive outcomes. One outcome is that the indicator was transformed from requiring an annual assessment project to requiring an annual Benchmark Action Plan with an assessment component. The second outcome is that the president has asked that a non-instructional program review process be put into place beginning with the 2016-17 academic year. The executive director of institutional effectiveness is currently designing that process.

Assessment of Student Learning Outcomes (4.A.3)

Student learning outcomes have been established at the course, program and institutional levels. Each course is based on a "Master Course Outline" (MCO), which serves as the foundational document for the course. It identifies three levels of outcomes: course-level, program-level, and institutional level. At North, these latter are referred to as [Essential Learning Outcomes](#) (ELOs).

Documentation of course-level assessment and learning is done through Teaching Improvement Practice ([TIP](#)) forms (formerly referred to as Assessment Loop Forms of ALFs). The program review process documents assessment and learning of program-level outcomes. Regular assessment of ELOs is carried out through projects designed and led by the faculty-based Assessment Committee.

The discussion of Indicators 2.01-2.03 provides a detailed description of the college's experience with these assessment processes, the lessons that have been learned from that experience, and how the college is using that experience to make improvements in the assessment processes.

Assessing Alignment and Integration of Programs and Services (4.A.4)

This level of assessment occurs in annual summer retreats held by the Executive Team, the Instructional Council and the Student Development Services Council. During these retreats core theme indicator performance data are reviewed. This leads to an assessment of how effectively programs and services are implementing the strategies identified to impact the indicators, and from that assessment the teams identify priorities for the coming year's work plan.

In this context, "programs and services" include annual work plans developed for Benchmark Action Plans, either by individual offices or by committees and work teams. As will be seen in the discussion of Indicator 2.06, greater integration of individual work plans is an area the college has identified for improvement.

Assessing Alignment and Integration of Processes and Resources to Achieve Program and Service Outcomes (A.4.5)

In terms of formal processes, for instructional programs this type of assessment occurs within program review. The non-instructional program review process currently in development will provide these programs and services with the formal structure for a similar comprehensive program assessment.

Less formally, regular face-to-face meetings are venues in which alignment and integration of planning, resources, capacity, practices and assessment are frequent topics of discussion. This is true not only of meetings of the Executive Team and the Instructional and SDS Councils, but also of divisional and departmental meetings as well.

The annual budgeting process is another method for assessing the capacity and resources of programs and services. Each budget manager submits an annual budget request, one that has been developed in

collaboration with his or her respective staff and that reflects the needs of the program/service as seen by those working within it. After receiving requests from each of the budget managers in her area, each vice president has the discretion to shift existing resources to programs or services within her purview that have demonstrated greatest need. If new resources are requested beyond existing budget levels, those requests undergo an extensive review. If the vice president considers the request warranted, she takes it to the President's Cabinet (made up of the president and three vice presidents). If that group gives provisional approval, then both the College Council and the Budget Advisory Committee review the request. Recommendations from these bodies return to the President's Cabinet, where the request is discussed a final time. Recommendations are made to the president, who makes the final decision on the request.

Regular Review of Assessment Processes (4.A.6)

The annual retreats described in Standard 4.A.4 are occasions for reviewing the assessment processes related to core theme indicators. The program review process, both before and after being revised in 2010, has always included a year—usually the fourth year of the cycle—in which the process itself is assessed. As will be seen in the discussions of Indicators 2.01-2.03, Dr. Kristen Jones, hired as vice president for instruction in April 2015, has asked the Assessment and Program Review Committees for a thorough review of assessment processes at the course, program, and institutional levels.

When the incumbent executive director of institutional effectiveness retired, Dr. Stephanie Dykes was hired for the position in May 2015. During her first year, she is reviewing all existing assessment practices with an eye toward improving both effectiveness and efficiency. This process is occurring at the same time that she and a consultant are working with groups throughout the college to lay the foundation for a new seven-year strategic plan beginning in July 2016. The strategic plan conversations necessarily involve a careful evaluation of the assessment processes that will support it.

Results of Assessment: Meaningful Indicators Lead to Improvement & Results Available (4.B.1)

Institution-wide participation in the development of core theme indicators was discussed earlier within Standard 3.A.1. As will be evident in the indicator-by-indicator discussions that follow Standard 4.B.2., some indicators have proven more meaningful than others, and all indicators are being reviewed as the college enters discussions about its next seven-year strategic plan. It is certainly the case that, having had experience with the concept of indicators in this first accreditation cycle, the campus is not only more accustomed to thinking in terms of indicators, but is better prepared and has the experience needed to make future indicators even more meaningful.

It has been a challenge to identify indicators that are equally meaningful to all employees. Program-specific indicators within Core Theme One, such as math, English and the Basic Skills progression (Indicators 1.03-1.11), resonate with the faculty in those programs, but have left other faculty wondering how the indicators are relevant to their programs. General indicators, such as student retention and completion or campus climate, run the risk of being so general that they do not excite imagination and engage faculty and staff ownership, passion and commitment.

The discussions within the “Feedback Loop” section in the tables that follow Standard 4.B.2 provide numerous examples of improvements the college has made based on the results of assessments of core theme indicators. The discussions also describe lessons the college has learned from its efforts to address each indicator. Those lessons are informing discussions about the new strategic plan.

Program review documents describe improvements that faculty plan to make after conducting comprehensive assessments of their respective programs. A [report prepared in summer 2015](#) by a member of the Program Review Committee summarizes the types of improvements that faculty identified as necessary:

- Improved curriculum and delivery practices for specific courses
- Improved use of space and/or equipment and/or processes
- Alignment of courses with other courses, departments or programs
- Alignment with evolving industry, state and/or national standards regarding course content and outcomes
- Engagement with more campus and community partners
- Addition of faculty and/or staff
- Development of new courses

Faculty submitted program review reports over a two-year (2013-15) period. Some of the improvements they identified are dependent on resources. The needs identified through program review are a central component of each year’s budget discussions. Some requests are funded; others are not.

Because the college lacks a structured and comprehensive review process for non-instructional programs and services (see previous discussion in Standard 4.A.2), improvements made within those programs and services are less well-documented. Instances of such improvements certainly exist: an improvement to registration or advising practices as described in an end-of-year report; expanded services for evening students based on observations or student feedback; modification to procedures such as recruitment, payroll processing or budget development, based on user input; and decreased response times due to new work-order procedures. These examples notwithstanding, the college recognizes the need for systematic and regular assessment processes for non-instructional programs and services. This need was noted earlier, and will be reflected again in the indicator discussions later in this chapter.

The results of core theme indicator assessments are reported in an annual performance report, which is discussed in retreats of the Executive Team, the Instructional Council and the Student Development Services Council. These groups use the findings to develop or modify work plans. Results are shared with the College Council and in all-college meetings, and are also posted to the [strategic planning website](#).

Important and successful as these practices have been, the college has identified potential ways to improve current dissemination processes. Assessment results for current indicators are available and reported only on an annual basis, which is problematic in that more timely information could help shape more immediate changes in strategy. Results could be discussed on a more regular basis at the “local” level—with faculty in a specific department, for example, or staff within a specific service whose work most directly impacts a given indicator. These are among the changes the college is considering for its next seven-year plan.

Results of Student Learning Assessment: Used to Improve Practice and Made Available (4.B.2)

The above information regarding program review is pertinent to this standard as well. Additionally, thorough discussion of assessment of student learning at the course, program, and institutional level is found the “Feedback Loop” sections of Indicators 2.01-2.03, appearing later in this chapter.

As noted in Standard 4.A.3, at the course level, faculty report assessments and improvements they have made to their classroom practices in annual Teaching Improvement Practice (TIP) forms. A 2015 analysis of TIP forms found that:

- Student performance on a learning activity or assignment as well as direct feedback from students were the most frequent types of evidence that faculty cited in making improvements to their classes;
- Approximately 60 percent of the changes that faculty made involved either developing a new learning activity (32 percent) or modifying an existing learning activity (28 percent);

- Most changes resulted in improved student learning as evidenced either by direct student feedback (40 percent) or improved student performance (36 percent);
- Implementing a successful change gave 55 percent of respondents ideas for additional changes to the same course; 32 percent of respondents got ideas for changes to another course.

While several faculty report the value of annual TIP forms, data for Indicator 2.01 (discussed later in this chapter) show that a relatively low percentage of faculty actually complete a form each year. The Assessment Committee work plan for 2015-16 includes addressing this low participation rate.

How faculty have used the results of program review has been discussed earlier in this document and will be discussed again within Indicator 2.02. As the latter discussion will make clear, revisions to the current process are being considered in order to make it more manageable for faculty.

Assessment of North Seattle's institution-level Essential Learning Outcomes is also discussed in considerable detail below, within Indicator 2.03. The college has organized annual projects to assess these overarching outcomes across multiple disciplines. Faculty who have participated in the assessments have appreciated the experience and implemented improvements in their classes. However, research reports conducted during summer 2015 on each of the ELOs revealed a number of challenges, including a lack of awareness of the ELOs and a lack of a common understanding of what they mean or intend. These challenges are elaborated below in the discussion of Indicator 2.03.

Excellent assessment practices are occurring in every instructional program throughout the college as individual TIPs, program reviews and ELO assessment attest. Still, the college recognizes the need for improved processes and structures to support faculty assessment and to create synergy among separate assessment efforts. To this end, as noted above in Standard 4.A.6, the vice president for instruction has asked both the Assessment and Program Review Committees for year-long studies resulting in a set of recommended improvements. She has also created a committee comprising the chairs of those two committees and the Curriculum and Academic Standards Committee to advise her and the Instructional Council on matters pertaining to curriculum and assessment. In short, the college recognizes that work is needed, and this work has begun.

Core Theme One: Advancing Student Success

Advancing Student Success means that we

- create a culture that intentionally places student learning and growth at the center of what we do;
- promote student engagement with coursework, faculty and staff, and co-curricular activities;
- foster active, collaborative, self-directed learning;
- support student perseverance and goal completion.

Objective 1: To significantly increase the percentage of students who successfully complete their educational goals, including retention, progression, completion, transfer, and employment; and to increase the equity of academic outcomes among all student groups.

Notes regarding tables on the following pages

The left-hand side provides information about the indicator.

- The indicator and its number are displayed. Indicators are numbered 1.01 through 3.13. The first numeral corresponds to the core theme with which the indicator is aligned.
- Baseline data for the indicator are shown, along with the year on which baseline data are based.
- The benchmark or the target performance the college aspires to by the end of the 2015-16 academic year is displayed. Data for 2015-16 will be available after the close of the academic year in June 2016, and therefore are not available for this report.

The right-hand side displays actual performance data in four columns.

- Column A displays the academic year.
- Column B displays performance data for that year.
- Column C displays the percent of benchmark (target performance) represented by the actual performance.

The formula is: *actual performance divided by benchmark equals percent of benchmark*. For example, if the benchmark for participation in an activity is set at 65%, and the actual participation is 55%, the percent of benchmark would be $55\% / 65\% = 85\%$. Similarly, if the benchmark for a satisfaction rating is set at 4.50, and the actual rating is 4.60, the percent of benchmark would be $4.60 / 4.50 = 102\%$.

- Column D represents a rating of the percent of benchmark using these color codes

< 70% of benchmark

70-89% of benchmark

≥ 90% of benchmark

Longitudinal tracking

- Most indicators for Core Theme One involve tracking cohorts of students over multiple quarters from an identified starting year. The number of years of available performance data varies, depending on the length of the tracking period for each indicator.
- Each student within a given year's cohort is tracked for the same number of quarters and his/her performance reported in the same year, regardless of which quarter of the cohort year a given student may have begun. For example, if the progress of the 2010-11 developmental English cohort is to be tracked for four quarters (Indicator 1.08), a student who started in Fall Quarter of 2010 will be tracked through Fall Quarter 2011, while a student starting in Spring Quarter 2011 will be tracked through Spring Quarter 2012. The progress of both students will be recorded at the end of each student's fourth quarter, and will be reported in the 2011-12 year.
- Quarters are counted regardless of whether a student maintains enrollment. For example, the eighth quarter for a student starting in Fall 2010 is Fall 2012, whether s/he is enrolled the entire time, stops out for one or more quarters, or discontinues entirely.

The Feedback Loop portion of each table contains a discussion of the indicator in three sections.

- Methodology explains how data are collected and calculations made for the indicator.
- Strategies describes the actions the college has taken to positively impact the indicator.
- Institutional Learning reflects on successes and challenges that the college has experienced in striving to achieve benchmark performance levels, what it has learned from that experience, and how it is using that information to make improvements in current and future practice.

Indicator				Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
1.01	Annual Student Achievement points per student			A	B	C	D
				2010-11	1.13	103%	
				2011-12	1.15	105%	
	Baseline	1.06	2009-10	2012-13	1.11	99%	
	Benchmark	1.10	2015-16	2013-14	1.15	105%	
				2014-15	1.10	110%	

Feedback Loop

Methodology: This measure includes all students enrolled in credit classes except International Students. It tracks each student’s [Student Achievement Initiative \(SAI\)](#) points on an annual basis. SAI data are provided by the State Board for Community and Technical Colleges (SBCTC or State Board), and calculations for this indicator are made locally by the college. The college uses this indicator as a broad overall measure of student success that is captured more specifically in additional measures of student retention (Indicator 1.01, 1.02), progression (Indicators 1.04-1.11) and completion (Indicators 1.12-1.15). Efforts to impact these indicators are ultimately reflected in this less-direct measure.

Strategies: See Indicators 1.02 through 1.16 as described below.

Institutional Learning: The college observed that its points-per-student were lower than other two-year colleges in the state. Research revealed that North Seattle College has the highest percentage of students who transfer in credits from other colleges, including the highest percentage of students with bachelor’s degrees. Anecdotal and student survey data indicate that many of these students enroll at North Seattle for the purpose of taking only a few courses. Most importantly, research shows that over 70 percent of North’s students attend on a part-time basis, by far the highest percentage of part-time students among the state’s colleges. Because these factors contribute to the college’s relatively lower SAI points-per-student when compared to other colleges, the measure is most helpful when used internally, comparing year-to-year performance.

Indicator				Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
1.02	Q1 to Q2 for students intending to stay at least two quarters			A	B	C	D
				2010-11	61%	87%	
	Baseline	62%	2009-10	2011-12	62%	89%	
	Benchmark	70%	2015-16	2012-13	64%	91%	
				2013-14	66%	94%	
1.03	Q1 to Q2 for students whose planned length of stay is “don’t know” or “blank”			A	B	C	D
				2010-11	47%	80%	
	Baseline	48%	2009-10	2011-12	47%	80%	
	Benchmark	59%	2015-16	2012-13	48%	81%	
				2013-14	51%	86%	

Feedback Loop

Methodology: When students apply for admissions, they are asked for their “planned length of stay.” These measures track student retention from first to second quarter. The college targeted first-to-second quarter retention rates based on the large body of [student engagement](#) literature showing that, when engaged with faculty, staff, classes, an instructional program, and/or other students, students are more likely to persevere and complete their educational goal. Students who were not clear or did not indicate how long they intended to stay were presumed not to have a clear educational goal, and therefore at greater risk of dropping out. For that reason, the college focused on them in Indicator 1.03.

Strategies: To positively impact these indicators, the college (1) introduced mandatory orientation for all incoming students, and standardized the information that students received no matter which of several orientation options a student experienced, (2) asked faculty to reach out to first quarter students in their classes at the beginning of the quarter with a welcome, and toward the end of the quarter with encouragement to continue their studies the next quarter, (3) updated instructional Program Planning Guides to provide incoming students with clearer and more comprehensive information about the requirements of instructional programs and the career pathways to which they lead, and (4) actively reached out to students during orientation sessions, through classroom presentations and through e-mail messaging to connect them with an advisor for the purpose of developing a personalized [educational plan](#), i.e., a roadmap leading students to successful completion of an educational goal or program of study.

Institutional Learning: Revising Program Planning Guides has led to more of the guided pathways work in which the college is currently engaged with consultation from Dr. Rob Johnstone of the National Center for Inquiry and Improvement. Guided pathways encompasses these strategies: “establishing clear roadmaps to students’ end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement; incorporating intake processes that help students clarify goals for college and careers; offering on-ramps to programs of study designed to facilitate access for students with developmental education needs; and embedding advising, progress tracking, feedback, and support throughout a student’s educational journey.”¹

The college has also discovered that intake data are sometimes inaccurate, and that systems need to be improved to provide more accurate information about students’ academic goals.

¹ Johnstone, Rob. (2015) *Guided Pathways Demystified: Exploring Ten Commonly Asked Questions about Implementing Pathways*. National Center for Inquiry and Improvement. Retrieved from <http://www.inquiry2improvement.com/>.

Indicator				Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
1.04	Percent of students completing developmental math sequence within four quarters			A	B	C	D
				2010-11	33%	77%	Yellow
				2011-12	32%	74%	
				2012-13	34%	79%	
				2013-14	35%	81%	
	Baseline	31%	2009-10				
	Benchmark	43%	2015-16				
1.05	Percent of students who start three levels below college-level and complete developmental math sequences within four quarters			A	B	C	D
				2010-11	8%	40%	Red
				2011-12	7%	35%	
				2012-13	8%	40%	
				2013-14	10%	50%	
	Baseline	6%	2009-10				
	Benchmark	20%	2015-16				
1.06	Percent of students who start two levels below college-level and complete developmental math sequences within four quarters			A	B	C	D
				2010-11	42%	84%	Yellow
				2011-12	37%	74%	
				2012-13	35%	70%	
				2013-14	39%	78%	
	Baseline	36%	2009-10				
	Benchmark	50%	2015-16				
1.07	Percent of students who earn QSR* within eight quarters			A	B	C	D
				2010-11	20%	80%	Yellow
				2011-12	23%	92%	
				2012-13	26%	100%	Green
	Baseline	18%	2009-10				
	Benchmark	25%	2015-16				
	*Quantitative/Symbolic Reasoning = college-level math or equivalent course						

Feedback Loop

Methodology: This set of indicators addresses the well-documented challenge that many students experience in math by tracking student progress through developmental math to successful completion of a college-level math course. The indicators track all students who place into developmental math, whether one, two or three course levels below college-level math. Tracking begins from the student's first quarter in the developmental sequence. Students are tracked for either four or eight quarters, excluding summer quarter.

Strategies: One successful intervention was to link a developmental math course with a two-credit support class taught by counseling faculty. The support class addresses issues that contribute to math success, such as lessening math anxiety and improving time management, study skills, and exam preparation.

A specific set of interventions was introduced with support from a Gates Foundation *Pathways to Completion* grant, awarded to the three colleges within the Seattle College District. These interventions included the aforementioned mandatory orientation, proactive advising that “embeds” advising services

and educational planning directly in developmental math classrooms, self-paced modular math, algebra express courses, and an advisor dashboard to more closely track student progress. Some math faculty attended a “[Productive Persistence](#)” workshop in which they were introduced to classroom-based activities which can be used to help students understand that their ability as mathematic learners can grow with effort, strategic planning, and good study habits.

Institutional Learning. For several years the math faculty has gathered for biweekly “Reflection Fridays” meetings in which they “talk shop,” learning from and providing support to one another and comparing notes on the skill and art of teaching. Based on information shared in these regular meetings, the math faculty has developed common exam questions and pre- and post-tests to normalize different sections of the same course. They determined that some of the pre-college textbooks are unnecessarily expensive and do not meet the students’ learning needs. A team of faculty was formed to write an open-source replacement textbook. This first text has been completed and data show that it is meeting student needs while saving students considerable expense. The faculty are currently at work on a second textbook.

The benchmark for Indicator 1.05 was intentionally set very high to serve as an incentive and to underscore the severity of the challenge of helping students who start so far below college level to successfully complete the developmental math sequence. In retrospect, at three times the baseline, the bar was set unrealistically high. Although the college fell short of the benchmark, it nonetheless made significant progress by increasing the success rate for these students from six percent to ten percent, a 67 percent increase.

Indicator				Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
1.08	Percent of students completing developmental English sequence within four quarters			A	B	C	D
				2010-11	72%	101%	■
				2011-12	71%	100%	
				2012-13	73%	103%	
				2013-14	80%	113%	
	Baseline	62%	2009-10				
	Benchmark	71%	2015-16				
1.09	Percent of developmental English students passing ENG101 within eight quarters			A	B	C	D
				2010-11	52%	93%	■
				2011-12	59%	105%	
				2012-13	60%	107%	
			Baseline	49%	2009-10		
	Benchmark	56%	2015-16				

Feedback Loop

Methodology: Any student who places into developmental English is tracked from her/his initial quarter to see whether s/he successfully completes the developmental sequence within four quarters and English 101 within eight quarters.

Strategies: The English faculty have reviewed placement procedures and data on student success rates by course section. They meet in “norming sessions” to read and assess student writing and to ensure consistent expectations and evaluation of student work. Monthly department meetings provide a venue for regular discussion of what they have discovered from these reviews, and for sharing ideas for supporting student success. As is the case with math, English faculty have partnered with the advising center to embed advising and educational planning services into developmental English courses.

Institutional Learning: The English faculty have adopted *Productive Persistence* activities initially introduced to the campus through the Gates Foundation grant supporting math education. The English Department at North Seattle has worked with its counterparts at the other two colleges in the Seattle College District to align Developmental English courses across the district and to provide a more streamlined pathway for students to get to English 101. Upon entering the developmental English program, students are no more than one quarter away from taking the 10-credit English 099/English 101 or five-credit English 101.

The discussion of Indicator 2.04 later in this chapter describes another change being considered to improve students’ writing skills. If implemented, the change would require students to take the writing placement test and to enroll in the prescribed English class early in their studies at the college, probably within their first 30 credits.

Indicator				Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
1.10	Percent of upper-level ESL students (Levels 4-6) transitioning to college-level courses within twelve quarters			A	B	C	D
				2009-10	23%	82%	Yellow
				2010-11	24%	96%	Green
				2011-12	24%	96%	Green
	Baseline	20%	2008-09				
	Benchmark	25%	2015-16				
1.11	Percent of lower-level ESL students (Levels 1-3) transitioning to upper-level ESL coursework within twelve quarters			A	B	C	D
				2009-10	19%	83%	Yellow
				2010-11	23%	100%	Green
				2011-12	26%	113%	Green
	Baseline	18%	2008-09				
	Benchmark	23%	2015-16				

Feedback Loop

Methodology: Students are tracked based on their first English as a Second Language course—whether Lower Levels (1-2-3) or Upper Levels (4-5-6). They are tracked for a full twelve quarters.

Strategies: The college’s [I-BEST](#) (Integrated Basic Education and Skills Training) program contributes significantly to the success of this indicator. Developed in Washington State, the I-BEST model has gained national recognition in its effective use of two instructors—one for job training and one for basic skills learning—in supporting the progress of ESL students through basic skills classes and into college-level work. In addition to I-BEST, the College Readiness Committee has developed an annual workshop entitled “ESL Transition to College,” which has proven highly successful in helping students to transition into college-level work. Further support is offered through two scholarships. The College Bridge Scholarship pays tuition and fees for the final level of developmental English, and the English 101 Success Scholarship covers the costs for the college-level composition class. Another “bridge” to college-level work is provided through advising services that are embedded into upper-level ESL classes.

Institutional Learning: Basic Skills faculty meet often, both formally and informally, to share their experiences with curriculum, students, textbooks, and how classes at one level articulate with those at the next level. They regularly review student scores on quarterly [CASAS](#) (Comprehensive Adult Student Assessment Systems) assessments used to measure student progress. These discussions result in ongoing evaluation and modifications of the program. Basic Skills faculty make diligent use of the quarterly Collaboration Days set aside by the college to attend or conduct workshops that enhance teaching and learning. *Productive Persistence* activities have been well-received and widely-incorporated into Basic Skills classrooms. Expanding on the Transition to College workshop, the Basic Skills faculty have revamped their intake and orientation processes so that ESL students are able to obtain a more thorough understanding of the program, of the college in general, and of the pathways available to them as they move forward with their studies.

Indicator				Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
1.12	Percent of degree-seeking students earning degree/certification within three years			A	B	C	D
	Baseline	22%	2009-10	2010-11	21%	64%	
	Benchmark	33%	2015-16	2011-12	21%	64%	

Feedback Loop

Methodology: This indicator focuses exclusively on students who, based on information in their student records, are believed to be degree-seeking students. It tracks the percentage who earn a degree or certificate within twelve quarters. The indicator is confounded by imprecise data concerning which students are truly degree-seeking.

Strategies: The retention strategies described earlier, especially those emphasizing the importance of “pathways,” are some ways the college has focused on this indicator. When students reach the 45-credit mark (mid-way through their degree program), they are required to meet with an adviser to ensure that they understand the remaining degree requirements as well as the requirements for the program or university to which they plan to transfer. The college also alerts students that degrees cannot be conferred unless the student actively applies for graduation with a successful transcript audit. In July 2015, the college became part of [Project Finish Line](#), a grant-funded initiative that utilizes completion coaches to work individually with students who are close to completion, assisting them to address the obstacles preventing them from completing their program of study. Another component of the project is working with students who have transferred to a four-year institution without earning an associate degree. These students are encouraged to complete a “reverse transfer” and are awarded the associate degree using credits transferred back to the two-year college from the four-year institution.

Institutional Learning: Clearly, the college has not made progress on this indicator. Lack of progress is the result of several factors. Professional technical students (those enrolled in job-related programs) may not realize that they need to apply for graduation; also, in the improving economic climate, students are often hired before completing their program. For transfer students, North’s graduation rate declined significantly ten years ago when the University of Washington—where the vast majority of students transfer—eliminated an associate degree from their transfer admissions requirements. Since then, hundreds of students have transferred without a two-year degree. A reverse transfer agreement will help in this regard. A pilot project is currently underway with Washington State University.

A systemic challenge (not only for North Seattle, but all colleges with the SBCTC system) are aging data systems that do not accurately capture nor reliably update students’ true academic intent. A student intending to complete 15 credits in order to meet prerequisites for a bachelor’s or graduate degree could easily be—and often is—coded as a student intending to earn an associate degree. New *PeopleSoft* administrative applications being installed throughout Washington’s community and technical colleges over the next several years may help address this coding issue. In the meantime, the college has undertaken a “Student Record Update” initiative whereby returning students registering for Winter Quarter are asked to update their program of study, and at the same time are asked whether they will allow the college to confer a degree if requirements are met even if the student does not take the step of applying for the degree.

The joint work of the Instructional and Student Development Councils described in Standard 3.B.2 is squarely focused on guided pathways and completions, with the three task forces working on different aspects. In addition to work at North, a district-wide Pathways Task Force is addressing related issues for the entire Seattle College District.

Indicator				Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]				
1.13	Percent of students reporting that they are “definitely meeting” their educational goals at the college			CCSSE Supplemental Question				
				A	B	C	D	
				2013-14	54%	102%		
		Baseline	48%	2010-11	NSC Annual Surveys of Current Students			
		Benchmark	53%	2015-16	A	B	C	D
				2013-14	82%	155%		
				2014-15	86%	162%		
				NSC Annual Surveys of Graduates and Transfers				
				A	B	C	D	
				2012-13	74%	139%		
		2013-14	73%	138%				
		2014-15	82%	155%				

Feedback Loop

Methodology: Self-report data for this indicator are collected through student surveys. The baseline was established from a supplemental question added to the 2011 Community College Survey of Student Engagement (CCSSE), which the college administered again in 2014. The CCSSE is administered to students in classes randomly selected by CCSSE. To gather this information more frequently, the college began asking the question of graduates, students who transfer before graduating, and students who are enrolled in Spring Quarter. The CCSSE is administered through an in-class paper/pencil survey; the college’s annual surveys are administered through an online survey. All surveys are anonymous.

Strategies: Efforts during orientation and advising sessions to help students clarify their goals as well as the guided pathways initiative, currently underway, are the most direct strategies employed to impact this indicator.

Institutional Learning: This indicator was included in the strategic plan as a complement to the “completion” indicator (1.12) in order to measure how well the college supports the many additional education goals that students have besides that of degree completion. The data provide a clear indication that the college is successful in this regard, but they also open the way to further questions. For example, what explains the vastly different results from the CCSSE when compared with data from locally-developed surveys? Which goals did the students have in mind when they reported that they were “definitely meeting” them? How do the students’ self-reported goals align with potentially inaccurate goal-related data in the student database? Are there particular ways in which the students experienced support that the college might enhance? As indicators for the 2016-2023 strategic plan are developed, such questions can help inform that process.

Indicator		Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]				
1.14	Percent of degree-seeking students who earn 45 college-level credits within three years		A	B	C	D
			2010-11	23%	92%	
			2011-12	24%	96%	
	Baseline	23%	2009-10			
	Benchmark	25%	2015-16			

Feedback Loop

Methodology: This indicator tracks the percentage of degree-seeking students who earn 45 college-level credits within three years of their first class at the college. As noted in Chapter One, because of changes made at the state level, both in data collection and in the Student Achievement Initiative, the indicator changed from its original focus on transfer students achieving “transfer readiness” to all degree-seeking students achieving 45 credits. The lack of precision associated with identifying degree-seeking students, as discussed earlier, impacts this indicator as well.

Strategies: The strategies discussed previously for the retention indicators, and for progression to college-level math and English, apply to this indicator as well. During orientation sessions, advisors emphasize that achieving clear milestones—15 credits, 30 credits, 45 credits—can help students experience a sense of achievement and, at the same time, provide motivation to persevere toward the larger goal of a degree.

Institutional Learning: Currently, when students reach the 45-credit milestone, they are required to meet with an advisor and either develop or update an education plan that maps their course to completion and ensures that, if they plan to transfer to a baccalaureate program, they satisfy the admission prerequisites for that program. Experience has shown that the “45-credit check-up” is in fact too late. A number of students do not reach it, and others may have drifted “off course” before reaching the 45-credit mark. Based on this experience, advisors are working with instructional divisions to introduce changes beginning in 2016-17. One change will be to move the required check-up earlier, to the point at which students reach 30 credits. A second change is to assign an advisor to serve as designated “liaison” to specific instructional departments. This change has two intended outcomes. First, faculty in the department will know whom to go to with questions, and to whom to refer students. Second, the advisor will develop deep expertise around a handful of programs while still retaining general knowledge of many programs. The changes are expected to positively impact both the 45-credit milestone and student completion.

Several factors suggest that the college may re-think this indicator as it develops indicators for its new strategic plan. Reaching a milestone of 45 credits is clearly compatible with and could easily be incorporated into the guided pathways work that is the focus of the joint Instructional and Student Development Services Councils. Forty-five credits is one of several milestones within the Student Achievement Initiative. Other milestones include completing developmental and basic skills sequences, earning 15 and 30 college-level credits, completing a college-level math course, and completing a degree or certificate. Because the new funding model allocates more resources on the basis of SAI points, the college is considering making SAI milestones a more prominent feature in a new set of indicators.

Indicator			Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
1.15	Percent of professional technical completers who are employed within one year of leaving NSC		A	B	C	D
			2010-11	74%	97%	■
			2011-12	70%	92%	
			2012-13	74%	97%	
			2013-14	77%	101%	
	Baseline	73%	2007-10*			
	Benchmark	76%	2015-16			
	* Average over three years					

Feedback Loop

Methodology: Students are included in this indicator if they are officially enrolled in and complete at least 45 credits of a professional technical program, leave the college and are enrolled in that program during their last quarter, and do not return to higher education within a year of leaving North Seattle College. Data are collected by SBCTC through a process known as Data Linking for Outcomes Assessment (DLOA). This process involves inter-agency agreements whereby student social security numbers are matched to Unemployment Insurance and [National Student Clearinghouse](#) database. Only those students with a valid social security number in their registration or completions records are included, since only those students have the possibility of matching to external databases. Within the context of DLOA, students earning 45 credits are considered program “completers” even if they do not complete a degree or certificate.

Strategies: Industry representatives serve on the Technical Advisory Committees (TACs) that support each professional technical program. Feedback from the committees helps to ensure that program curricula stay current with industry standards. The professional networks that faculty develop within the industry often provide avenues to job opportunities for program completers, as do internships that are built into the programs. Beyond these long-standing structures, no specific interventions have been initiated to impact this indicator.

Institutional Learning: Job placement is sensitive to economic times. Some of the upturn in placements recorded in 2013-14 may be attributable to an economy that had improved from previous years. Data from DLOA are limited in that they arrive from SBCTC approximately 18 months after the end of an academic year and do not include self-employed completers (who are not included in Unemployment Insurance records). Even with these limitations, however, faculty have appreciated the opportunity to review the information, discuss it with their TACs, and in some cases supplement it with data they have from direct contact with former students. Greater use of DLOA data may well be part of a revised program review process that is under discussion in the 2015-16 year.

Indicator	Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]		
1.16 For each of the above student success indicators, the percent difference in achievement levels of disaggregated student groups from the achievement of all students	<i>Please see data in the tables following the Feedback Loop discussion.</i>		
	Baseline	Varies	2009-10
	Benchmark	≥ 95% of mean for all students	2015-16

Feedback Loop

Methodology: The tables that follow present data on Indicators 1.01 through 1.15 disaggregated by racial/ethnic subgroups. For multiple academic years, results for each subgroup are compared to the results for students as a whole (“all” students). Most indicators involve tracking cohorts of students over multiple quarters from an identified starting year. The years that appear at the top of the tables are the years in which the results are available, not the starting year for the student cohort in question. For example, for a cohort that started in 2009-10 and is tracked for two years (eight quarters), performance data will be reported in the 2011-12 column since Spring Quarter of 2012 will have allowed a full eight quarters for students who started in spring 2010.

A color-coding system is used throughout the tables to indicate how closely the results approach the benchmark set for each indicator or to provide additional information.

Data not available	< 10 cases	< 70% of benchmark	70-89% of benchmark	≥ 90% of benchmark
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Data are not available if tracking occurs over multiple quarters (i.e. from the student’s first quarter through his/her four, eight, or twelve quarters) and an insufficient number of quarters have elapsed. Racial/ethnic data are not available for Indicator 1.13 because the annual student surveys collecting the data did not include a race/ethnicity question. Data are not reported when a cell represents fewer than 10 students.

Strategies: In 2012 the college created a new position of director of diversity and retention. The director created a Peer Navigator program in which students of color reached out to other students to provide peer support. Support took the form of tutoring, primarily in math but in other subjects as well, and also general “navigation” of college processes and procedures. The Peer Navigator program, as well as overall efforts to provide an inclusive and nurturing multicultural environment, were supported by related work done by the Women’s Center, Disability Services, the Roy Flores Wellness Center, and Student Leadership and Multicultural Programs.

Complementing direct outreach to students of color are more generalized efforts to create a welcoming, inclusive, and supportive campus culture for students of color. The Diversity Advisory Committee (DAC) sponsors quarterly campus-wide book reads on topics of diversity, and sponsors an annual presentation in which student panelists are invited to share their experiences related to diversity on campus. Through the Diversity and Inclusion Facilitator (DIF) program, a four-year professional development initiative that began in 2011-12, over forty employees have received training in how to foster an inclusive environment in which diversity is recognized, respected and embraced. Each quarter DIF sponsors a Collaboration Day workshop on issues related to systemic bias. In 2013, an Inclusion Change Team (ICT) was formed to forge stronger connections between the DAC and the Executive Team.

Institutional Learning: In July 2014, Dr. Warren Brown was hired as North Seattle’s new president. Early in 2015, when the director of diversity and retention left the college for a new opportunity, Dr. Brown re-titled the position as director of diversity and inclusion to underscore that the scope of the office reaches beyond student diversity and retention to include all aspects of diversity for staff as well as students. A new director was hired in July 2015. With changes in these two key leadership positions, the college is taking 2015-16 to assess how best to move forward with its commitment to diversity, including the best roles for DAC, ICT, and DIF. To support this assessment process, the college has as a resource a report prepared by the ICT in summer 2015 entitled “[State of Equity and Inclusion at North Seattle College](#),” as well as ideas the new director is gathering from conversations with her counterparts at other Washington community and technical colleges.

Indicator 1.16: Data for Student Success Indicators Disaggregated by Race/Ethnicity Subgroups

Data not available	< 10 cases	< 70% of benchmark	70-89% of benchmark	≥ 90% of benchmark
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Data are not available if tracking occurs over multiple quarters (i.e. from the student's first quarter through his/her four, eight, or twelve quarters) and an insufficient number of quarters have elapsed. Racial/ethnic data are not available for Indicator 1.13 because the annual student surveys collecting the data did not include a race/ethnicity question. Data are not reported when a cell represents fewer than 10 students.

All Students

Indicator			Benchmark	2010-11	2011-12	2012-13	2013-14
SAI	1.01	Points per student	1.10	1.13	1.15	1.11	1.15
Retention Q1 to Q2	1.02	Intend to stay two: or more quarters	70%	61%	62%	64%	66%
	1.03	Intend to stay: don't know/blank	59%	47%	47%	48%	51%
Math Progression	1.04	All levels: complete developmental sequence	43%	33%	32%	34%	35%
	1.05	3 levels below: complete sequence	20%	8%	7%	8%	10%
	1.06	2 levels below: complete sequence	50%	42%	37%	35%	39%
	1.07	All levels: complete QSR	25%	20%	23%	26%	
English Progression	1.08	All levels: complete development sequence	71%	72%	71%	73%	80%
	1.09	All levels: complete ENG101	56%	52%	59%	60%	
ESL Progression	1.10	Upper levels: transition to college work	25%	24%	24%		
	1.11	Lower levels: transition to upper levels	23%	23%	26%		
Degree	1.12	Degree seekers: complete within three years	33%	21%	21%		
Goal Attainment	1.13	Self report: "definitely meeting goals"	53%			73%	82%
45 credits	1.14	Degree seekers: complete within three years	25%	23%	24%		
Job Placement	1.15	Employed within a year of leaving NSC	76%	74%	70%	74%	77%

African American Students

Indicator			Benchmark	2010-11	2011-12	2012-13	2013-14
SAI	1.01	Points per student	1.10	1.27	1.21	1.18	1.15
Retention Q1 to Q2	1.02	Intend to stay two: or more quarters	70%	55%	61%	59%	51%
	1.03	Intend to stay: don't know/blank	59%	48%	46%	47%	49%
Math Progression	1.04	All levels: complete developmental sequence	43%	15%	11%	18%	20%
	1.05	3 levels below: complete sequence	20%	8%	5%	8%	6%
	1.06	2 levels below: complete sequence	50%	15%	20%	25%	48%
	1.07	All levels: complete QSR	25%	7%	7%	13%	
English Progression	1.08	All levels: complete development sequence	71%	81%	66%	60%	78%
	1.09	All levels: complete ENG101	56%	60%	43%	59%	
ESL Progression	1.10	Upper levels: transition to college work	25%	41%	35%		
	1.11	Lower levels: transition to upper levels	23%	27%	22%		
Degree	1.12	Degree seekers: complete within three years	33%	17%	12%		
Goal Attainment	1.13	Self report: "definitely meeting goals"	53%				
45 credits	1.14	Degree seekers: complete within three years	25%	19%	19%		
Job Placement	1.15	Employed within a year of leaving NSC	76%	82%	52%	78%	72%

Asian/Pacific Islander Students

Indicator			Benchmark	2010-11	2011-12	2012-13	2013-14
SAI	1.01	Points per student	1.10	1.17	1.28	1.18	1.23
Retention Q1 to Q2	1.02	Intend to stay two: or more quarters	70%	60%	61%	59%	65%
	1.03	Intend to stay: don't know/blank	59%	46%	49%	47%	54%
Math Progression	1.04	All levels: complete developmental sequence	43%	30%	32%	38%	37%
	1.05	3 levels below: complete sequence	20%	6%	11%	13%	6%
	1.06	2 levels below: complete sequence	50%	43%	35%	37%	40%
	1.07	All levels: complete QSR	25%	17%	27%	28%	
English Progression	1.08	All levels: complete development sequence	71%	65%	63%	76%	86%
	1.09	All levels: complete ENG101	56%	49%	63%	53%	
ESL Progression	1.10	Upper levels: transition to college work	25%	36%	43%		
	1.11	Lower levels: transition to upper levels	23%	36%	38%		
Degree	1.12	Degree seekers: complete within three years	33%	21%	27%		
Goal Attainment	1.13	Self report: "definitely meeting goals"	53%				
45 credits	1.14	Degree seekers: complete within three years	25%	26%	25%		
Job Placement	1.15	Employed within a year of leaving NSC	76%	82%	69%	76%	85%

Hispanic/Latino Students

Indicator			Benchmark	2010-11	2011-12	2012-13	2013-14
SAI	1.01	Points per student	1.10	1.21	1.21	1.15	1.19
Retention Q1 to Q2	1.02	Intend to stay two: or more quarters	70%	58%	62%	60%	62%
	1.03	Intend to stay: don't know/blank	59%	42%	47%	37%	33%
Math Progression	1.04	All levels: complete developmental sequence	43%	27%	28%	20%	29%
	1.05	3 levels below: complete sequence	20%	5%	11%	3%	6%
	1.06	2 levels below: complete sequence	50%	38%	35%	20%	39%
	1.07	All levels: complete QSR	25%	16%	22%	19%	
English Progression	1.08	All levels: complete development sequence	71%	65%	64%	75%	87%
	1.09	All levels: complete ENG101	56%	47%	64%	75%	
ESL Progression	1.10	Upper levels: transition to college work	25%	15%	21%		
	1.11	Lower levels: transition to upper levels	23%	11%	31%		
Degree	1.12	Degree seekers: complete within three years	33%	22%	11%		
Goal Attainment	1.13	Self report: "definitely meeting goals"	53%				
45 credits	1.14	Degree seekers: complete within three years	25%	24%	20%		
Job Placement	1.15	Employed within a year of leaving NSC	76%	72%	73%	77%	81%

Native American Students

Indicator			Benchmark	2010-11	2011-12	2012-13	2013-14
SAI	1.01	Points per student	1.10	1.33	0.96	0.88	0.92
Retention Q1 to Q2	1.02	Intend to stay two: or more quarters	70%	54%	42%	60%	71%
	1.03	Intend to stay: don't know/blank	59%				
Math Progression	1.04	All levels: complete developmental sequence	43%	15%			29%
	1.05	3 levels below: complete sequence	20%	0%			
	1.06	2 levels below: complete sequence	50%				
	1.07	All levels: complete QSR	25%	8%			
English Progression	1.08	All levels: complete development sequence	71%				
	1.09	All levels: complete ENG101	56%				
ESL Progression	1.10	Upper levels: transition to college work	25%				
	1.11	Lower levels: transition to upper levels	23%				
Degree	1.12	Degree seekers: complete within three years	33%	11%	30%		
Goal Attainment	1.13	Self report: "definitely meeting goals"	53%				
45 credits	1.14	Degree seekers: complete within three years	25%	11%	33%		
Job Placement	1.15	Employed within a year of leaving NSC	76%		60%		

Mixed Race Students

Indicator			Benchmark	2010-11	2011-12	2012-13	2013-14
SAI	1.01	Points per student	1.10	1.04	1.15	1.07	1.18
Retention Q1 to Q2	1.02	Intend to stay two: or more quarters	70%	54%	55%	69%	63%
	1.03	Intend to stay: don't know/blank	59%	44%	48%	44%	49%
Math Progression	1.04	All levels: complete developmental sequence	43%	21%	27%	27%	33%
	1.05	3 levels below: complete sequence	20%	3%	3%	6%	12%
	1.06	2 levels below: complete sequence	50%	23%	32%	27%	41%
	1.07	All levels: complete QSR	25%	14%	16%	17%	
English Progression	1.08	All levels: complete development sequence	71%	55%	79%	80%	
	1.09	All levels: complete ENG101	56%	40%	63%	60%	
ESL Progression	1.10	Upper levels: transition to college work	25%	25%			
	1.11	Lower levels: transition to upper levels	23%	45%	40%		
Degree	1.12	Degree seekers: complete within three years	33%	23%	10%		
Goal Attainment	1.13	Self report: "definitely meeting goals"	53%				
45 credits	1.14	Degree seekers: complete within three years	25%	20%	19%		
Job Placement	1.15	Employed within a year of leaving NSC	76%	68%	77%	76%	77%

White Students

Indicator			Benchmark	2010-11	2011-12	2012-13	2013-14
SAI	1.01	Points per student	1.10	1.01	1.08	1.05	1.07
Retention Q1 to Q2	1.02	Intend to stay two: or more quarters	70%	64%	63%	65%	67%
	1.03	Intend to stay: don't know/blank	59%	43%	45%	50%	55%
Math Progression	1.04	All levels: complete developmental sequence	43%	41%	36%	41%	38%
	1.05	3 levels below: complete sequence	20%	11%	8%	6%	10%
	1.06	2 levels below: complete sequence	50%	48%	38%	41%	40%
	1.07	All levels: complete QSR	25%	22%	26%	31%	
English Progression	1.08	All levels: complete development sequence	71%	73%	82%	68%	83%
	1.09	All levels: complete ENG101	56%	51%	55%	52%	
ESL Progression	1.10	Upper levels: transition to college work	25%	26%	36%		
	1.11	Lower levels: transition to upper levels	23%	30%	60%		
Degree	1.12	Degree seekers: complete within three years	33%	22%	24%		
Goal Attainment	1.13	Self report: "definitely meeting goals"	53%				
45 credits	1.14	Degree seekers: complete within three years	25%	24%	26%		
Job Placement	1.15	Employed within a year of leaving NSC	76%	71%	69%	70%	72%

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Core Theme Two: Excelling in Teaching and Learning

Excelling in Teaching and Learning means that we

- engage in the work of teaching and learning with passion, vision, and creativity;
- adapt to the needs of our rapidly changing world by changing ourselves, our curriculum, our services, and our practices;
- ensure the effectiveness and quality of our work through ongoing assessment and professional development.

Objective 2: To deepen a college-wide culture of inquiry in which evidence-based assessment leads to improved teaching, learning, student support, and student success.

Notes regarding tables on the following pages

The left-hand side provides information about the indicator.

- The indicator and its number are displayed. Indicators are numbered 1.01 through 3.13. The first numeral corresponds to the core theme with which the indicator is aligned.
- Baseline data for the indicator are shown, along with the year on which baseline data are based.
- The benchmark or the target performance the college aspires by to the end of the 2015-16 academic year is displayed. Data for 2015-16 will be available after the close of the academic year in June 2016, and therefore are not available for this report.

The right-hand side displays actual performance data in four columns.

- Column A displays the academic year.
- Column B displays performance data for that year.
- Column C displays the percent of benchmark (target performance) represented by the actual performance.
The formula is: *actual performance divided by benchmark equals percent of benchmark*. For example, if the benchmark for participation in an activity is set at 65%, and the actual participation is 55%, the percent of benchmark would be $55\% / 65\% = 85\%$. Similarly, if the benchmark for a satisfaction rating is set at 4.50, and the actual rating is 4.60, the percent of benchmark would be $4.60 / 4.50 = 102\%$.
- Column D represents a rating of the percent of benchmark using these color codes

< 70% of benchmark

70-89% of benchmark

≥ 90% of benchmark

The Feedback Loop portion of each table contains a discussion of the indicator in three sections.

- Methodology explains how data are collected and calculations made for the indicator.
- Strategies describes the actions the college has taken to positively impact the indicator.
- Institution Learning reflects on successes and challenges the college has experienced in striving to achieve benchmark performance levels, what it has learned from that experience, and how it is using that learning to make improvements in current and future practice.

Indicator				Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
2.01	Percent of full-time and priority-hire faculty submitting Assessment Loop Forms annually			Full-Time Faculty			
				A	B	C	D
				2012-13	32%	32%	■
				2013-14	63%	63%	
				2014-15	20%	20%	
		Full-Time Faculty					
		Baseline	84%	2011-12			
		Benchmark	100%	2015-16			
		Priority Hire Faculty					
		Baseline	59%	2011-12			■
Benchmark	85%	2015-16					
				Priority Hire Faculty			
				A	B	C	D
				2012-13	35%	41%	■
				2013-14	31%	36%	
				2014-15	31%	38%	

Feedback Loop

Methodology: Beginning in 2006-07, as a means of documenting faculty assessment practices at the classroom level, the college asked full-time and part-time faculty to submit an Assessment Loop Form (ALF) once each year. Designed by the Assessment Committee, the ALF provided faculty a structured format for documenting a change they had made to their teaching and/or course design in response to evidence of a need to improve student learning. In 2014-15 it was decided to narrow the request to full-time and priority-hire faculty rather than all part-time faculty. Priority hire faculty are not full-time, but have taught at the college for at least 50 percent time in nine of twelve consecutive quarters. This measure calculates the percent of faculty submitting an ALF each year.

Strategies: Each year a request is sent to faculty to submit an ALF by the end of the academic year. Historically this message has been initiated by the Office of Institutional Effectiveness and the Assessment Committee, with follow-up messages from the instructional deans. Messaging continues through Fall, Winter and Spring Quarters. The e-mail messages and the introduction to the ALF itself endeavor to place its completion in the context of faculty commitment and professionalism: “As a professional faculty member committed to and concerned about student learning, you regularly reflect on your teaching and make adjustments to improve student learning. This Assessment Loop Form is designed to document this important iterative process.”

Originally designed as a Word document, in 2009-10, the ALF was converted to an online form and a database created to archive faculty response. The ALF asked faculty respond to seven questions about one class they had taught during the current academic year:

1. What learning outcome were you teaching?
2. What evidence did you have that students were not learning as well as you wished?
3. What change did you make?
4. What was the impact of that change?
5. What evidence did you have of the impact of the change?
6. What did you learn from the experience, and what did your student learn?
7. What new questions or next steps does this experience suggest?

Questions 1 through 5 were closed-ended questions, providing a limited number of choices. Questions 6 and 7 were open-ended.

Institutional Learning: In August 2014, Dr. Julianne Kirgis, co-chair of the Assessment Committee and dean of arts, humanities and social sciences, conducted an analysis of nearly 700 ALFs captured in the database. Her [analysis](#) found that ALFs were fairly well distributed across years, instructional divisions

and courses, yet tended to cluster around only a few of the college's Essential Learning Outcomes (ELOs). For the most part, instructors who submitted ALFs used student performance as their evidence of both the need for change and the impact of the changes made. They engaged in a variety of strategies to address the change, and generally saw improvements. The process of making changes tended to prompt faculty to think about other changes to that course or to another course.

The analysis led to revisions that were introduced in 2014-15.

1. The name of the form was changed to Teaching Improvement Practice (TIP) to more clearly identify it as a reflective tool intended to help faculty improve their professional practice.
2. It was placed within Canvas, the college's learning management system. This change was made because of faculty familiarity with Canvas, and with the intent of making the TIP database more accessible to faculty than the ALF database had been.
3. Rather than asking faculty to "choose all that apply" to questions about evidence they gathered, changes they made, and the impact of those changes, the TIP form asked for "the choice that best describes" the evidence, change or impact. This change was made in order to allow for more nuanced analysis of the data to determine the evidence and changes that mattered most to instructors.
4. Like the ALF before it, in its introduction the TIP form strove to strike the same tone of respect for and acknowledgement of faculty professionalism: "As teachers, we strive to provide opportunities for students to achieve the learning outcomes of our courses. Sometimes we realize that this is not happening quite as we intend. The goal of the TIP is to provide a place to record your process for assessing student learning, and responding with changes in your teaching practice when you determine that some type of problem exists. This type of assessment is part of our overall program improvement and leads into our accreditation process."

Few faculty have consistently completed the ALF/TIP form. At the same time, many have reported that once they had actually completed it, they appreciated the opportunity it provided to reflect on and document the changes they have made and the professional growth they have experienced. Financial incentives were offered in the baseline year (2010-11), and resulted in a much higher submittal rate.

In 2014-15 three groups of faculty teaching English composition and ESL classes submitted TIPs as a group, which made the process more meaningful and productive for them. This group effort, coupled with the new TIP format, resulted in faculty providing more detailed information about how they were thinking about their assessment practices. Furthermore, the group process addressed a problem that has characterized the process since its beginning: namely, that the results of ALFs/TIPs have not been made sufficiently available for faculty sharing, discussion, and collaborative learning. Several responses by North Seattle faculty to a spring 2015 [Faculty Survey of Assessment Culture](#) conducted by Dr. Matthew Fuller from the Teacher Education Center at Sam Houston State University revealed that it is a disincentive for faculty to complete assessments if the results simply "sit on a shelf," or are written up "solely for accreditation purposes."

The conclusion to the 2014 ALF analysis asked, "How can we build class-level teacher-led assessment data collection into instructors' professional practice in such a way that the system is workable and useful to both instructors and [institutional research] practitioners?" (The latter was included for larger scale analysis and as an institutional-level accountability measure.) The ALF/TIP performance data shown above suggest that the college has not yet achieved the "workable and useful to instructors" part of this goal.

Although the ALF/TIP approach has not been as uniformly successful and engaging for faculty as was hoped, nonetheless, [faculty interviews](#) conducted in fall 2015 provide ample evidence that active assessment is occurring in every instructional division throughout the college. Faculty were asked three questions in relation to course-level assessment, and then asked the same three questions in relation to program-level assessment.

1. What are the things you do that tell you whether or not a course (/program) is working the way you want it to?
2. How well do the things you listed work? Why or why not?
3. What do you think you are missing in your effort to know how your course is doing? What else would help you know?

Beyond the typical assessments of students in class such as quizzes, tests, and written and practical assignments, teachers also mentioned “students’ morale, interest level, and involvement” as signs of how well the class was working. At both the course and program levels, faculty valued the opportunity to consult with colleagues who were teaching the same course. Feedback from colleagues teaching a course situated later in a course sequence helped faculty know how well their earlier course had prepared students. In terms of feedback for themselves, faculty found more value in mid-quarter assessments than in end-of quarter student evaluations. Faculty identified several things that would assist their assessment efforts: longitudinal data on student performance after completing a specific course or sequence of courses; access to alumni for feedback about their experiences; assistance in using available data to better understand programs; and most important of all, time to meet with colleagues to have class- and program-focused conversations. This last is particularly challenging given the high percentage of part-time faculty.

Achieving the dual purposes of assessment—improvement of teaching and learning and accountability—has always been the aim of the ALF/TIP process, and it is one of the challenges being addressed in the Assessment Committee’s work plan for 2015-16. That plan includes the following goals:

- To promote the use of TIPs or other faculty-developed classroom assessment practices;
- To identify or design tools that faculty may use to gather formative student feedback about a class throughout the quarter;
- To contribute to a district-wide discussion about transitions from paper to online end-of-quarter student class evaluations;
- To develop a comprehensive assessment plan for North Seattle College.

Indicator				Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
2.02	Percent of programs completing assigned portions of program review			A	B	C	D
	Baseline	90%	2011-12	Section A 2011-12	90%	90%	
	Benchmark	100%	2015-16	Section B 2012-13	61%	61%	
				Section C 2013-14	63%	63%	

Feedback Loop

Methodology: The percentage of programs submitting each assigned section of the three-year program review process was calculated.¹ Although each section was assigned to a given academic year (e.g. Section A in 2011-12), the timeliness of submittal was not considered when calculating percentages. For example, if Section A were submitted in 2012-13, it was considered as complete as one submitted in the designated year of 2011-12.

Strategies: Prior to 2010-11, a limited number of programs (six-10) went through a complete program review process each year. Over a three-to-four year period, all programs would complete the review process. After an interval year in which the process itself was reviewed, the cycle would start over again. In 2010, a decision was made to revise the college’s program review cycle so that all programs would complete a section of program review each year. This decision was influenced, in part, by new accreditation standards issued that same year by the Northwest Commission on Colleges and Universities (NWCCU). The new standards espoused a model of continuous reflection and improvement; the new program review process was meant to emulate this model.

In [Program Review Section A](#), faculty described their program and how it supported the college [mission and core themes](#). They identified which Essential Learning Outcomes (ELOs) were taught in which of its courses, as well as which program learning outcomes were addressed in each of its courses. They described any co-curricular activities supporting the program, program resources, and mechanisms for communication among the faculty and with students. In Section A, faculty also began to consider possible assessment projects to be completed the following year as part of Section B. Considerable institutional support was provided for Section A in the form of financial incentives, workshops, and one-on-one consultation. Given the incentives, the support, and the relatively clear and straightforward structure of Section A, most programs were able to complete it successfully.

[Section B](#) consisted of three parts and was designed to be completed over three quarters:

- Fall 2012: complete the “Portrait of a Program” portion
- Winter 2013: conduct program assessment
- Spring 2013: analyze and reflect upon assessment results

In “Portrait of a Program,” faculty were to look more deeply into their program by examining data about which students were being served as well as their success rates in classes, and their completion rates. With that information, and after reviewing a compilation of Assessment Loop Forms submitted by program faculty over the previous several years, the faculty were to design and implement an assessment project that would help address some aspect of their program.

What appeared solid in theory proved problematic in practice. Faculty found Section B to be burdensome and unwieldy. Financial incentives were not available as they had been for Section A. The principal architect for the process (the person who had provided much of the support for Section A) left the college

¹ Programs submitting each section of program review can be seen within this document: [Tracking Indicator 2.02](#).

for another position, and no one was available to fill the void. As a result, far fewer programs completed Section B, many reports were submitted late, and several were submitted without an assessment project.

Given the problems encountered in Section B, and especially the weariness felt by faculty who had become stalled in the process, the Program Review Committee decided to simplify the final phase of the process. [Program Review Section C](#) consisted of three sections: (1) discoveries faculty had about their program through their work on Sections A and B, (2) a brief description of short-term (one year) and long-term (three year) goals for their program, and (3) an action plan for at least one of the goals. Not only was the process simplified, but a member of the Program Review Committee provided invaluable assistance by offering to interview the program faculty, write up the answers to the three questions, and circulate it back to the faculty for edits and approval. Several programs took advantage of this support.

In summer 2015, a [summary report of Section C](#)² was prepared by Dr. Julianne Kirgis who, as previously noted, had also conducted the analysis of ALF submittals. Her observations about the goals that faculty identified in Section C is instructive:

Thirteen of 23 programs chose at least one goal connected to curriculum and delivery practices at the course level. This suggests that we are focused on course-level improvement even within the context of the larger unit of the program. In fact the top three general goals are connected to courses . . . In terms of the overall health of instruction, these goals suggest that we are paying attention to our courses and are aware of working to improve them. Courses are the building blocks of programs, so this is an important consideration. However, from a program perspective, it may also mean we need to shape our thinking about program review so that it focuses more clearly on program outcomes.

Institutional Learning: During the current year (2015-16), the Program Review Committee is reviewing what has been learned over the past three years and determining whether to make modifications to the current process or to develop an entirely new one. Their discussions will address many questions, perhaps the most fundamental of which is, “What constitutes a program?” As the Section C report cited above points out, the question does not arise with respect to the college’s professional technical programs, which have clear boundaries and terminate in certificates and degrees. However, for other parts of the curriculum the question is very real.

- Is English a program? Students cannot major in it, and the college awards no degrees in it. However, there is a large cohort of full- and part-time faculty who teach quite a number of English courses. The same question could be asked of math, which has a very similar profile.
- Is chemistry a program? Again, students cannot major in it, and the college offers neither degrees nor certificates in it. However, it includes a series of related courses and tracks for both science and non-science majors. A good number of faculty are in the Chemistry Department, although fewer than in English or math.
- If the question applies to large- and mid-size departments, it is even more appropriate to ask about very small—even one-person—departments such as anthropology, philosophy, women and gender studies, and earth and space sciences.

The college has attempted to combine similar disciplines into “programs” for the purposes of program review. For Program Review Section A, art, drama and music were designated the “visual and performing arts” program; American ethnic studies, women and gender studies, and political science were combined as “power studies.” These combinations did not hold together for Program Review Sections B and C, however, as faculty did not find enough authentic commonality to truly consider themselves a program.

² Completed program reviews, including Sections A, B and C, are available on a shared drive which evaluation team members can access on-site at the college.

Some consideration has been given previously to defining the Associate of Arts Degree as a program, but there is reason to believe, as some faculty and instructional administrators have pointed out, that faculty may have difficulty truly feeling ownership and responsibility for a program so big and amorphous. Perhaps defining the distribution areas of the Associate of Arts degree—arts and humanities, social sciences, math and natural science—as “programs” could be a viable approach.

“What constitutes a program?” is perhaps the most fundamental, but certainly not the only, question the Program Review Committee is addressing in 2015-16 as it works to design a review process that faculty find engaging and valuable in helping them be effective teachers—not only individually but collectively with other faculty doing similar work.

Indicator			Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
2.03	Percent of potential faculty ³ participating in assessment of identified Essential Learning Outcome each year		A	B	C	D
			2012-13	49%	61%	■
			2013-14	64%	80%	■
			2014-15	28%	35%	■
	Baseline	19%	2011-12			
	Benchmark	80%	2015-16			

Feedback Loop

Methodology: In spring 2009, the Curriculum and Academic Standards Committee adopted twelve Essential Learning Outcomes (ELOs) for North Seattle College. Since their adoption, the Assessment Committee has assessed one ELO each year. Courses that include the chosen outcome are identified, and faculty teaching those courses are invited to participate in that year’s assessment. This indicator measures the percentage of faculty who choose to participate each year.

Strategies: Since 2011-12, three ELOs have been assessed: Critical Thinking and Problem Solving (2011-12), Ethical Awareness and Personal Integrity (2012-13), and Intercultural Knowledge and Competence (2013-14 and 2014-15). Assessment projects in the first two years followed a similar format; however, for the assessment of Intercultural Knowledge a different approach was used. The two approaches are described below.

In summer 2011, a database query identified 290 courses whose Master Course Outline (MCO) showed Critical Thinking and Problem Solving as one of the course ELOs. Notices were sent to 120 faculty who were scheduled to teach at least one of the identified courses during the 2011-12 academic year, inviting them to attend a training session and to participate in an assessment project. Forty-six faculty attended a training session based on the Association of American Colleges and Universities’ (AAC&U) [VALUE rubrics](#) on [critical thinking](#) and [problem solving](#) and subsequently designed an assignment that could be scored using one of the rubrics. Faculty gave and scored the assignment in their respective courses during Fall, Winter or Spring Quarter and subsequently submitted student scores to the Office of Institutional Effectiveness for analysis. Of the 46 faculty who began the project, 23 faculty representing 17 disciplines submitted 725 student scores and attended debriefing sessions in Spring Quarter 2012 to examine the analysis and reflect on the experience. (Note: the baseline percentage shown above is based on 23 submittals out of a potential of 120 participating faculty.)

In 2012-13, a similar process was used to assess Ethical Awareness and Personal Integrity. Forty-two classes were identified that included this ELO. Twenty-one faculty participated in designing and scoring an assignment utilizing AAC&U’s [ethical reasoning rubric](#). The classes represented nine disciplines and included nine sections of English 101. The English faculty’s assignment focused on the ethics of plagiarism because faculty had encountered recurring instances of it in their classes. Faculty submitted scores from 720 student assignments and met in Spring Quarter 2013 to review the results.

Complementing the work of the faculty, a companion assessment was conducted by the Office of Institutional Effectiveness in the form of a student survey. All classes whose MCO included Ethical

³ “Potential faculty” refers to the subset of faculty (full- and part-time) who regularly teach a course that includes the targeted Essential Learning Outcome (e.g. all faculty teaching courses that include “Information Literacy” as an ELO).

Awareness and Personal Integrity were surveyed, regardless of whether the class was included in the parallel work completed by faculty. The survey was sent to 717 students enrolled in 20 classes that were taught in Winter or Spring Quarters 2013. It asked students to rate the extent to which the class engaged them in a number of elements of ethical reasoning and how much it helped to deepen their understanding and application of ethical reasoning. In an open-ended question, students were asked to describe the most powerful ethical reasoning learning experience they had had in the class.

In 2013-14, the Assessment Committee took a different approach to the assessment of Intercultural Knowledge and Competence (IK&C). They began with a survey, the results of which were then used to inform the design of an assessment project. In Fall 2013, an online survey was distributed to 61 faculty who taught courses that included this ELO. The survey asked whether faculty were aware that the ELO was part of their course outline, as well as what challenges and successes they had in teaching it, what activities they used to teach it, and how they assessed it.

The original intent was to survey faculty in fall, convene them in winter to design an assessment project, and conduct the project in spring. Thirty-nine faculty responded, but because many responses were not received until well into Winter Quarter 2014, the data were not analyzed until spring of that year. In a June 2014 [summary report](#), Accreditation Committee Co-Chair Dr. Julianne Kirgis wrote, “The results of this survey suggest that most respondents are aware of the Intercultural Knowledge and Competence ELO and attempt to address it in their courses. They struggle in general with course design and course materials, as well as understanding how best to address the ELO in their teaching.” The report suggested investigation into these additional questions:

1. To what extent do faculty have a shared understanding of what is meant by the ELO and how it fits into their classes, and how can we foster a discussion to deepen such understandings?
2. To what extent are the assessments described by the respondents truly tied to the ELO, and what type of assessment could verify that link?

The Assessment Committee decided to pursue these questions in 2014-15, thus spending a second year investigating the same ELO. The Faculty Development Coordinator, a member of the committee, invited faculty who had responded to the previous year’s survey to form a Faculty Inquiry Group (FIG) and to spend the year (1) developing a collective understanding and definition of the outcome, (2) identifying the ways faculty have included IK&C in their classes, and (3) sharing examples of specific learning and assessment activities that other faculty could incorporate into their classes. When an insufficient number of faculty expressed interest in being part of a FIG, the study was completed through one-on-one interviews with several faculty and through collecting sample assignments from them.

In the 2010-11 year, before this current core theme indicator had been written, two ELOs were assessed: writing literacy and information literacy. All told, in the five-year period between 2010 and 2015, assessment projects had been organized for five of the college’s 12 ELOs. In April 2015, Dr. Kristen Jones was hired as the college’s new vice president for instruction. In part to provide her with a comprehensive picture of the status assessment of the college’s institution-level outcomes, and in part to prepare for the Year Seven Self-Study, the decision was made to conduct a qualitative research project to characterize the assessment of each of North Seattle’s ELOs. Throughout the summer and fall of 2015, faculty researchers investigated the college’s 12 ELOs. They conducted interviews with five to 10 faculty members from different disciplines who taught courses containing their assigned ELO. Interviews centered on these questions:

1. How would you define/describe this ELO?
2. How do you approach teaching it?
3. What is a key assignment you use to assess this ELO?
4. Can you provide data on how students perform on the assessment?

5. What changes have you made to the assignment or class based on student performance?
6. Do you have data that help you assess the impact of those changes?
7. Have you collaborated with colleagues in teaching/assessing this ELO?

A [review of the reports](#), written in Fall Quarter 2015, revealed some common findings:

- Some faculty were very much aware of the targeted ELO in their courses and could clearly describe how they address and assess it. Other faculty were less aware, but when prompted could articulate how they approached it.
- Some ELOs seem to lend themselves to certain types of classes. Synthesis and application, for example, fits naturally within internship and clinical experiences.
- Several faculty expressed interest in further conversation about the ELOs and how best to address them.
- A recurring finding is that faculty do not have consistent, clear awareness of what a given ELO means.
- Some faculty were not aware that the ELO was included in the Master Course Outline of their course, and in some cases wondered if the course content warranted inclusion of the ELO in question.
- The relationship among course-level outcomes, program-level outcomes, and ELOs was not always clear.

A [compilation of the executive summaries](#) from the report substantiates these commonalities.

Institutional Learning: The college is keenly aware that there is work to be done to better define and assess its Essential Learning Outcomes. The studies conducted in 2015 underscore the need to start with the basics: what do we mean by a given outcome, and how do we know if our students are learning it? The assessment work done in 2011-12 and 2012-13 based on the [VALUE](#) rubrics was an attempt to construct a common understanding centered on the rubrics, but the more recent studies show that the earlier work was less than successful and that much more work is needed in this regard.

Another question that ELO assessment work has brought into focus is how decisions are made regarding which ELOs are incorporated into a Master Course Outline. Some courses whose titles suggest they should address an ELO do not do so. For example, Assessment Committee members were surprised to find that courses such as Anthropology, Human Geography, Sociology, and Political Science did not include IK&C as an Essential Learning Outcome.

A shortcoming of the ELO assessment projects conducted from 2010 through 2013 was the lack of follow-through once an assessment project had been completed. Follow-through attempts were made in 2012-13, with a series of “reunions” held for faculty who had participated in previous years’ assessments. The reunions were organized to allow faculty to reconnect with colleagues who were teaching the same ELO, to see how their thinking about the ELO had progressed, to see what changes regarding assessing the ELO had endured, and to brainstorm a set of best practices or recommendations for the institution. Attendance was minimal, and no best practices were identified.

2015-16 is very much of a transitional year for assessment at all levels—classroom, program, and institutional. Recognizing that, as a general rule, past assessment structures have not engaged faculty’s natural curiosity about learning or the acknowledged commitment they have for improving their practices, and believing that effective assessment must be “owned” by the faculty, Vice President for Instruction Dr. Kristen Jones has asked the faculty-based Assessment Committee to develop a new comprehensive plan for assessment at the classroom and institutional levels. She has also asked the faculty-based Program Review Committee to develop a more meaningful process for assessing instructional programs.

Indicator	Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]																						
2.04 Annual survey of graduates asking how much the college contributed to learning the skills listed in CCSSE Question #12a through #12o	CCSSE, March 2014																						
	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>2.55</td> <td>95%</td> <td style="background-color: #008000;"></td> </tr> </tbody> </table>	A	B	C	D	2013-14	2.55	95%															
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<table style="width: 100%;"> <tr> <td>Baseline</td> <td>2.49</td> <td>2010-11*</td> </tr> <tr> <td>Benchmark</td> <td>2.69</td> <td>2015-16</td> </tr> </table> <p>*CCSSE, March 2011</p>	Baseline	2.49	2010-11*	Benchmark	2.69	2015-16	NSC Annual Student Surveys <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>2.72</td> <td>101%</td> <td style="background-color: #008000;"></td> </tr> <tr> <td>2013-14</td> <td>2.88</td> <td>107%</td> <td style="background-color: #008000;"></td> </tr> <tr> <td>2014-15</td> <td>2.49</td> <td>93%</td> <td style="background-color: #008000;"></td> </tr> </tbody> </table>	A	B	C	D	2012-13	2.72	101%		2013-14	2.88	107%		2014-15	2.49	93%	
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2014-15	2.49	93%																					

Feedback Loop

Methodology: Question #12 from the Community College Survey of Student Engagement ([CCSSE](#)) was used to establish a baseline for this indicator, since it asks about knowledge and skills that the college judged to be comparable to its own list of ELOs, and because using the question made comparisons possible with other colleges Nationwide. The college administers the CCSSE every three years, but asks the same question in annual surveys of currently-enrolled students, graduates, and students transferring to other institutions before graduating. Students use a four-point scale to rate the extent to which the college contributed to their learning in each of 14 knowledge or skill items. A mean is calculated for each item and from the individual means an overall mean is calculated.

Strategies: The following table illustrates the close alignment between the CCSSE items and the college's ELOs.

CCSSE Item	Essential Learning Outcome
12a Acquiring a broad general education	Methodologies, facts, theories, and perspectives within and across disciplines
12b Acquiring job or work-related knowledge and skills	Methodologies, facts, theories, and perspectives within and across disciplines
12c Writing clearly and effectively	Communication and self-expression
12d Speaking clearly and effectively	Communication and self-expression
12e Thinking critically and analytically	Critical thinking and problem solving
12f Solving numerical problems	Quantitative reasoning
12g Using computing and information technology	Information literacy Technological proficiency
12h Working effectively with others	Collaboration: group and team work
12i Learning effectively on your own	Lifelong learning and personal well-being
12j Understanding yourself	Ethical awareness and personal integrity
12k Understanding people of other racial and ethnic backgrounds	Intercultural knowledge and competence
12l Developing a personal code of values and ethics	Ethical awareness and personal integrity
12m Contributing to the welfare of our community	Civic engagement: local, global, and environmental
12n Developing clearer career goals	<i>No ELO equivalent</i>
12o Gaining information about career opportunities	<i>No ELO equivalent</i>
<i>No CCSSE equivalent</i>	Synthesis and application of knowledge, skills, and responsibilities to new settings and problems

The work, described earlier, to assess the college's ELOs should also be considered a strategy with respect to this indicator. With two notable exceptions, no additional strategies were undertaken to address the CCSSE items. These two exceptions are related to CCSSE item 12c: Writing clearly and effectively, and the CCSSE items related to career goals and information about career opportunities (items 12n and 12o).

Writing: When asked “To what extent did your experience at this college contribute to the skill of writing clearly and effectively?” students at North Seattle rated the item lower than students did nationally. This led, in 2011-12, to a Faculty Inquiry Group (FIG) that assessed how writing was taught across the college in alignment with the Essential Learning Outcome on communication. From discussions in the FIG, a writing institute was created by two writing faculty and offered to faculty campus-wide. At the writing institute, faculty focused on strategies to assess writing effectively through equally effective writing assignments. It also led to conversations about best practices for supporting student writing in classes that did not have writing as an explicit outcome. The results extended certain best practices of teaching writing to classes outside of English and ESL: the use of rubrics to assess writing, and the use of student models and direct instruction to teach writing conventions to students explicitly.

Career services: With respect to addressing CCSSE items 12n and 12o about students' expressed need for greater career information and career development services, one important intervention the college has undertaken is the joint work on [guided pathways](#)⁴ work by Instructional and Student Development Services Councils. Additionally, the college has sought to build strong connections with the career services offered to the general public, including North Seattle students, through the Opportunity Center for Employment and Education ([OCE&E](#)) located on campus. The embedded career services specialist is a key position to help students make these connections. The specialist provides career information, resume writing, interviewing and job-search services to students in several ways—through tours of the OCE&E in which she introduces students to the services available in the building, through events such as career and internship fairs and employer panels, through one-on-one meetings with students, and through referrals to services within the center. Arguably, the most effective strategy is implied in the title of the position: embedding career services into classrooms at the request of faculty members.

Faculty who have most actively sought out these services are those within the two professional technical instructional divisions: Business, Engineering and Information Technology (BEIT), and Health and Human Services (HHS). In addition, [I-BEST](#) (Integrated Basic Education and Skills Training), ESL, and GED instructors as well as those teaching international students through the Intensive English Program (IEP) have readily and regularly incorporated embedded career services into their classrooms.

Internship coordinators provide additional career services. Part-time internship coordinator positions are supported within each of the college's three Bachelor of Applied Science (B.A.S.) programs. The coordinator for the International Business B.A.S. has an additional half-time faculty appointment to teach the college's internship class and to support internships for other programs within the division (accounting, business, HVAC, etc.). The internship coordinators work closely with the embedded career services specialist.

Institutional Learning:

Writing: Students encounter writing instruction at many different points during their academic careers at North Seattle. Some students avoid taking the English placement test for as long as possible. Other students take the placement test but do not want to take the developmental English classes into which the

⁴ The college's work on guided pathways is referenced in Chapter Three in Standards 3.A.1 to 3.A.3, and in Chapter Four in Standards 3.B.2 and 3.B.3, and in discussions of Indicators 1.03, and 1.12 to 1.14.

test may have placed them, hoping to keep retesting until an English 101 placement is achieved. During that time, they may be taking classes that require very high-level writing tasks.

In 2015-16, the Curriculum and Academic Standards (CAS) committee began discussing how the college might make the qualifying for and taking of English 101 required during a student's first 30 credits, thereby giving them the skills and strategies required to perform well in other classes requiring written work. (A similar requirement is being considered for early-on completion of foundational math courses.) The idea is that if students had the experience of a college-level composition course early in their time at the college, they would have a better understanding of their own writing processes, as well as more writing strategies and approaches to apply to written assignments and a better understanding of campus resources for student writers such as Page One, the college's writing center. These outcomes would result in students having more confidence when faced with writing assignments.

Career services: When the OCE&E opened in May 2011, there was great anticipation about the wealth of [career and employment services](#) it would make available to North Seattle students. Experience has shown that even while the services are available on campus, it requires intentional and sustained effort to integrate those services into the programs of the college and the lives of its students. The work of the embedded career services specialist and of the internships coordinators represent important efforts toward integration. However, in order to achieve the greater levels of integration that would benefit more students, the OCE&E Leadership Team (which includes college executives) recognizes that expanded efforts are needed, and to that end formed the Integration Committee in summer 2015 as described in the Preface and discussed further under Indicator 3.09 later in this chapter.

The committee's work plan for 2015-16 complements the career pathways focus of one of the joint initiatives of the Instructional and Student Services Councils. Through intensive communication and outreach to faculty and students, the work plan aims at increasing the numbers of students who learn about and avail themselves of the center's services, ideally doing so earlier in their educational studies than has historically been the case. This plan seeks to increase the number of faculty who invite the embedded career services specialist into their classes, and the numbers of students—professional technical and transfer-bound students alike—who visit the OCE&E, meet its staff and partners, and learn about the breadth of its services. The plan may also include identifying an OCE&E staff member to serve as liaison to each college program, so that students within a given program would have a specific contact person within the center. The plan, with its measurable objectives, will be reviewed at the end of the academic year, with adjustments made accordingly.

Indicator	Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]
2.05 Survey of students in courses selected for ELO assessment On a five-point rating scale, percent of ratings at 4 or 5 Baseline 64% 2012-13 Benchmark 70% 2015-16	<i>No surveys were conducted beyond the baseline year. See discussion below.</i>

Feedback Loop

Methodology: As described earlier in the discussion of Indicator 2.04, the intent was to survey students in the classes that taught whatever ELO was being assessed in a given year. AAC&U [VALUE](#) rubrics were used to construct the survey about the knowledge and skills reflected in the rubric. Using a five-point scale, students rated the extent to which the class engaged them in learning the knowledge and skills, as well as how much it increased their ability to understand and apply them.

Strategies: The survey was conducted only once, in 2012-13, when Ethical Awareness and Personal Integrity was being assessed. A database query identified the courses containing this ELO that were being taught in Winter and Spring Quarters. Each quarter’s students were surveyed through an online, anonymous survey. The results were tallied and presented to the faculty in a session held at the end of Spring Quarter.

In 2013-14 and 2014-15, the Assessment Committee took a different approach to assessing Intercultural Knowledge and Competence, choosing first to survey faculty with the intent of engaging them in designing an assessment project for that ELO. As described earlier, those efforts met with limited success. Given the limited involvement of faculty, a student survey was judged inappropriate.

Institutional Learning: In retrospect, suspending the student survey may have been ill-advised. Although it did not grow from faculty work and interest as was initially planned, the survey may well have served as a catalyst to spark increased interest. In discussions about the 2016-2023 strategic plan, the value of student surveys has been affirmed, and thus student surveys are likely to remain one component of ELO assessment going forward.

Indicator			Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
2.06	Percent of administrative offices and support services completing an assessment project annually		A	B	C	D
			2013-14	47%	47%	
			2014-15	Transition year. See below.		
			2015-16	100%	100%	
	Baseline	26%	2012-13			
	Benchmark	100%	2015-16			

Feedback Loop

Methodology: To “ensure the effectiveness and quality of our work through ongoing assessment and professional development” is integral to what the college embraces in Core Theme Two: *Excelling in Teaching and Learning*. To extend an assessment culture and assessment practices beyond instruction into all areas of the college, this indicator was adopted when core theme objectives and indicators were revised in March 2013. Baseline data were gathered in spring 2013, when a form was sent to 38 administrative/support offices asking whether they had conducted any type of assessment project in the 2012-13 year (the academic year just then ending).

Strategies: The form that collected baseline data consisted of two parts. The first part of the form asked about assessment projects conducted in 2012-13, and the second part asked for a plan for an assessment project for the upcoming 2013-14 year. The assessment project was to be designed during summer, data collected and analyzed in fall, changes implemented in winter, and evidence of the impact gathered and analyzed in spring. Guidelines were included to assist units in planning an assessment project.

- Through this process, we want to develop habits of continuously looking at how we are doing and seeing if there are ways we can improve (continuous quality improvement). The process is not meant to disparage what we are already doing.
- As you consider what you might assess, helpful questions might be:
 - “What are we curious about with respect to our services?” or
 - “What part of our operations would we like to know more about?” or
 - “How do clients/colleagues/customers/students experience this or that aspect of our office?” or
 - “Has any part of our operations been problematic for us?”
- Assessments should be grounded in “evidence.” Ideally, this would include both evidence that substantiates the need for change, and evidence that shows the impact of any changes that are made.
- Evidence can come in many forms: unsolicited feedback from others, measurements we take (e.g. time how long something takes, count how many times something occurs); direct observations of behavior or events; surveys or focus groups; data from databases, etc.
- Assessment should lead to action—changes aimed at improving things. Sometimes the action is to refine the assessment so that the next set of data give better information. Ultimately, however, there should be action for change.

The request gave rise to many questions and considerable confusion. Offices were not accustomed to this kind of request. For that reason, and because the president who supported this approach left for another position in July 2013, and also because support was not available to coach end users through the process, the decision was made to abandon the effort in favor of a practice that was more familiar, namely asking for an annual [Benchmark Action Plan](#) (BAP) that included an assessment component.

A Benchmark Action Plan outlined “a focused effort to help achieve one or more of the benchmarks in the strategic plan.” BAP forms were distributed through senior leadership—the president and vice presidents—to the units for which they were responsible. Each leader approached the use of BAPs in a slightly different manner. The vice president of student development services was diligent about asking each of the offices within her purview to complete a BAP each year. This area had a long history of using such forms, dating back some 20 years to an era in which the former vice president introduced and championed the use of SMART (Specific Unit Objective-Measurable-Alignment-Results-Time Frame) forms to identify and evaluate annual unit objectives aligned with institutional goals.

On the other hand, BAP forms or their predecessors were not implemented as widely in the other major units of the college, namely within the president’s area, instruction, and administrative services. With the departure of President Mark Mitsui, the vice president for instruction was named interim president for the 2013-14 academic year. This, in turn, led to the appointment of an interim vice president for instruction. The interim vice president’s approach to BAPs was to develop an annual work plan for the Instructional Council in which small teams worked on four priority projects for the 2013-14 year. Neither the interim president nor the vice president for administration services championed the use of BAPs in their respective areas during the 2013-14 year.

The data table above indicates that 2014-15 was a “transition year” with respect to this indicator. In July 2014, Dr. Warren Brown was named the new president of North Seattle College. During his first year, as the president became familiar with the college and with a nation-wide search underway for a new vice president for instruction, it was decided not to ask that new BAPs be submitted for 2014-15. Rather, for that year, units continued to work from the plans submitted the year before, or to work on new projects without submitting BAP forms. At its 2015 summer retreat and in follow-up meetings in fall 2015, the Executive Team decided to resume the use of BAPs for 2015-16, a decision firmly supported by the president and the three vice presidents.

Institutional Learning: Experience has shown that two objectives have become confounded in this indicator. One objective was to develop a culture and habit of evidence-based assessment throughout the college, extending beyond instruction to include all support areas. A second objective was to engage departments and offices throughout the college in intentional activities aimed at “moving the needle” on core theme indicators. That confounding proved confusing to some, and there was insufficient support available to help alleviate confusion and guide the process.

Dr. Stephanie Dykes, hired in May 2015 as the college’s new executive director of institutional effectiveness, is currently designing a program review process for non-instructional programs. It is expected to be ready for use when the new strategic plan begins in July 2016. The process she is designing will help achieve the objective of developing a culture and habit of evidence-based assessment.

Although the college experienced some success with the second objective, most offices still worked largely in isolation from one another on whatever initiative they identified within their Benchmark Action Plan. As one staff member observed, such isolated efforts cannot bring about the type of systemic change that is required if substantial progress is to be made on several of the indicators within the current plan. In 2015-16, joint task forces of the Instructional and Student Services Councils convened around three projects to promote guided pathways, an example of the type of larger-scale collaborative projects that hold promise for effecting more substantive, systemic change. It is likely that the new strategic plan will result in more such projects.

Indicator		Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
2.07	Percent of employees participating in professional development activities annually				
		Baseline	85%	2012-13	
		Benchmark	89%	2015-16	
		A	B	C	D
		2013-14	79%	89%	
		2014-15	94%	94%	
2.08	Employee ratings of professional development activities				
		Baseline	4.04	2012-13	
		Benchmark	4.20	2015-16	
		A	B	C	D
		2013-14	4.18	99%	
		2014-15	4.09	97%	

Feedback Loop

Methodology: Data for this indicator are collected in an annual Spring Quarter survey that was initiated in 2013. This same survey collects employee data for Indicators 3.02 and 3.04. The online anonymous survey asks employees to indicate how many college-sponsored or college-supported professional development activities they have participated in during the current academic year. Choices range from zero to ten or more activities. The survey also asks respondents to rate the value of those activities. A related survey—the Employee Climate Survey—is conducted each Winter Quarter. It includes a general question about employee satisfaction with the college’s support for their professional development. Overall and disaggregated results of that survey question are presented within the discussion of Indicator 3.05 later in this chapter.

Strategies: The college offers many [professional development opportunities](#) each quarter. Most are offered through the Teaching and Learning Center (TLC) whose calendar averages three or four workshops per week throughout the academic year, and whose staff works one-on-one with scores of faculty and staff each quarter. The TLC is open as a drop-in workspace and is widely used for that purpose by part-time faculty.

The TLC also sponsors quarterly Collaboration Days. These typically include several workshops addressing a wide range of topics, from technology to diversity to teaching and learning. The announcement shown here is illustrative of the professional development offerings offered each quarter.



Winter Quarter Collaboration Day is designed to provide an opportunity to work collaboratively on important matters that require joint effort. All employees are invited to participate in Collaboration Day, but participation is voluntary. Faculty who participate during their class time should make alternative arrangements for their classes. Supervisors are encouraged to support participation of classified and exempt staff.

SNEAK PREVIEW

This quarter's Collaboration Day offerings will include the following workshops and activities. More details soon to come!

Classified in the Classroom

A Diversity Inclusion Facilitator's (DIF) Activity

The Natural Human Learning Process: Empowering Students to Succeed

Tyranny or Learning? The Pedagogy of Grading Models

"What Would You Do?" An Emergency Preparedness Game

Are Students Really Learning? Conducting an SGID in Your Classroom

The TLC is one of several sources of professional development.

- [North's eLearning Support Center](#) (NeLSC) provides training and support to faculty and students for e-learning and helps the entire campus learn new technologies such as the Canvas learning management system.
- The [Classified Development Advisory Committee](#) (CDAC) organizes two day-long retreats each year—one in the fall and one in the spring—for the college's classified employees.
- The [Diversity Advisory Committee](#) sponsors quarterly cross-campus book reads, convenes an annual Student Diversity Panel, promotes the Diversity Inclusion Facilitator workshops (see below), and supports attendance at annual conferences including the White Privilege, Students of Color, and [NCORE](#)[®] (National Conference for Race and Ethnicity in American Higher Education) conferences.
- [North Seattle College's Education Fund](#) supports faculty and staff professional development through awarding mini-grants for conference attendance. Funding for faculty is also available through an endowment fund managed by the Education Fund office.
- The [Library](#) and the [Art Gallery](#) support professional development both by featuring the work of faculty and staff, and by organizing presentations/discussions between the artists and the campus community.
- Additional support for faculty professional development is available through the [Seattle College District Faculty Development](#) office, which supports reassigned time for one full-time faculty member to coordinate faculty development opportunities throughout the district. The coordinator works with faculty committees to award grants for faculty and curriculum development, and to provide workshops and other resources to improve teaching and learning.
- [Trustees Lifelong Learning Awards](#) are another source of support for employee professional development. Each year, four awards of \$1,500 are made to employees throughout the district who are nominated by their colleagues for demonstrated excellence in three areas: leadership, professional achievement, and cooperative spirit. The nomination form notes that the primary purpose of the award "is to encourage the faculty, staff and administrators of the college community to value and actively pursue learning for learning's sake." Awards can be used for conferences, classes, professional meetings, "and similar activities which would enhance the recipient's individual, intellectual and/or professional development." Since the initiative began in 1991, a total of 95 awards have been distributed throughout the Seattle Colleges, approximately one-third of them to employees of North Seattle College.
- The college offers significant [tuition waivers](#) whereby any employee working half-time or more may register for classes and pay only a nominal fee. The waiver applies to all state employees and those working in public higher education institutions. The waiver does not apply to Continuing Education courses.

Presidential leadership has been vital to the success of the college's professional development efforts. Former President Mark Mitsui began two professional development initiatives during his three-year tenure at the college (2010-2013). Diversity Inclusion Facilitator (DIF) training began in 2011-12 and provided 40-some employees the opportunity to learn to facilitate sensitive and meaningful discussions about diversity and inclusion. DIF facilitators regularly sponsor training workshops on Collaboration Days. In 2012-13, President Mitsui initiated the Leadership Development Institute (LDI). In this year-long professional development seminar, structured as six day-long sessions held throughout the academic year, participants learned about the skills and attitudes of effective leadership, and worked in small teams on a leadership project which they presented to the large group on "graduation day." Three cohorts, each of 30 employees, participated in the program between 2012-13 and 2014-15.

President Brown continued both programs through 2014-15, his first year at the college. In 2015-16, these programs have been merged into a new program, the [North Leadership Development Program](#) with an expanded curriculum that incorporates additional material on intercultural competence, budgeting, and management. The new leadership program will begin on a pilot basis in 2016. When fully implemented, the new program will emulate the previous model in that it will enroll 30 employees and take place over several months. Unlike the previous models, the new one will be facilitated not by an outside consultant but by the directors of human resources and of diversity and inclusion. The model has attracted the attention of the district chancellor who hopes to expand it throughout the district.

One of the first actions that President Brown took when he assumed North's presidency was to re-frame what had been quarterly "Management Team Meetings," renaming them "President Leadership Meetings," and extending an open invitation to the entire community. In addition to presidential updates about current issues important to the college, the meetings feature noted speakers from the region as well as discussion of leadership topics, often presented by graduates of the college's leadership development programs.

Dr. Brown has taken another step with the explicit intent to promote employee professional development. He has invited individuals who might not normally have such an opportunity to lead or serve on search committees for key leadership positions.

The president's belief in and deep commitment to professional development was evident within weeks of his arrival on campus. In his July 24, 2015 blog, he wrote about "[A Day for Professional Development](#)." In this posting, he wrote, "I shared with the group my fundamental belief that North Seattle College needs to further define itself as a 'Learning College.'" The president's posting goes on to talk about the importance of professional development for personal and institutional transformation. His deep belief in and support for professional development is evident in his actions, and is certainly among the college's most effective "strategies" with respect to this indicator.

Institutional Learning: When surveyed, employees consistently give high ratings to professional development activities. Just as consistently, however, they reference lack of time to participate in them. Classified staff often feel that they cannot take time away from their regular responsibilities to attend professional development events, and that if they do take the time, their work simply piles higher while they are away. Full-time faculty decry the lack of time to meet with colleagues in the simple professional development activity of "talking shop."

Time constraints are especially acute for part-time faculty, who are often holding down more than one job. Part-time faculty also observe that they are not compensated for participating in workshops and other professional development offerings. Online professional development, which the eLearning Office routinely offers, is one partial solution. A report analyzing the spring 2014 survey suggested that another approach might be to incorporate professional development activities into gatherings that part-time

instructors might “naturally” attend, such as division or department meetings or college-wide convocations.

Although it has been a topic within previous faculty contract negotiations, the college does not have designated in-service days built into the calendar. Quarterly Collaboration Days were initiated 10 years ago to address the lack of time. These are days set aside each quarter for professional development and for groups to work together, such as department faculty and cross-departmental teams of instructional and student services personnel. Classes are not cancelled on Collaboration Day, and although faculty are encouraged to give their classes alternative assignments and to participate in the variety of opportunities offered, most choose to hold class. A notable exception is the Basic and Transitional Studies faculty, who regularly make use of and look forward to Collaboration Days for in-service activities. In sum, for many on campus finding time for professional development continues to be a challenge.

Core Theme Three: Building Community

Building Community means that we

- create a diverse, inclusive, and safe environment accessible to all;
- strengthen our college community through open communication, civility, accountability, and mutual respect;
- reach outside our institution to form local and global partnerships and pursue civic engagement;
- work in ways that are environmentally, socially and fiscally sustainable.

Objective 3: To sustain and enhance an inclusive environment in which diverse students, employees, and community partners engage with the college, experience a sense of belonging, and derive mutual benefit.

Notes regarding tables on the following pages

The left-hand side provides information about the indicator.

- The indicator and its number are displayed. Indicators are numbered 1.01 through 3.13. The first numeral corresponds to the core theme with which the indicator is aligned.
- Baseline data for the indicator are shown, along with the year on which baseline data are based.
- The benchmark or the target performance the college aspires by to the end of the 2015-16 academic year is displayed. Data for 2015-16 will be available after the close of the academic year in June 2016, and therefore are not available for this report.

The right-hand side displays actual performance data in four columns.

- Column A displays the academic year.
- Column B displays performance data for that year.
- Column C displays the percent of benchmark (target performance) represented by the actual performance.
The formula is: *actual performance divided by benchmark equals percent of benchmark*. For example, if the benchmark for participation in an activity is set at 65%, and the actual participation is 55%, the percent of benchmark would be $55\% / 65\% = 85\%$. Similarly, if the benchmark for a satisfaction rating is set at 4.50, and the actual rating is 4.60, the percent of benchmark would be $4.60 / 4.50 = 102\%$.
- Column D represents a rating of the percent of benchmark using these color codes

< 70% of benchmark

70-89% of benchmark

≥ 90% of benchmark

The Feedback Loop portion of each table contains a discussion of the indicator in three sections.

- Methodology explains how data are collected and calculations made for the indicator.
- Strategies describes the actions the college has taken to positively impact the indicator.
- Institution learning reflects on successes and challenges the college has experienced in striving to achieve benchmark performance levels, what it has learned from that experience, and how it is using that learning to make improvements in current and future practice.

Indicator				Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
3.01	Number of search processes meeting each of these criteria: A. Distribution to venues reaching targeted non-traditional and underrepresented communities is documented B. Training is held for the search committee	Targeted Distribution					
				A	B	C	D
				2012-13	100%	100%	Green
				2013-14	100%	100%	Green
				2014-15	100%	100%	Green
		Committee Training					
				A	B	C	D
				2012-13	15%	15%	Red
				2013-14	15%	15%	Red
				2014-15	33%	33%	Red
Targeted Distribution							
Baseline		50%	2011-12				
Benchmark		100%	2015-16				
Committee Training							
Baseline		0%	2011-12				
Benchmark		100%	2015-16				

Feedback Loop

Methodology: This indicator is focused on hiring processes for full-time, permanent positions. The college hires for approximately 80-100 such positions each year. Because of medical leave and turnover in the director of human resources position, performance figures for committee training are estimates.

Strategies: Targeted recruitment within underrepresented communities refers to a practice of reaching out to specific communities for specific positions by posting positions to the “[top ten diversity recruiting websites](#).” In October 2011, the Seattle College District hired a recruitment specialist with responsibility for providing recruiting services to each of the colleges in the district. He began the practice of targeted recruiting, a practice that has continued under his successor.

Also helping with recruiting of underrepresented individuals was the district-wide purchase, in July 2011, of NEOGOV®, a human resources management software for the public sector. Because it is web-based, this tool has a wider reach and is accessible to a great many more people who are looking for positions.

In June 2013, North Seattle College convened a committee to begin a search for a new president. The college contracted with the Office of Equity and Inclusion at Oregon State University (OSU) to conduct [search advocate training](#) for the committee and another ten individuals. In the words for the OSU website, “Search Advocates work to enhance the validity, fairness, and diversity focus in each search process. They help search committees learn to recognize and reduce unconscious, unintentional biases, suggest ways to increase the validity of the standard search process, and focus on ways to enhance diversity throughout the search/selection process.” A human resources staff member from the district office who attended the training subsequently served as search advocate throughout the year-long presidential search process.

This same individual, Mr. Martin Logan, was hired as North Seattle’s director of human resources in January 2015 after the incumbent retired. Since January 2015, he has offered an abbreviated version of the search advocate training to any search committee that requests it, and has served as search advocate on some executive searches. Although abbreviated from the two-day training provided by OSU, the 30-minute session developed by Mr. Logan nonetheless provides committee members with [key resource materials](#) for conducting a bias-free search process. The Human Resources Office’s Benchmark Action

Plan (BAP) for 2015-16 focuses on increasing search advocacy training. (BAPs are described earlier, in Standard 3.B.2).

In related activity, in January 2015 the faculty union (AFT Seattle) signed a [Memorandum of Understanding \(MOU\)](#) with the Seattle College District on diversity in faculty hiring and retention. Part of this agreement includes ongoing professional development on systemic biases.

Institutional Learning: After the initial search advocate training, the college continued its own efforts to train search advocates so that they could serve in that role on future searches. The college found, however, that providing in-house training was not easily arranged, due to schedule conflicts, and that those who participated did not feel sufficiently trained to take on the advocate role. There is interest throughout the district in arranging further training with OSU, perhaps as early as summer 2016, with the goal of creating a cadre of people at each district college who could both provide basic training to search committees and serve as search advocates on future committees.

Indicator				Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]				
3.02	Percent of employees participating in specified activities to build community and develop understanding, respect and appreciation for diversity			<u>Employees</u>				
		Community-building						
				A	B	C	D	
		Baseline		80%	2012-13	74%	80%	
		Benchmark		92%	2015-16	85%	92%	
		Diversity						
				A	B	C	D	
		Baseline		68%	2012-13	86%	110%	
		Benchmark		78%	2015-16	61%	78%	
		3.03	Percent of students participating in activities to build community and develop understanding, respect, and appreciation for diversity; include CCSSE items 4s, 4t ¹			<u>Students</u>		
Community-building								
				A	B	C	D	
Baseline				40%	2012-13	NA	NA	
Benchmark				42%	2015-16	38%	90%	
Diversity								
				A	B	C	D	
Baseline				29%	2012-13	49%	163%	
Benchmark				30%	2015-16	22%	73%	
CCSSE items on local surveys								
		A	B	C	D			
Baseline		82%	2012-13	79%	92%			
Benchmark		86%	2015-16	79%	92%			
3.04	Employee and student ratings of the activities	On a five-point scale, a mean rating of:		<u>Employees</u>				
				Community-building				
				A	B	C	D	
		Baseline		3.89	2012-13	3.82	94%	
		Benchmark		4.08	2015-16	3.91	96%	
		Diversity						
				A	B	C	D	
		Baseline		3.93	2012-13	3.89	94%	
		Benchmark		4.13	2015-16	3.92	95%	
				<u>Students</u>				
Community-building								
		A	B	C	D			
Baseline		3.39	2012-13	3.50	98%			
Benchmark		3.56	2015-16	3.30	93%			
Diversity								
		A	B	C	D			
Baseline		3.16	2012-13	3.74	113%			
Benchmark		3.32	2015-16	3.18	96%			

¹ 4s: Had serious conversations with students of a different race or ethnicity other than your own. 4t: Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.

Feedback Loop

Methodology: Annual Spring Quarter surveys of employees are conducted specifically for the purpose of collecting data for this indicator. The survey are anonymous, and administered online by sending a survey link to each employee through the campus e-mail system. The survey is open for approximately two weeks, with reminders sent two or three times during that period.

Initiatives: As described in Standard 3.B.2, four projects were generated by the Building Community Task Force, which was created in 2011 within an initiative termed “Enriching Campus Culture.” One project focused on campus gatherings. Some new activities were initiated due to impetus from the task force. At the same time the task force encouraged groups across campus to begin intentionally labeling long-standing gatherings and activities as “community-building” events. This practice continues. Examples of such events include the annual Wellness Challenge, art gallery openings, plays and choir performances, holiday and end-of-year parties, awards ceremonies, graduation, and several events sponsored by student leaders such as Fall Quarter’s Welcome Back Barbeque and the annual Spring Fest. A new Winter Fest event was inaugurated in January 2016.

STARS, a group of classified staff volunteers elected by their peers to represent classified staff in campus-wide issues, makes especially visible and valuable contributions by creating campus community and social events, and intentionally labeling them “community-building” events. A signature STARS event punctuates each quarter and draws enthusiastic response: Fall Quarter’s Halloween Costume and Potluck, Winter Quarter’s Valentine’s Day Candy-Gram, and Spring Quarter’s President’s Café breakfast. STARS honors an outstanding classified employee each quarter and also annually. The president presents the STARS awards and publicizes the award presentations campus-wide. STARS has traditionally organized a campus response to global disasters, creating community by inviting campus-wide participation in response to tragedies such as the Japan tsunami, Haitian earthquake, Hurricane Sandy, and the Nepal earthquake.

The president uses President’s Day (Fall Quarter convocation) to foster community by structuring activities in which employees interact across department lines, and by showcasing work completed in several different areas of the college. He intentionally builds community through regular newsletters to the campus community and to the student body. He maintains an active [blog](#), holds open office hours, convenes quarterly President Leadership Meetings, and hosts annual holiday and end-of-year parties which have drawn record attendance in recent years.

These and similar events promote community at the same time that they honor and support diversity. In addition, many events and activities are specifically focused on honoring diversity and promoting inclusion. The Diversity Advisory Committee (DAC) organizes quarterly readings and discussions of books addressing issues of diversity, convenes an annual student diversity panel presentation, and supports attendance at the annual White Privilege Conference and the National Conference on Race & Ethnicity (NCORE).

The Student Leadership and Multicultural Programs office, often in partnership with the Women’s Center and the Office of Diversity and Inclusion, promotes diversity through rich and varied offerings throughout the year. Events held during Fall Quarter 2015 are representative. During that quarter a Native American Haida artist presented a lecture about his work, and several activities were organized, including a National Coming Out Day event, a Trans-Panel, Transgender Day of Remembrance, a *Curanderismo* Healing Event, LGBTQ Pride Foundation Scholarship information sessions, a Peace Rally and a Human Rights Day Event. The latter two events were not pre-planned, but rather quickly organized in response to national and international incidents that had given rise to harsh discriminatory rhetoric and anti-immigrant backlash both locally and nationally. Each Fall Quarter, a celebration is held for North Seattle’s

International Students to showcase and honor the rich cultural diversity they bring to our campus community. Fall 2015's celebration was particularly poignant because, just as the school year began, a tragic [bus accident](#) claimed the lives of five international students and injured many more. A [bi-weekly newsletter](#) published by the Arts, Lectures and Activities Board of Student Leadership helps to keep students informed of diversity-related events.

In 2014-15, the Women's Center inaugurated an October-to-June film series that continues in 2015-16. The series aligns with diversity months highlighting stories from disability positive communities, the HIV+ community, indigenous heritage month, black history month, women's history month, API heritage month, and LGBTQ pride month. North actively participates with its sister colleges and the district office to host a city-wide Martin Luther King Jr. community celebration, now its 46th year. The library and art gallery regularly mount shows featuring the work of diverse artists and writers.

The college also recognizes that persons with disabilities represent another expression of diversity that it wishes to welcome, include, respect and support. To increase awareness and understanding of how disabilities may impact an individual, the director of disabilities services has initiated a biweekly college-wide e-mail entitled "Friday Five." The intent of the communication is "to support our shared working understanding and best practices in working with the 1 in 5 individuals nationally and globally who have disabilities." A recent edition of the e-mail described five things to know about [chronic health conditions and invisible disabilities](#).

Institutional Learning: Dr. Warren Brown was named president of North Seattle College in July 2014. For the purpose of "hitting the ground listening," he asked the research directors at the three Seattle Colleges to engage in a joint research project to "mine" data from that year's employee and student surveys to identify the major issues and recurring themes. One clear finding from that analysis was that part-time members of the community—whether they were faculty or students—were least likely to participate in community-building or diversity activities. Frequently-cited reasons included pressures of time and other commitments, not being aware of such events, or having an evening class schedule whereas most of the events were scheduled during the daytime. Evening, online, and part-time students and faculty reported that they did not participate in events because they did not feel a part of the community, and even that they did not know whether such events were intended for them and whether they would be welcome at community gatherings. This feedback led to increased efforts to publicize events and to emphasize that all members of the North Seattle community are invited and welcomed.

To address concerns raised by evening students—concerns not only about community gatherings but also about campus services—beginning in 2014-15, the college designated an evening services manager, who provides basic advising and information services until 8:00 p.m., and it also extended the hours that food services were open. In Fall 2015 it augmented the services of the evening services manager, initiating "Total Tuesdays" on which student services offices are open until 6:30 p.m.

To address the concerns that part-time faculty had raised about lack of information and not feeling a part of the community, the instructional deans began quarterly "Coffee with the Dean," an informal gathering with no set agenda, but the opportunity for part-time faculty to talk and ask about anything they wished. To accommodate differing schedules, sessions were scheduled at mid-day and again in the early evening. Suggested improvements that have come from these meetings include ensuring that part-timers know they are welcome and are invited to all meetings and informal gatherings within departments or divisions, posting basic information about college procedures in a Canvas shell for 24/7 access from anywhere, and supplementing the beginning-of-quarter new faculty orientation with a mid-quarter sequel for questions that arise only after the quarter is under way.

Aware of the issues raised by part-time faculty, Vice President for Instruction Dr. Kristen Jones initiated a quarter-long [orientation series for tenure-track faculty](#). Distinct from the tenure review process itself, this series had as its primary purpose to welcome new faculty to the college, to introduce them to the college's culture, to familiarize them with its history, and to connect them with support services and personnel. In short, it was an intentional community-building activity for the newly hired faculty.

Survey analysis revealed that while some respondents appreciated community-building events for the opportunity to mix informally and meet new people from across the campus, others questioned the value of socializing for its own sake without some other purpose. With that in mind, in his remarks at community gatherings, President Brown has routinely and intentionally drawn a connection between the gathering itself and the collective work of each college employee in supporting student success. In 2015-16 the library initiated a different type of gathering, also intended to be both informal and purposeful. Ninety-minute "Faculty Salons" are informal gatherings featuring presentations by faculty on some topic of interest while participants enjoy coffee and cookies. Survey results also suggested that smaller, more localized community-building events—at the department or instructional division level—are also important in creating and sustaining a supportive community.

In Fall 2015 the Marketing and Communications Office initiated a periodic newsletter, [True North](#), to help build a sense of community among employees and students. Popular features of the newsletter are "spotlights" highlighting a student and an employee for their contributions to the community. Below are examples of spotlights from the October 2015 issue.

Student Spotlight



Sabrina Kay

Sabrina Kay, a pre-nursing student at North Seattle College, recently volunteered with Buffalo Tours for the 2015 Vietnam Village Trek. The tour visited some of northern Vietnam's least-developed regions to create sustainable and actionable health education initiatives. Read about Sabrina's experience.

[Read on...](#)

Employee Spotlight



Art Faculty Lynne Hull

Lynne Hull is responsible for North's highly regarded jewelry program--the last remaining credited jewelry program in the area. Students come from all over the state, boosting enrollment and creating a buzz about the rigor and opportunity within North's art program. Hull was recently recognized with the Seattle Colleges' Lifelong Learning Award.

[Read on...](#)

Survey feedback about diversity revealed the need to define the concept more broadly than had traditionally been the case. The topics of the films in the Women's Center film series provide evidence of a broader definition, with films dealing with gender expression, HIV, and disability. Another realization

after conducting the survey analysis is that if students are to be educated about diversity, equity and inclusion issues, the primary place this must occur is in the classroom rather than co-curricular diversity programming that competes with many other demands in their lives, due to their busy and varied schedules. The ideal situation is a partnership involving classroom curriculum that is supported and complemented by co-curricular programming. This is the vision held by those who lead such efforts, and one they hope to see supported in the new strategic plan.

Indicator	Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]
3.05 Employee ratings on annual climate survey, disaggregated by gender, ethnicity, and employee type On a five-point scale, a mean rating of Baseline 3.44 2011-12 Benchmark 3.61 2015-16	<i>Disaggregated data are displayed in tables that follow the Feedback Loop discussion.</i>

Feedback Loop

Methodology: North Seattle College’s Employee Climate Survey has been administered for many years. It measures eight dimensions of campus climate: cooperation, responsiveness to suggestions, resource adequacy, professional development, hospitable environment, physical safety, social/emotional safety, and pride as an employee. It is administered anonymously in Winter Quarter in an online format, with a survey link sent through campus e-mail. The survey is available for approximately two weeks, with periodic reminders sent during that time period.

- Strategies:** The college has taken a number of actions in response to findings from the climate survey.
- **Responsiveness to suggestions:** It is often the case that suggestions are acted upon, but that the campus community is not aware of these actions. Perceived lack of responsiveness has been cited as one reason that many employees fail to respond to surveys. To increase awareness of actions taken in response to suggestions, in fall 2014 the Executive Team published a campus climate web page including this information. To provide an open channel for ideas and suggestions, the college president holds monthly meetings with leadership of the faculty and classified unions, and regular open office hours when visitors may drop in without an appointment.
 - **Professional development:** This was discussed earlier within Core Theme Two, Indicator 2.08.
 - **Physical safety:** Within the last five years the college has made a significant commitment to emergency preparedness awareness and training. Those in leadership positions have been trained in the Incident Command System, and emergency preparedness drills are held each quarter. Additional training is occurring occur throughout Winter and Spring Quarters 2016, as reflected in the Security Office’s Benchmark Action Plan (BAP). In response to climate survey feedback, additional exterior lighting was installed in 2014-15, and security personnel have begun a practice of making visible walk-throughs of the campus. In 2014-15 a major decision was made in response to survey comments and recurring complaints about smokers violating designated smoking areas. In that year the Executive Team, with a recommendation from and the support of the College Council, made the decision to become a tobacco-free campus. The decision was implemented in September 2015. In the fall of 2015, in the wake of tragic incidents at other colleges nationwide, interior locks were installed on classroom doors to allow faculty to secure the door from inside the classroom in the event of a hostile intruder.
 - **Hospitable environment and social/emotional safety:** Climate surveys administered in the last two years revealed that roughly three in ten respondents have experienced some form of discrimination on campus. Characteristics most frequently mentioned as the basis for the discrimination were age, sex, and race/ethnicity. All of the diversity-related initiatives described earlier represent ongoing efforts to combat discrimination. The survey findings prompted President Brown to invite [Dr. James A. Banks](#), founding director of the Center for Multicultural Education at the University of Washington, to share his ideas with the campus community.

Originally scheduled for September 2015, the event was postponed until January 2016 and made accessible to the entire Seattle College District.

In recent years, the vice president for student development services has seen a rise in the number of faculty and staff who have come for assistance with increasingly disruptive student behavior. In response to what she perceives to be a growing concern, the vice president has created the [Campus Assessment, Response and Evaluation \(CARE\) Team](#). This interdisciplinary team of trained professionals serves as a resource to the campus to monitor student behavior, develop appropriate interventions, and coordinate services for students who may pose a threat to themselves or to the community.

Institutional Learning: A lesson the college is continually reminded of is the importance of communicating what actions have been taken as a result of survey feedback. President Brown set an example of such communication when, at his first college-wide convocation in September 2014, he shared the insights he had learned about the college from a review of employee and student surveys from the previous year. His remarks demonstrated that he had “hit the ground listening,” as he had intended, and a number of subsequent actions showed evidence that he continues to listen and attempts to respond to the needs of the community. Experience suggests the need for similar communication “early and often” by all in leadership positions

The college is faced with three challenges with respect to the climate survey and the survey about community-building and diversity events.

- One challenge is that the two surveys—one administered in Winter Quarter and the second in Spring Quarter—address similar issues. This can be confusing for respondents as well as for survey analysis.
- A second challenge is that the campus community may experience “survey fatigue” when asked to complete two surveys. Adding to this, the Spring Quarter survey comes at what many experience as the busiest, most hectic time of the academic year.
- A third challenge is ensuring adequate response rates and representative sampling. Surveys are sent to approximately 900 employees. Frequent reminders and encouragement from Executive Team members has resulted in response rates averaging around 20%. Response rates vary by employee type, with higher percentages among classified and exempt employees and lower rates among full- and part-time faculty. It is encouraging that ratings on the surveys are generally positive, but this raises several questions. Do the experiences of the 20% represent those of the 80% of non-responders? Do the same 20% respond each year? Would less frequent, more focused surveys yield more insights and actionable results?

As the college develops its new strategic plan for 2016-23, and with the hiring of a new executive director of institutional effectiveness as of May 2015, these questions are part of the considerations.

Indicator 3.05: Employee Ratings of Campus Climate

Employee Survey Questions Concerning Campus Climate

Question	Response Options
How satisfied are you with the spirit of cooperation across campus?	Five-point scale from “Very satisfied” (5) to “Very dissatisfied” (1)
How satisfied are you with the extent to which your suggestions are heard and acted upon?	Five-point scale from “Very satisfied” (5) to “Very dissatisfied” (1)
How satisfied are you that resources are adequate for faculty, staff and administrative support?	Five-point scale from “Very satisfied” (5) to “Very dissatisfied” (1)
How satisfied are you with the extent to which the college supports your professional development?	Five-point scale from “Very satisfied” (5) to “Very dissatisfied” (1)
In your experience, how hospitable is the campus environment to all persons, free of discrimination of any kind?	Five-point scale from “Very hospitable”(5) to “Very inhospitable” (1)
How physically safe do you feel on campus?	Five-point scale from “Very safe” (5) to “Not safe” (1)
How safe do you feel in other ways on campus (e.g., in ways other than physical)?	Five point scale from “Very safe” (5) to “Not safe” (1)
How much pride do you feel being an employee of North Seattle College?	Five-point scale from “A great deal (5) to “None at all” (1)

Responses by Disaggregated Employee Groups

Mean Responses: All Employees

Climate Dimension	Benchmark	2013-13	2013-14	2014-15
Number of respondents		95	159	211
Cooperation		3.61	3.72	3.64
Suggestions		3.34	3.46	3.36
Resources		2.88	3.21	3.24
Professional Development		3.63	3.78	3.74
Hospitable Environment		3.85	3.80	3.84
Physical Safety		4.16	4.20	4.13
Other safety		3.88	4.01	4.03
Pride		4.14	4.18	4.14
Overall	3.61	3.69	3.79	3.77

Mean Responses: Female Employees

Climate Dimension	Benchmark	2013-13	2013-14	2014-15
Number of respondents		53	98	128
Cooperation		3.73	3.72	3.61
Suggestions		3.31	3.40	3.38
Resources		2.81	3.21	3.25
Professional Development		3.74	3.77	3.75
Hospitable Environment		3.78	3.72	3.83
Physical Safety		4.08	4.12	4.07
Other safety		3.84	3.93	4.02
Pride		4.23	4.15	4.12
Overall	3.61	3.69	3.75	3.75

Mean Responses: Employees of Color

Climate Dimension	Benchmark	2013-13	2013-14	2014-15
Number of respondents		25	35	50
Cooperation		3.52	3.40	3.59
Suggestions		3.16	3.20	3.44
Resources		2.80	3.31	3.35
Professional Development		3.52	3.97	3.88
Hospitable Environment		3.67	3.50	3.69
Physical Safety		4.00	4.14	4.10
Other safety		3.60	3.76	3.73
Pride		4.04	4.03	4.22
Overall	3.61	3.54	3.66	3.75

Mean Responses: Classified Employees

Climate Dimension	Benchmark	2013-13	2013-14	2014-15
Number of respondents		16	32	39
Cooperation		3.69	3.69	3.46
Suggestions		3.31	3.69	3.21
Resources		3.06	3.38	3.03
Professional Development		3.93	3.59	3.49
Hospitable Environment		3.87	4.03	3.77
Physical Safety		3.94	4.16	3.95
Other safety		4.00	4.27	3.87
Pride		4.19	4.41	4.03
Overall	3.61	3.75	3.90	3.60

Mean Responses: Exempt Employees

Climate Dimension	Benchmark	2013-13	2013-14	2014-15
Number of respondents		16	35	40
Cooperation		3.69	4.03	3.51
Suggestions		3.63	3.76	3.49
Resources		2.94	3.23	3.26
Professional Development		4.00	4.03	3.98
Hospitable Environment		3.69	3.83	3.97
Physical Safety		4.63	4.54	4.43
Other safety		4.27	3.91	4.29
Pride		4.31	4.03	4.26
Overall	3.61	3.89	3.92	3.90

Mean Responses: Full-Time Faculty

Climate Dimension	Benchmark	2013-13	2013-14	2014-15
Number of respondents		19	38	43
Cooperation		3.42	3.46	3.67
Suggestions		3.21	3.21	3.33
Resources		2.63	3.08	3.74
Professional Development		3.58	3.70	3.67
Hospitable Environment		3.74	3.74	4.23
Physical Safety		3.95	4.21	4.23
Other safety		3.74	4.03	4.19
Pride		4.26	4.05	4.28
Overall	3.61	3.57	3.68	3.92

Mean Responses: Part-Time Faculty

Climate Dimension	Benchmark	2013-13	2013-14	2014-15
Number of respondents		26	35	49
Cooperation		3.84	3.91	3.82
Suggestions		3.44	3.26	3.62
Resources		2.88	3.32	3.35
Professional Development		3.65	3.86	3.90
Hospitable Environment		4.12	3.80	4.27
Physical Safety		4.08	3.97	3.96
Other safety		3.92	3.97	4.06
Pride		4.24	4.34	4.20
Overall	3.61	3.77	3.80	3.90

Mean Responses: Hourly Employees

Climate Dimension	Benchmark	2013-13	2013-14	2014-15
Number of respondents		5	6	22
Cooperation		4.00	4.00	3.90
Suggestions		3.80	3.83	3.45
Resources		3.40	3.00	3.64
Professional Development		3.50	3.17	3.55
Hospitable Environment		4.25	3.83	3.76
Physical Safety		4.60	4.33	4.23
Other safety		4.60	4.33	4.23
Pride		4.00	4.00	4.14
Overall	3.61	4.02	3.81	3.86

Indicator	Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]
3.06 Student ratings on annual climate survey, disaggregated by gender and ethnicity On a five-point scale, a mean rating of Baseline 4.00 2012-13 Benchmark 4.20 2015-16	<i>Disaggregated data are presented in the tables that follow the Feedback Loop Discussion.</i>

Feedback Loop

Methodology: Annual surveys of students enrolled in for-credit classes in Spring Quarter were begun in 2012-13 to collect data for this and other indicators (1.13, 3.03, and 3.04). An online, anonymous survey is created, and the link is e-mailed to the address on file in the student management system. Lower-level ESL students (levels 1-3) and students taking exclusively online or off-campus classes are not included. The campus climate section of the survey measures five dimensions of campus climate: welcoming atmosphere, hospitable and discrimination-free environment, physical safety, emotional-social safety, and whether students “similar to me” succeed at the college.

Strategies: Strategies described elsewhere impact various climate dimensions. Orientations, intentional action on the part of faculty and staff to reach and welcome new students, and efforts to help all students succeed and to provide targeted support to those most at risk academically—all strategies described above for indicators within Core Theme One—contribute to three of the five climate dimensions. Efforts to increase campus safety and the feeling of safety, described earlier for Indicator 3.05, pertain to this indicator as well.

Institutional Learning: Students who reported experiencing some form of discrimination noted that the bias they experienced most often was related to characteristics of age; race/ethnicity; citizenship status; and sex, sexual orientation and/or gender expression. This latter finding, in particular, was of concern to the new director of diversity and inclusion. Reviewing the survey findings within a month of being hired, she conducted [SafeZone](#) training in August 2015 for over 60 individuals, including all student leaders. She has had requests for additional training, which she will conduct in Winter and Spring Quarters 2016.

The SafeZone training of student leaders increased awareness and concern for the issues of equity and inclusion among students, one of whom made a presentation to the College Council in Fall Quarter 2015 about the need for gender-neutral restrooms at the college. His presentation was in support of a proposal that another student had brought to the council in Spring Quarter 2015. The presentation resulted in a recommendation from the council that the single-user “family restrooms at [the college] also be designated as ‘all gender’ restrooms by adding gender neutral signage while retaining existing family restroom signage.” The Executive Team concurred with the spirit of the council’s recommendation, but decided to replace the “family restroom” signs with “all gender” signs. The council continues to consider a second proposal to create multi-user gender-neutral restrooms.

In January 2016 the director of diversity and inclusion was asked by the Executive Team to chair a new Lesbian, Gay, Bisexual, Transgender, Queer, Intersex & Ally (LGBTQIA) Taskforce to address the following areas:

- Campus climate, to include a possible employee & student climate survey focused on issues surrounding equity/discrimination regarding issues of gender identity, gender expression and sexual orientation;

- All-gender bathrooms on campus; including awareness of local, state, and federal laws/regulations/legislation and how it affects North's facilities – *in support of/collaboration with Student Leadership's current committee work on this issue*
- Review of current North & District student data on gender identity/ gender expression / sexual orientation; address/clarify why this information is collected; determine/describe how this data will be used to strengthen our campus climate

Indicator 3.06: Student Ratings of Campus Climate

Student Survey Questions Concerning Campus Climate

Question	Response Options
Students are made to feel welcome at the college.	Five point scale from “Strongly agree” (5) to “Strongly disagree” (1)
In your experience, how hospitable is the campus environment to all students, free of discrimination of any kind?	Five-point scale from “Very hospitable”(5) to “Very inhospitable” (1)
How physically safe do you feel on campus?	Five-point scale from “Very safe” (5) to “Not safe” (1)
How safe do you feel in other ways on campus (e.g., in ways other than physical)?	Five point scale from “Very safe” (5) to “Not safe” (1)
I see students similar to me achieving their educational goals at North Seattle College.	Five point scale from “Strongly agree” (5) to “Strongly disagree” (1)

Responses by Disaggregated Student Groups

Mean Responses: All Students

Climate Dimension	Benchmark	2013-14	2014-15
Number of Respondents		320	259
Welcoming		4.30	4.26
Hospitable		4.15	4.15
Physical safety		4.37	4.31
Other safety		4.29	4.21
Similar		4.23	4.07
Overall	4.20	4.27	4.20

Mean Responses: Female Students

Climate Dimension	Benchmark	2013-14	2014-15
Number of Respondents		188	156
Welcoming		4.31	4.26
Hospitable		4.23	4.26
Physical safety		4.34	4.22
Other safety		4.32	4.15
Similar		4.27	4.03
Overall	4.20	4.29	4.18

Mean Responses: Students of Color

Climate Dimension	Benchmark	2013-14	2014-15
Number of Respondents		159	94
Welcoming		4.32	4.36
Hospitable		4.05	3.87
Physical safety		4.34	4.29
Other safety		4.27	4.25
Similar		4.27	4.08
Overall	4.20	4.25	4.17

Indicator		Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]
3.07	Annual survey of employees to measure number, type, scope and benefits of partnerships	<i>Survey was not implemented. See discussion below.</i>
	Baseline 2012-13	
	Benchmark 2015-16	
3.08	Annual survey of employees to identify outreach activities to diverse communities	<i>Survey was not implemented. See discussion below.</i>
	Baseline 2012-13	
	Benchmark 2015-16	

Feedback Loop

Methodology: The college’s original intent was to survey employees about their involvement with community partners (Indicator 3.07), with a particular interest in partnerships with diverse communities (3.08). Baseline data were to be collected in 2012-13 and benchmarks set accordingly. The idea of a survey was abandoned because of the difficulty of defining “partnership” clearly enough so that respondents would know what to include and the resulting data would provide meaningful information.

Strategies: In a literal sense, the college did not mount any specific initiative aimed at increasing community partnerships. Nonetheless President Brown himself reached out to form such partnerships and in doing so set the tone toward these partnerships and served as a highly visible example of what it means to live the college’s [vision](#) of being “a progressive educational resource actively engaged with our community and known for innovation and responsiveness.” Two examples illustrate presidential outreach. One outreach was to the principals of the four area public high schools. From that overture a partnership, the Readiness Academy, developed with a local high school (Ingraham High School). Through this partnership, a part-time college navigator position was created. The navigator spends afternoons on-site at the high school helping college-bound seniors prepare for transition to college. The academy helps high school seniors to (1) understand college enrollment and financial aid processes, (2) increase readiness for college-level English and math, and (3) learn about college life and what it takes to succeed in college.

President Brown formed a second partnership with the University Family YMCA. Together with the YMCA, for the past two years the college has hosted a “Connections Conference” that brings social service agencies onto campus, making their services more accessible to two populations: (1) individuals being served through the [Opportunity Center for Employment and Education](#) (OCE&E), the multi-service center located on campus, and (2) students in the college’s Basic and Transitional Skills courses. The conference also serves to connect faculty with service providers in the Community Based Organizations. Those connections, in turn, have led to additional collaborations. The college will host the Connections Conference for a third time in 2016. Another project that grew from the YMCA partnership was the college serving as sponsor for a 2015 summer reading program that the YMCA conducted for low-income students from Olympic Heights Elementary School.

Even in the absence of a specific initiative, similar community outreach/partnership activities are in place throughout the campus. An open-ended question to the campus community asking for examples of

partnerships yielded an extensive and impressive list that was compiled into a [community partnerships](#) document. That document lists a wide range of partnerships, as the following examples illustrate:

- For many years, the Basic Skills Program has offered ESL classes at [Bitter Lake Community Center](#) and [North Seattle Family Resource Center](#) in Lake City, two neighborhoods close to the college.
- The college offers free meeting space to Safe Routes to School, a nonprofit that advocates for safe access to public schools for students who travel by foot or by bike.
- The Veterans Office has partnered with Rally Point 6 to provide assistance to transitioning service personnel.
- The 14/48 Projects, a coalition of producers who have produced 14/48: The World's Quickest Theater Festival in Seattle since 1997, began residence at North Seattle College in July 2015. The 14/48 Projects provides upkeep to the college's Stage One Theater and the Theater Department's prop and costume storage. In addition, it hosts faculty development workshops making use of theater skills, and offers season sponsorship benefits in return for office space, use of Stage One Theater's green room, and discounted rates for rentals.
- North Seattle is home to SHINE (Seattle's Hub for Industry-Driven Nanotechnology Education), a regional center for nanotech education serving Washington, Oregon, and Idaho. Students in the nanotech program complete lab courses for the microfabrication course (NANO 220) in the electrical engineering cleanroom at the University of Washington (UW), and UW faculty serve on North Seattle's nanotech Technical Advisory Committee.
- North Seattle's Ready-Set-Transfer (RST) program (an NSF funded STEP grant), has partnered with faculty at the UW who provide bridge activities for transfer students and reserve spots for North's students at the university's Undergraduate Research Symposium each May.
- In summer 2015 a [Memorandum of Understanding](#) was signed with the Royal Melbourne Institute of Technology (RMIT) in Melbourne, Australia. Under this agreement, students from North's International Business B.A.S. program will collaborate, via distance learning technologies, with RMIT business students, working in teams on real-world projects and presenting to real-world clients. Faculty from both institutions have been planning since last fall and will initiate the project in spring 2016.
- As a result of a tragic traffic accident in September 2015 that claimed the lives of five students from North Seattle and injured more than thirty more, the college has forged a strong partnership with a local office of The Salvation Army, which provided on-campus counseling services in the immediate aftermath of the accident, and long-term case-management for injured students and their families.
- In fall 2015, seven of nine positions on the Seattle City Council were elected by district rather than on a citywide basis. North Seattle College is located in [District 5](#). District voters elected [Debora Juarez](#) to serve as the District 5 representative. In February 2016 Council Member Juarez established an office on the college campus in order to be more accessible to her constituents. From Monday through Thursday, the office is staffed by one of Juarez' assistants. On Friday's the Council Member herself does business from the on-campus office.

Institutional Learning: In retrospect, the difficulty of defining “partnerships” notwithstanding, some outreach to the campus community to engage in discussion about partnerships would have been beneficial. For one thing, opening the conversation and publishing an inventory of existing partnerships would be highly informative as a way for the entire campus to become aware of the breadth of current partnership activity. Additionally, just as input from focus groups are often used to generate questions that are asked of a larger group, such a dialogue could have generated a long list of community connections

which then could have been categorized, perhaps leading to a follow-up survey of a wider audience with more clearly-defined types of partnerships identified. A third benefit would have been that dialogue about partnerships may have encouraged the formation of new, perhaps more creative partnerships. A fourth potential benefit would have been heightened awareness among employees across the campus of the importance of making connections with our communities, and increased attentiveness for opportunities to make such connections. As the college begins to develop its new strategic plan for 2016-23, it is considering whether and how to include community partnerships. If community partnerships are part of the new plan, an indicator that includes qualitative measures would be more valuable than one with exclusively quantitative measures.

Indicator	Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]
<p>3.09 Annual survey of partners from Technical Advisory Committees, OCE&E, and Opportunity Council to identify value of and enhancements to partnerships</p> <p>Baseline 2012-13 Benchmark 2015-16</p>	<p><i>Surveys were abandoned as an ineffective measure. However, efforts to enhance partnerships proceeded, as discussed below.</i></p>

Feedback Loop

Methodology: Three surveys were conducted in 2012-13. Technical Advisory Committee (TAC) members were asked for their written response to open-ended survey questions during an annual appreciation dinner, OCE&E staff were asked to complete an online survey, and members of the Opportunity Council were sent open-ended questions in an e-mail. The surveys were not continued beyond 2012-13 because leadership changes impacted each of the three groups, and because the time and effort involved were judged to outweigh the benefits.

Strategies: Annual surveys were abandoned, but in two of the three cases the partnerships remain strong and growing. The exception is the Opportunity Council which has been not been active since former President Mark Mitsui, who established the council, left the college for a new position in July 2013.

TACs are vital to the success of the college’s professional technical programs. In many respects, these face-to-face meetings serve the same purpose as surveys in identifying ways to enhance mutually beneficial relationships. Nearly 175 individuals representing over 150 companies or organizations within the community serve on committees to advise the college’s 18 professional technical programs. Each program convenes its TAC three times a year during Fall, Winter and Spring Quarters. The meetings are an important way in which relationships are established and nurtured between program faculty and professionals in the “real world” work place. The college hosts an annual appreciation dinner for all TAC members. This event serves important purposes, among them strengthening relationships between the college personnel and TAC members, and among the members themselves; reviewing the year’s major accomplishments within each program; and helping TAC members learn more about the college beyond the particular program with which they are involved. TAC members have expressed how much they appreciate and look forward to these annual gatherings.

Through these relationships, the programs are able to keep current with the needs of business and industry, and professionals in the field are able to influence the training of their future workers. Students are often part of the meetings, allowing them the opportunity hear directly from practitioners while at the same time demonstrating to future colleagues and employers the knowledge and skills they will one day bring to the workplace. Providing students direct experience in the workplace is a critical contribution that TAC members and other working professionals make to our programs, and another way that the college builds partnerships throughout the community.

Each quarter hundreds of students participate in experiential learning as part of their programs of study. Among the health/medical programs, the nursing program alone places approximately 100 students in clinical sites within five major medical organizations, and another 20 medical assisting and pharmacy technician students gain work experience through partnerships with additional medical facilities.

Among the business programs, experiential learning takes different forms and involves numerous partnerships. Organizations such as Seattle Goodwill, King County, City of Seattle and United Way of King County regularly offer job shadow opportunities for IBEST accounting students. Consistent partners offering internships and participation in employer panel events for International Business students include the Port of Seattle and Atlas International. Each quarter, many other employers and non-profits offer students opportunities to intern in bookkeeping/accounting, project management and business. A recently formed partnership with Neighborcare at Meridian resulted in internships and externships for students in the Administrative Assistant program and Phlebotomy, and a soon-to-be-completed agreement will provide two summer business internships in Vietnam. Most experiences are very positive and as the college develops these connections into long-term relationships, more students enjoy meaningful internship experiences and more businesses find well-rounded graduates to hire.

Software development internships are an integral part of the Application Development B.A.S. program. Any company that has a tech department or that needs a mobile application, web application, or other programming development service is an ideal settings for AD student interns. Because this program is relatively new and most students have not yet taken the internship class, partnerships are in the formative stage. Nonetheless, four students have had internship experiences and partnerships are developing within these local businesses: Virtuoso, Expedia, Alstrom Grid, and Paperless Business Systems.

The [Opportunity Center for Employment and Education](#) (OCE&E) resulted from the combined vision and passion of a state legislator and then-president of North Seattle College, Dr. Ron LaFayette. The two first came together in 2004, and seven years later the OCE&E opened on the campus, bringing together integrated educational, employment and support social services. The comprehensive services are provided through partnerships among multiple state agencies, community-based agencies, and community colleges, including North Seattle College and as well as neighboring colleges. In the words of the center’s website, 120 professionals within these organizations “are working together to provide seamless employment and educational services and public assistance benefits to the unemployed, the underemployed, students and their families.”

The principal partners in the OCE&E are the college and two state agencies—the Department of Social and Health Services and the Employment Security Department. Recognizing that seamless services would not happen automatically (given the different missions, cultures, and processes not only of the primary partners but also of the numerous community-based organizations involved) the nine-member Leadership Team that governs the center created an integration manager position whose primary responsibility is captured in the position’s title.

In 2012-13, a survey was designed by the integration manager to discover ways to more effectively integrate services. The survey revealed that integration would require very intentional efforts. Momentum for such efforts was lost when the integration manager left for another position in July 2013. After an interim appointment, a new permanent integration manager was hired in July 2014. Members of his leadership team—representatives from the center’s partners—began a [Lean process](#) to identify and address challenges in integration efforts and inter-agency communication. As a result of those discussions and a retreat in the summer of 2015, a formal plan was developed and an Integration Committee established, consisting of 18 college and OCE&E employees. The plan, which began in fall 2015, has six integration goals:

1. To ensure college & OCE&E staff are aware of the activities of each entity
2. To inform the college community of OCE&E resources
3. To ensure college programs and services information is available to customers of the OCE&E
4. To ensure the OCE&E acts as the career services hub for North Seattle College students
5. To embed OCE&E resources and services into course materials

6. To incorporate OCE&E resources and services into North Seattle College student resources

Institutional Learning: Establishing and enhancing partnerships is ongoing work and, like all important relationships, requires intentionality. Technical Advisory Committees and the networks created through them and through internship placements are a vital resource for the college's professional technical programs. Developing and maintaining such partnerships will continue to be a major focus and responsibility of the executive dean for career and workforce education, the deans who administer the college's professional technical programs, and the faculty who teach in those programs. By their contributions as interns, students within the program also contribute to strengthening these important partnerships. Because of the value it places on its relationships with Technical Advisory Committees, the college is consulting with TAC members as it develops its new strategic plan for 2016-23.

Integrating the services of the OCE&E with those of the college, and vice-versa, remains a formidable task. During the center's first years of operation, partners have experienced challenges in integration efforts and communication strategies. The creation of a formal plan is an acknowledgement of the challenges and a commitment to address them in a very intentional way. Implementation of the plan in 2015-16, and an end-of-year evaluation of its effectiveness will create a baseline from which to make future improvements and adaptations.

The future of the Opportunity Council is not clear at this time. The council was formed by former president Mark Mitsui to engage leaders within the local community to improve education, economic, and social opportunity within the college's service area. Interest waned and the council lost momentum when President Mitsui left the college and an interim president served during the 2013-14 year. President Brown is considering whether to reconvene the council or a similar group, or simply to continue the work he has already begun to develop community-based partnerships individually, as described above under Indicator 3.08.

Indicator		Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
3.10	State-funded, contract-funded, and continuing education enrollments	State Funded FTES			
		A	B	C	D
		2012-13	95%	95%	
		2013-14	98%	98%	
		2014-15	96%	96%	
	State-funded FTES as percent of annual allocation	Running Start FTES			
		A	B	C	D
	Baseline 99% 2002-12 average	2012-13	154	78%	
	Benchmark 100% 2013-16 annually	2013-14	196	99%	
		2014-15	211	106%	
	Running Start Annualized FTEs	International Students			
	Baseline 156 2009-12 average	A	B	C	D
	Benchmark 200 2015-16	2012-13	1046	105%	
		2013-14	998	100%	
		2014-15	1026	103%	
International Student Spring Headcount	Continuing Education				
Baseline 695 2009-12 average	A	B	C	D	
Benchmark 1000 2015-16	2012-13	4623	81%		
	2013-14	5746	97%		
	2014-15	5323	94%		
Continuing Education Annual Registrations					
Baseline 4833 2009-12 average					
Benchmark 5655 2015-16					

Feedback Loop

Methodology: Data for this indicator are extracted annually from the administrative databases.

Strategies:

State FTES: North Seattle is not alone among the state’s two-year colleges struggling to meet state-funded FTE targets. In response to requests from several colleges, [WACTC](#), the statewide group of community and technical college presidents, appointed a task force to study whether to allow colleges to count international student enrollments against their FTE targets. Historical practice and existing policy had been that such enrollments are considered “contract FTES” and could not be applied toward FTE targets. President Warren Brown served on the task force. He argued, unsuccessfully, for a change in policy. With strong international enrollments, a change would have been very beneficial to the college.

At the college level, instructional administrators have employed a number of strategies to increase enrollment:

- **Additional offerings:** developed new programs such as B.A.S. degrees, IBEST in Early Childhood Education, and High School 21+, an alternative to GED; added sections of high-demand courses;
- **Scheduling:** offered courses in a variety of modalities (face-to-face, hybrid, online) and at a variety of times (day, evening, Saturdays) to meet student need; developed an annual schedule, both within and across departments, to avoid student course conflicts and to increase student ability to get the courses they need; offered late-start classes (starting two-three weeks into the quarter);
- **Outreach:** connected with industry, community partners, or professional organizations to promote offerings; partnered with health care training grant programs to bring students into prerequisite

science courses; encouraged faculty to welcome new students and to talk with all students about registering for the upcoming quarter;

- Embedded services/enhanced pedagogy: brought advisors into classrooms to help students plan future quarter schedule; adopted [Productive Persistence](#) methods to increase student success and retention;
- Management: better managed part-time faculty budget to avoid the need to cancel low-enrolled classes; avoided or delayed cancelling lower-enrolled classes that showed an upward trend, or that were necessary for a student cohort's completion of degree/certificate requirements, or would not be offered again until the following year; partnered with other colleges to share enrollments when course offerings complemented each other;
- Tuition waiver: beginning in Winter Quarter 2016, the Seattle Colleges eliminated tuition surcharges for out-of-state students, with a resulting increase in enrollment among this group of students.

To help support the college's enrollment and student retention efforts, the college's Marketing and Communications Office has deployed a number of strategies that it monitors regularly. These strategies include:

- Launching a comprehensive, year-long strategic advertising campaign that uses digital, print, radio, social media and event advertising (campaign began in fall 2015);
- Establishing a greater social media presence to connect with prospective students, includes launching Twitter and Instagram pages in addition to North's Facebook page;
- Forming a partnership with the college's director of enrollment support and outreach to ensure consistent messaging and branding across all communications to future students;
- Launching a monthly electronic newsletter to current students—an initiative that was developed out of an effort to support Core Themes One and Three and to help retain current student enrollment;
- Increasing marketing and outreach to various underrepresented groups and student populations by submitting stories about North's programs and people to cultural publications;
- Focusing greater marketing and outreach on high school students through a poster and flyer campaign in North's service area and mailed packets to College Bound high school seniors in North's service area;
- Focusing more on media relations to get positive press coverage of the college.

The Marketing and Communications Office is currently redesigning the college homepage so that it is mobile-friendly, follows national best practices for college websites, and addresses key obstacles for current and prospective students in navigating the site. The main objective in redesigning the homepage is to better utilize the college homepage as a marketing tool to prospective students. The site is being designed with input from staff and student leaders within Student Leadership and Multicultural Programs, and from other key groups including the Executive Team, Instructional Council, Student Development Services Council, College Council, and Admissions Office staff. The scheduled completion and rollout date is June 2016.

Finally, the Marketing and Communications Office is working closely with the director of enrollment support and outreach to launch and manage a new customer relationship management (CRM) tool. The CRM was launched in February 2016 and provides a more sophisticated means for communicating to prospective students and tracking their progress in the enrollment pipeline. Through this initiative, the two offices have also developed an inquiry form that is now prominently displayed on and throughout the college website. Students who complete and submit the form receive timely information about programs based on their stated interests.

Running Start: Running Start is a dual enrollment program in which high school juniors and seniors can earn college credit and apply it both to high school graduation and to their college transcript. Consistency in staffing within the Running Start program has fostered positive relationships with high school counselors, students and families. The Running Start program hosts annual district-wide meetings for high school counselors as an opportunity to share program updates and generate innovative ways to support student success. The college participates in outreach events such as college preparation events at area high schools at which students are offered information and application materials. Running Start hosts information sessions in the Winter and Spring Quarters for prospective students and families to visit the college campus and learn about the benefits of the program.

International Students: Since 2009 the International Program has increased its efforts in marketing the college abroad and has fostered relationships with many global agencies and institutions in order to increase enrollment and awareness of the outstanding programs offered at North Seattle College. These increased marketing efforts have helped to increase enrollments and diversity at the college.

Continuing Education: In 2012, in order to increase enrollment in Continuing Education, the department hired a consultant from [LERN](#), an association for continuing education and lifelong learning, to conduct a program review. This comprehensive report provided invaluable analysis on best classes, best customers, and how to implement a strategic plan for growth. As a result of the LERN consultant's recommendation, a fourth full-time position was created in 2012 to better support marketing efforts for the department. The marketing specialist is responsible for updating content on the website, blog, bi-weekly e-mail newsletters, and social media platforms. Since 2012 the Continuing Education team has held yearly retreats for strategic planning for the next year, exploring new course ideas and other areas for growth. In 2013 two staff members attended the LERN Program Management Institute. As a result of this training, the department's strategic planning and decision-making have become much more data-driven, which has contributed to higher enrollments as well.

Institutional Learning:

State FTES: Based on what was learned and recommended from a consultant's review, college leadership has reformulated the Strategic Enrollment Management Council, giving it a more prominent place within the institution, providing strong leadership from two vice presidents, and ensuring that its membership hold the positions that are most likely to effect changes that will result in stronger enrollments. In its first year of operation, the council is focused on reviewing environmental scans conducted in 2013-14 and inventorying current programs that support enrollment and student success. At the same time, the interventions described above continue. Although the college has struggled to meet its FTE targets and enrollments have declined in recent years, it is also the case that the state's entire community college and technical college system has experienced similar declines. On a statewide basis, since 2010 state-funded FTES are down by 13%, a figure comparable to North Seattle's 12% decline over the same period. This may be a function of the economy. Historically, there is an inverse relationship between the economy and community college enrollments: the economy declines and enrollments increase; the economy improves and enrollments decline.

The Marketing and Communications Office regularly monitors and adjusts communications and outreach to prospective students to maximize effectiveness. With leadership from a new director of marketing and communications (hired in September 2014), the office held a retreat in March 2015 for the sole purpose of creating an office mission and developing strategic goals aligned with and supportive of the core themes and specific core theme indicators. Two of the strategic goals developed at the retreat reflect that strong connection:

1. Increase enrollment through continued brand awareness, marketing, media relations and a successful web, print and social media presence.

2. Help support student retention by building community on campus and providing timely and engaging communications.

The marketing office has learned that consistent, frequent, relevant and timely messaging to our key stakeholders is paramount to helping North's enrollment efforts and ultimately to student success. At a time when budgets are tight and state funding continues to decline, the Marketing and Communications Office is also maximizing its impact on enrollment by working collaboratively with its sister colleges (Seattle Central College, South Seattle College and the Seattle College District Office) on strategic advertising campaigns. Remaining student focused and working collaboratively and smartly will continue to be key to our success. Finally, it is essential that the Marketing and Communications Office be actively engaged in designing and supporting campus-wide enrollment initiatives. For that reason, North's director of marketing and communications serves on the Strategic Enrollment Management Council and meets regularly with the college's director of enrollment support and outreach.

Running Start: Experience has shown that communication is key to the success of the Running Start program. The college has learned the importance of communicating early and often with prospective students and families, as well as ensuring that high school counselors have up-to-date information about the program. It is critical to establish and maintain positive relationships with key stakeholders, such as high school counselors, public school administrators and college faculty. In the future the program will increase collaboration with college faculty and administration to create innovative ways to support Running Start student success.

International Students: The college has found that establishing personal relationships with overseas partners is an important key to success in this arena, including meeting directly with parents and students to explain North's programs as well as what sets North apart for other community colleges. Moving forward, the college will continue its efforts to maintain and create new relationships with agents, partners, and schools overseas. Within the college and the Washington community and technical colleges system, the Office of International Programs faces challenges in that it is a "business" operating within a state institution, its tactics are quite often misunderstood. The office must work effectively not only with the various cultural expectations of how business should be done, but also within strict state guidelines that are not written for working in an international environment.

Continuing Education: Two factors account for the success of the college's Continuing Education program. A paramount factor is outstanding customer service. The office's goal is customer (student) loyalty and its mantra is "100 percent satisfaction guaranteed." Quarterly schedules are built in response to student expressed interests and needs, and a second section of popular courses are often added. Student feedback is solicited every quarter and is used to improve courses. The second factor is careful management. Classes are strategically scheduled to avoid course cancelations. Courses with low enrollments are not offered in subsequent quarters. Prices, titles and course descriptions are adjusted for maximum attractiveness. Finally, the program supports instructors' professional development and engages them in the process of promoting their classes.

Indicator				Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
3.11	Formal reserve account balance as percent of operating budget			A	B	C	D
				06/30/13	5.2%	104%	
	Baseline	5.0%	06/30/2012	06/30/14	6.2%	124%	
	Benchmark	5.0%	06/30/2016	06/30/15	6.6%	132%	

Feedback Loop

Methodology: At the close of each fiscal year, the college budget office recalculates the percent of the budget, excluding trust and capital funds, which comprise its formal reserve. The minimum reserve amount is calculated according to procedures outlined for district [Policy 608](#). Reserve balances (by accounting fund) are summed and compared against the newly-calculated minimum requirement. The college endeavors to exceed the minimum if possible; hence the current balance of 6.6 percent.

Strategies: The purpose, composition, and level of the reserve is revisited, examined, and discussed by the President’s Cabinet during budget development each year. Its level is communicated to both the College Council and the Budget Advisory Committee. The college has not utilized any reserve funds to this date. The initial establishment of the reserve fund as well as all subsequent increases have been under the direction of the college president.

Institutional Learning: North’s past budget challenges serve as compelling reminders of the importance of maintaining an adequate reserve and of the need to maintain the fiscally sound practices that enabled the college to build the reserve to its current level. The college will continue to monitor its reserve level and adjust as needed in anticipation of future challenges.

Indicator		Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
		A	B	C	D
3.12	STARS® (<i>Sustainability Tracking, Assessment & Rating System</i>) rating	2014-15	Silver Rating	+	
	Baseline	Bronze	2011-12		
	Benchmark	Bronze	2015-16		
	Percent change	Maintain			

Feedback Loop

Methodology: [STARS®](#) is a self-reporting framework developed by the Association for the Advancement of Sustainability in Higher Education ([AASHE](#)) as a way for colleges and universities to measure their sustainability performance. Sustainability is measured in four categories: academics (curriculum and research), engagement (campus and public), operations (air, climate, grounds, water, buildings, energy, transport, purchasing, food services, waste and recycling) and planning and administration (coordination, planning and governance, diversity, health, well-being and work, and investment). The college submitted its first self-report in 2011 and a second report in 2013. Reports are rated by STARS®.

Strategies: North Seattle College has been formally committed to [sustainability](#) and environmentally responsible practices for more than a decade. The first Sustainability Committee was established in 2004 under the direction of former President Ron Lafayette. This primarily volunteer committee coordinated Earth Day events each year and worked to implement policy changes on campus to reduce resource consumption and improve sustainability literacy. In 2008 the college signed the [American College and University Presidents' Climate Commitment](#).

During the last several years, this work has expanded to include not only environmental, but also social, cultural, and economic sustainability. In 2009, student leaders established a Sustainability Office and hired a sustainability coordinator supported with student funds. On the fortieth anniversary of Earth Day, April 22, 2010, the college held a day-long charrette with students, faculty and staff to develop the vision for a sustainable campus by the year 2040. The coordinator convened a [Sustainability Committee](#) and together they have provided leadership for the campus to implement the vision developed during the charrette, namely “comprehensive institutional sustainability recognizing the full education, environmental, financial and social benefits of resource efficient and campus sustainability” (2015 North Seattle Sustainability Office Manual).

Since beginning this work, the college has emerged as a sustainability leader among two-year institutions both with the Seattle College District and the Puget Sound region. Between 2011 and 2014, the college advanced from bronze to silver on the STARS® rating scale, surpassing the goal it had set in this plan simply to maintain a bronze rating. The college’s total score rose from 114.25 in 2011 to 134.75 in 2014, a point gain of 18%. The most significant gains were realized in the education and research and innovation categories. To effect the gains, sustainability staff have reached out to faculty to embed sustainability concepts, projects, and internships into their classes. To date, 20 faculty representing 19 different disciplines have integrated sustainability into their classes. Examples of such classes include

- Biology 125: Biology of the Pacific Northwest
- Business 186: Sustainable Business
- Environmental Science 170: Energy and Resources: Now and Future
- Geology 110: Environmental Geology
- History 230: United States Environmental History

- Philosophy 220: Environmental and Human Rights
- Real Estate 135: Healthy Buildings and Indoor Air Quality

A Sustainability Fund accepts applications for funds to support sustainability projects. Examples of projects receiving funding include (1) [a P-Patch](#) constructed on campus in partnership with the Seattle Department of Neighborhoods, (2) QR code signage for the campus wetlands, and (3) a bike repair station. Several additional projects were completed without support from the Sustainability Fund, among them a battery-recycling program, an eco-bike in the campus wellness center, an electric vehicle charging station, an i-trees inventory of campus trees, and two [LEED](#) gold certified new buildings. All of these projects are described on the [sustainability projects](#) page of the Sustainability Committee's website.

Another notable sustainability project was the installation, in March 2015, of a solar array panel atop the college's Education Building. The project was made possible through a grant from the Bonneville Environmental Foundation (Portland, OR) and additional funding from the college. The array is mounted on a rotating armature that follows the path of the sun across the sky, thus maximizing its effectiveness. An [online article](#) written for the *Solar Power World* website about the array's installation observed that its primary purpose is not energy production, but rather to create "solar-savvy graduates." As the article points out, the array is an educational tool providing a dynamic learning environment where faculty and students are able to do extensive experimentation with module orientation, the effects of weather, and other variables.

Institutional Learning: North Seattle's sustainability work is part of district-wide efforts, efforts that are evident on the district's [sustainability website](#). A 15-member district-wide Sustainability Committee was established in 2009. Its membership includes students, faculty, staff and administrators from the district's three colleges as well as the district office. In 2014-15 that committee created a document, "[Seattle College's 2015 Sustainability Goals](#)," that lays out the future direction of sustainability work both district-wide and on North Seattle's campus. The document identifies 15 goals in four areas: (1) sustainability instruction, (2) sustainable operations, (3) sustainability engagement, and (4) sustainability planning. Several of the goals within operations look far ahead, setting targets for 2020, 2035, 2050. Other goals have a closer horizon: for example, to maintain an active college-level sustainability committee on each campus, to include a sustainability component into new student and employee orientation, to develop and maintain college-level sustainability action plans, to perform STARS[®] assessment every three years with increased scores each submission, and to integrate sustainability goals into college and district strategic plans.

This final goal, which appears in the sustainability planning section, reflects what experience has shown, namely that in order to be effective, sustainability efforts need the official and visible support that comes from being an integral part of the college's overall planning and implementation. For that reason, leaders of sustainability at the campus level, supported by the district sustainability coordinator, have expressed keen interest in being included in the college's new strategic plan for 2016-23, even more prominently than in the 2011-16 plan.

Campus and district-wide leadership for sustainability is currently in transition. After nearly four years in the position, the district sustainability coordinator left his position in fall 2015, only a few months after North Seattle's sustainability coordinator had left his position after seven years. Both positions are being filled, and new coordinators are expected to be in place no later than Spring Quarter 2016. Conversations about the place of sustainability in the new strategic plan, and support for implementing sustainability goals, will be a priority for the new leadership.

Indicator		Year [A], Performance [B], Percent of Benchmark [C], and Rating [D]			
3.13	Annual non-state revenue from selected operations	Grants, contracts and customized training <i>This measure was not tracked. See explanation below.</i>			
	Grants, contracts and customized training				
	Baseline	Cost + 25%	2009-12*		
	Benchmark	Cost + 50%	2015-16		
	* An estimated three-year average				
	Rentals				
	Baseline	\$76,990	2009-12*		
	Benchmark	\$84,690	2015-16		
	* Three-year average				
	Food Services				
	Baseline	(\$100,000)	2009-12*		
	Benchmark	Break even	2015-16		
	* Three-year average annual operating deficit				

Rentals				
	A	B	C	D
2012-13		\$127,543	151%	
2013-14		\$138,638	164%	
2014-15		\$167,791	198%	

Food Services				
	A	B	C	D
2012-13		(\$61,863)		
2013-14		\$165,529)		
2014-15		(\$88,454)		

Feedback Loop

Methodology: At the close of each fiscal year, the budget office produces financial reports containing the figures that record progress on meeting the benchmarks set for each of these three measures. Rental revenue is measured by breaking out charges per rental contract per month and creating a record of those charges in monthly rentals billing reports.

Strategies:

Grants, contracts and customized training: After the baseline year of 2012-13, this measure was abandoned. There were several reasons for this decision: (1) the president who championed the model left for another position; (2) organizationally, the Grants Office was moved into the Office of Advancement and into a different reporting relationship; (3) with the college facing enrollment challenges, generating student FTES from grants and contracts became a higher priority than generating revenue; and (4) customized training for all three colleges (North Seattle, Seattle Central and South Seattle) was consolidated at the district level.

Rentals: Changes in rental personnel resulted in greater receptiveness to community needs, capturing more revenue by being responsive to more potential clientele. As news of the college’s rental services spread within the community, more requests were forthcoming.

Food Services: Deficits have long plagued the college’s food services operations. Consultant reports, planning studies and advisory committee recommendations between 2005 and 2011 documented the many challenges the college faces in making the operations fiscally viable. Using information from these studies, the college decided to transition from a cafeteria to a bistro model, the latter characterized by foods that were simple, could be prepared in quantity and would keep over time. This transition began in 2012-13, and was fully implemented when The Grove, a new food services area, opened in the new Health Sciences and Student Resources (HSSR) Building in summer 2014.

A consistent finding from the aforementioned studies was that the college’s 1970’s-era kitchen needed a complete renovation in order for the college to gain greater efficiencies in food storage and preparation.

Demolition of the old kitchen and construction of a new one took place between April and October of 2014. During this time, food services operated out of a mobile kitchen.

Adding to these major transitions was a change in leadership. In August 2013, the director of food services left the college. An interim director was appointed and later selected as the permanent director. His tasks were formidable: managing the major facilities transitions while at the same time understanding and controlling the costs of labor and of ordering, receiving, storing, securing, rotating and repurposing food products.

The director was also charged with increasing off-hour catering services to complement the increase in rental activities, and to bring in additional revenue. This resulted in increased costs, not only for catering supplies, but also for labor in the form of overtime, low staff morale, and high staff turnover. In the summer of 2015, the decision was made to sharply curtail off-hour catering and to focus on the “core business” of The Grove and catering for in-house college events. An added note about labor costs: some costs incurred in 2012-13 were not paid out until 2013-14, with the result that the bottom line figures for 2012-13 appear better and those for 2013-14 appear worse than was actually the case.

Due to these factors, coupled with lower enrollments and fewer customers, food services has continued to experience deficits during the past three years, although 2014-15 showed some hopeful signs that the trend may be reversing.

Institutional Learning:

Grants, contracts and customized training: Customized training is being organized at a district level, with North Seattle College’s Continuing Education Program participating on a project-by-project basis as needed. Grants and contracts are now organizationally housed within the college’s Office of Advancement. A new executive director, whose responsibilities also include the Education Fund, was hired in summer 2015. Even as the office continues to support current grants, the executive director is assessing the past and current state of grants on campus, and engaging with college leadership in discussions to formulate a long-term vision that balances campus needs and organizational capacity to obtain and responsibly manage grants and contracts.

Rentals: Important discoveries have been made about the ways in which the different departments within administrative services can and must work together if rentals are to be successful. Flexibility and adaptability are key. As new technologies such as [Megamation](#) (for facilities management) and [Spiceworks](#) (for IT management) are introduced, the administrative services teams, working collaboratively, find ways to use them to improve response times, increase communication, and save paper. As budgets and needs shift to keep up with changing times, rental operations must also adapt to make the best use of available resources, whether software, staff hours, or skilled individuals.

Food Services: The current director of food services has extensive experience in the industry, which he will draw upon in 2015-16 to “turn the corner” in food services. Having managed the major transitions of the last three years and triaging to address the most serious difficulties he encountered upon assuming the position, his focus in 2015-16 is to continue to reverse the deficit trend and ultimately to achieve profitability within food services. His Benchmark Action Plan for doing so centers on implementing industry best practices for tracking and controlling expenses, and for marketing and merchandising food services products. The director himself, as well as key operational staff, are implementing practices and systems to monitor all expenses (labor, goods and services) and revenues (daily sales, vending machines and catering). Monitoring occurs on a daily basis, and is reviewed regularly by the business office and a newly hired vice president for administrative services, who assumed her position in December 2015.

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NORTH SEATTLE COLLEGE
One of the Seattle Colleges

YEAR SEVEN SELF-EVALUATION REPORT

2016

Chapter Five

Mission Fulfillment, Adaptation and Sustainability



Chapter Five

Mission Fulfillment, Adaptation and Sustainability

Standard 5.A Mission Fulfillment

Participatory, Systematic, Evidence-Based Reflection on Accomplishments (5.A.1)

Chapter Four provides clear evidence that the college engages in regular, systematic, and participatory analysis and self-reflection of its accomplishments using annual performance data on its core theme indicators. Primary venues in which this occurs for the strategic plan as a whole are annual retreats and regular meetings of the Executive Team, Instructional Council and Student Development Services (SDS) Council. Periodic review and analysis also occurs within the College Council, and at all-college meetings in which structured, participatory activities engage a wide cross-section of the college community in reflecting on core theme contributions and accomplishments.

Selected components of the plan are reviewed in departmental meetings and retreats, and in meetings of committees whose focus is on selected components of the strategic plan. Examples of such committees include Assessment, Program Review, Diversity Advisory, Sustainability and Health and Safety. Annual evidence-based Benchmark Action Plans engage committees, task forces and individual offices in focused efforts to impact core theme indicators

Even with these processes in place, the college is aware of that there is room for improvement. Many of the following improvements were identified in the Feedback Loop discussions within Chapter Four.

- Although they are posted online, indicator performance data are largely “invisible” to most employees who may not even know where to find them online. Creating greater visibility for such data is an identified priority for the new strategic plan, and also for the final months of the existing plan.
- A re-evaluation of core theme indicators is critical as the new strategic plan is being developed in order to ensure that the indicators are providing meaningful information from which to judge accomplishments and identify needed adjustments.
- If more synergy were created among isolated efforts, greater impact would be possible. This principle applies as much to faculty working on assessment projects as it does to offices working on individual Benchmark Action Plans. Joint task forces formed in 2015-16 within the Instructional and SDS Councils to work together on guided pathways is a step in the direction of greater synergy. One suggestion regarding creating more synergy is to focus campus-wide attention on one core theme per quarter during Fall, Winter, and Spring Quarters.
- Historically, the college’s administrative services department (facilities, security, food services, IT, budget) have not held annual retreats in which core theme indicator data are reviewed. As a result, their efforts on behalf of the strategic plan and core theme indicators have tended to occur somewhat separate from other efforts. A new vice president of administrative services, hired in December 2015, has begun to engage her directors more with the current plan, a trend that will continue with the 2016-2023 plan.
- Follow-through on annual plans and other interventions could be stronger, more intentional, and more frequent. Within the current strategic plan, core theme indicator data are available only on an annual basis. Nonetheless, much could be gained from focused examination of formative data at intervals throughout the year with the faculty and staff working on different parts of the plan.
- Assessment of student outcomes has not been as participatory and sometimes not as rigorous as it could be. An assessment plan was designed in 2010 aimed at tapping into faculty’s innate “curiosity about and commitment to student learning” by creating Faculty Inquiry Groups (FIGs) engaged in “focused conversations involving inquiry and reflection upon student learning.” The

college continues to be challenged to find the structures—whether FIGS or others—that generate excitement among the faculty and build the rich culture of assessment that is integral to Core Theme Two: *Excelling in Teaching and Learning*. The vice president for instruction is providing renewed leadership for these efforts, both through her individual efforts and by linking more closely the efforts of the Assessment, Program Review and Curriculum and Academic Standards Committees.

- Development of a program review process for non-instructional programs, a presidential priority under way in 2015-16, is recognized as an important improvement.

Assessment Results Used to Determine Mission Fulfillment (5.A.2)

As stated in Chapter One, the college measures the extent of mission fulfillment by monitoring its performance on the indicators for each of its core themes. The minimum acceptable level of mission fulfillment is an overall mean performance of 70 percent on the combined indicators, with a preferred performance level of 90 percent. By this definition the college is fulfilling its [mission](#), having achieved a preferred level of performance on a majority of its key performance indicators over the five years—2010 through 2014—for which data are available.

Twenty-three of the college’s 37 key performance indicators involve tracking multiple subgroups of students or employees, or more than one variable. From the beginning of the current plan in 2010-11 through December 2015, 398 data points were recorded on 137 separate variables embedded within the indicators. These individual data points were displayed throughout Chapter Four’s discussion of each of the core theme indicators. Analysis of these data points revealed that the college achieved minimum performance levels on 309 (78 percent) of the data points, and a preferred performance level on 213 (54 percent) of the data points. The highest performance levels were recorded on indicators within Core Theme Three: *Building Community*, and the lowest on indicators within Core Theme Two: *Excelling in Teaching and Learning*.

In reviewing the performance data the Executive Team made a number of observations:

- The data show definite areas of strength and progress over time, and reflect the positive effects of actions taken to impact indicators. At the same time, the data reveal areas that need more attention and improvement. Retention, math progression and degree completion within Core Theme One, and documented assessment practices within Core Theme Two are examples of areas wherein the college fell short of intended performance levels.
- Numbers tell only part of the story. Discussions with the campus community, especially those most closely involved with each indicator, are necessary to better understand what is behind the numbers and what institutional practices hinder or support achieving benchmark performance levels.
- A fundamental question is whether the college has identified the “right” indicators. Would other indicators provide more meaningful or timelier data? Would different indicators more directly or immediately reflect the impact of targeted strategies or interventions?
- “Mission fulfillment” is more accurately termed “mission fulfilling” since the work of achieving the mission is ongoing, comprising the daily work in which the college is engaged. Data from performance indicators—whether positive or negative—provide the feedback needed to guide that work.

There was consensus among the leadership team that a weakness of the current strategic plan is that performance data have not been shared and discussed widely enough, on a timely enough basis, and strategically enough with the groups most directly involved with impacting the data. This is weakness resulted from several factors:

- Performance indicators and benchmark levels of performance were not solidified until March 2013 when the Year Three Report was submitted, and their development may have benefitted from greater involvement of faculty and staff;
- Within the current plan, student performance data are reported only on an annual basis, and end-of-year data on several indicators are not available until well into the next academic year (e.g. late fall or early winter of an academic year that began the previous summer);
- Personnel turnover, particularly in key positions such as the president, vice president for instruction, director of institutional effectiveness and several academic deans have resulted in some loss of momentum.

The new strategic plan is being designed to address these shortcomings. While the new plan cannot prevent personnel turnover, it can identify performance indicators from the outset of the plan, it can identify indicators that are most meaningful to the faculty and staff closest to impacting them, it can identify measures that provide more timely feedback, and it can build in more frequent checkpoints to review performance data with key constituencies. Developing the new plan also provides the opportunity to reevaluate targeted levels of performance for the indicators. The college’s experience under the current plan will help it set new performance levels that neither discourage (if set too high) nor fail to challenge (if set too low). Making these improvements is a prime example of the college reflecting on, learning from, and making improvements based on its experience—in short, a prime example of the assessment loop that is the essence of continuous improvement in service of its mission.

Standard 5.B Adaptation and Sustainability

Assessing the Adequacy of Resources to Fulfill Mission (5.B.1)

A major resource review occurs during the annual budgeting process in which two questions are of paramount concern (1) the adequacy of limited resources and (2) priorities for their distribution in order to accomplish the mission and achieve the objectives articulated in the strategic plan. As noted in the Institutional Overview section of this report, state resources have decreased steadily from 62 percent of operating budget in 2001-02 to 46 percent in the current biennium. At a winter 2016 meeting of Washington’s community and technical college presidents, staff from the State Board for Community and Technical Colleges (SBCTC) shared more recent figures illustrating the same downward trend in state funding. The [SBCTC report](#) showed that between 2007 and 2015, state operating funds for the SBCTC system have declined by 5.5 percent, funding per student FTE has declined by 14.7 percent, and capital bonds are down by 55.6 percent. The financial pressure on the system has had a direct impact on students whose tuition has increased by 43.7 percent.

The discussion of Standard 2.F.1: Financial Stability within Chapter Two describes in detail how the college supplements state resources with prudent use of other funding sources, including International and Running Start student enrollments, grants and contracts, fee budgets, rental income, and contributions from the North Seattle Education Fund and the North Seattle Community¹ College Foundation (see 2.F.8 for a distinction between these latter two non-profit organizations).

The annual budgeting process is directly tied to the strategic plan core theme objectives and indicators. Requests for reallocation of existing funds, as well as requests for new funding, must demonstrate strong ties to the core themes, and decisions about their funding are made on that basis. The College Council’s annual review of budget proposals is centered on fundamental questions such as, “How does this request align with the strategic plan and core themes?” and among competing requests, “Which of these is most

¹ Although the college changed its name in 2014, this non-profit organization that has long supported the college did not change its name.

central to the strategic plan and core themes?” Once budget decisions are made, budget managers exercise careful stewardship of resources to ensure mission fulfillment.

As the State of Washington has reduced higher education operational funding significantly over the last eight years, a challenge facing the college is the number of positions funded through the use of non-state resources such as those as enumerated above. In the current fiscal year, 95 full- and part-time positions, equating to 61.5 FTE, are funded in this manner. The largest source of non-state resources are revenues from international student enrollments, which fund nearly half of the 61.5 FTE as well as many thousands of dollars in operating expenses. Each year during the budget process, the college carefully reassesses the extent to which it relies on international student revenue. To protect against a sudden loss of that revenue, the college has developed a reserve account that would cover for two fiscal years the portion of the operating budget currently supported by International Student Programs. The President’s Cabinet (president and vice presidents) reviews the reserve account, and if additional revenue is available beyond supporting the reserve account, the Cabinet notes one-time needs and strategic investments based on satisfying the core themes and deliberates on how to best target the one-time revenue.

The college recognizes that continuing to support so many positions on “soft” funds is not a permanent solution. As noted in the discussion of Indicator 3.10, President Brown served on a statewide taskforce of community college presidents that considered a change in policy that would have allowed international student enrollments to be counted as “state” rather than “contract” FTES, and their tuition and fees included as part of the state funding formula. Such changes would have brought a greater measure of stability to these funds. Although President Brown himself actively supported the change, the task force ultimately decided against it. During the 2014-2015 fiscal year, the President's Cabinet reviewed temporary funded items and, in an effort to make permanent those items that showed the highest outcomes of success, the college established a base plus budget that led to nearly \$800,000 that moved temporary items into needed permanent expenditures.

In addition to the annual operating budget process, other types of resource reviews occur on a regular basis. These include:

- Instructional program review, a component of which is an assessment of the adequacy of program resources;
- Annual performance reviews of classified and exempt employees, and faculty evaluations per guidelines in the negotiated Faculty Agreement;
- The Facilities Condition Survey (FCS), conducted by the State Board for Community and Technical Colleges (SBCTC) on a biennial basis, which identifies needs both for minor repairs and improvements and for major renovations or new construction projects;
- When major capital projects are identified, the college engages the services of an architectural firm to conduct an in-depth analysis and develop a capital project proposal, which it submits for funding through the SBCTC’s [capital budgeting process](#). A \$32M proposal was submitted in January 2016 to renovate the campus Library Building.

Assessing the Adequacy of Resource Planning Processes (5.B.2)

A key component of each of the many review processes previously described throughout this report is an assessment of the process itself. Based on those assessments, adjustments are made for the next cycle, whether that cycle occurs the next quarter, the next year, or several years hence (as in the case of program review). Preparing this Year Seven Self-Study Report itself afforded the college an invaluable opportunity for a comprehensive review of all such processes, and helped to identify a number of important improvements.

Monitoring and responding to changes in internal and external environment (5.B.3)

The college monitors both internal and external environments in a variety of ways. Because internal monitoring structures and processes have been thoroughly described throughout this report, discussion within this standard will provide examples of how the college monitors its external environments, and how it uses its findings to review and assess its strategic directions.

The State Board for Community and Technical College (SBCTC) [website](#) describes the series of commissions and councils that serve to keep those in leadership positions within one college in close contact and communication with colleagues in similar positions at other colleges.

The Washington Association of Community and Technical Colleges (WACTC) is the organization of community and technical college presidents. WACTC develops policy recommendations to the State Board for Community and Technical Colleges (SBCTC) and to the system in conjunction with seven commissions and their councils.

- *Commissions act on matters referred by its members and WACTC, common issues, develop uniform procedures for member colleges when appropriate, and work with SBCTC and stakeholders.*
- *Councils report to commissions and focus on subject areas, professional development and compliance.*

The presidents' group (WACTC) meets monthly; the commissions and councils meet quarterly. Through active participation in this [comprehensive structure](#) of seven commissions and 19 councils, college leaders stay abreast of issues that impact the entire system and share strategies with other colleges facing challenges similar to those experienced by North Seattle College.

The Workforce Education Council (WEC) is one of six councils within the WACTC structure that reports to the Instruction Commission. WEC's quarterly meetings include representatives from organized labor and the Association of Washington Businesses. Together this group explores and develops initiatives to improve access to workforce training, boost local economic development, and expand services for dislocated workers and other groups in the state. The WEC currently has five committees focusing on a range of issues facing workforce education in the state, from implementing the requirements of the Department of Labor's Workforce Innovation and Opportunity Act ([WIOA](#)) to professional development. North Seattle College's WEC representative is the executive dean for career/workforce education, who also serves on WEC's Executive Committee. Business and industry representatives who serve on Technical Advisory Committees for each of the college's professional technical programs are important sources of additional information about the labor market as described earlier in Chapter Four's discussion of Indicator 3.09.

The director of governmental relations closely monitors legislative activity at the national, state, and local levels for the entire Seattle College District. In Washington's 2016 legislative session alone, more than 80 bills were introduced with potential impact on colleges and universities within the state's higher education system. The president occasionally testifies before legislative panels about pending legislation. He maintains active working relationships with local elected officials, keeping them apprised of college activities and priorities, and inviting them to campus for special occasions or as occasional guest presenters at college-wide meetings. Each year, WACTC holds its February meeting in Olympia (the state capital) in order to be briefed on SBCTC issues being considered by the legislature, and to meet with legislators on matters impacting the colleges.

Currently, the college is in active discussion with state and city officials over a proposed [Northgate Pedestrian and Bicycle Bridge](#) that would span Interstate 5, connecting the college and neighborhoods on the west side of the freeway with the Northgate shopping center and major transit facilities, including a new light rail station, to the east. Because the west end of the bridge would be built on college property, it

opens a new access corridor for hundreds of campus visitors each day and potentially scores of new students.

In November 2014, Seattle voters approved the “[Preschool for All](#)” levy, a provision of which requires that lead teachers in publicly-funded child care centers have a bachelor’s degree. This led to joint planning between the city and Seattle Colleges, which resulted in the development of North Seattle’s Bachelor of Applied Science (B.A.S.) in Early Childhood Education. This program enrolled its first student cohort in January 2016.

Both the Seattle College District and North Seattle College commissioned [external environmental scans](#) in 2013-14. The data contained in the reports concerning population demographics, economic outlook, and growth projections for health care and technology fields has informed several of the college’s decisions. Within the Health and Human Services Division, the scan data supported decisions to strengthen the nursing program with an additional faculty position and to contextualize healthcare prerequisite training to facilitate and accelerate student progress. Environmental scan data were influential in decisions to develop an Associate of Applied Science-Transfer (A.A.S.-T.) degree and stackable certificates in programming and application development as complements to the B.A.S. degree in that field. The college’s current work to develop a B.A.S. in Property Management is supported by scan data projecting the housing needs of a growing population, and the City of Seattle’s vision for concentrating population growth within “[urban villages](#)” characterized by a mixture of multi-family residences and commercial buildings. In 2015-16, the Strategic Enrollment Management (SEM) Council is reviewing data from the external scan reports, together with data from internal scans, for two purposes: (1) to develop a SEM action plan for 2016-17 and beyond, and (2) to make recommendations for the 2016-23 strategic plan.

In their joint work to create guided pathways for North Seattle students, members of the Instructional and Student Development Services Councils have used as a resource a book written by three scholars from Columbia University: *Redesigning America’s Community Colleges: A Clearer Path to Student Success* (Bailey, Thomas R., Smith Jaggars, Shanna, and Jenkins, Davis (2015). Cambridge, MA: Harvard University Press). The book’s premise is described in its cover notes:

Community colleges were originally designed to expand college enrollments at low cost, not to maximize completion of high-quality programs of study. The result was a cafeteria-style model in which students pick courses from a bewildering array of choices, with little guidance. The authors urge administrators and faculty to reject this traditional model in favor of “guided pathways”—clearer, more educationally coherent programs of study that simplify students’ choices without limiting their options and that enable them to complete credentials and advance to further education and the labor market more quickly and at less cost.

Throughout 2015-16, the Seattle College District is designing and implementing an external community survey. The effort is led by the director of strategic planning and research, and the executive director of marketing and communications, both of whom work within the district office, and a project team consisting of research, marketing, and student services personnel from throughout the district. An external vendor who helped construct the survey during fall 2015 is conducting it in winter 2016, and is expected to report results in spring 2016. The survey measures the extent to which the general public is aware of the Seattle Colleges, the value they find in them, and what future contributions the colleges could make to the quality of life in the greater Seattle community. Survey results will be used to make decisions about marketing and recruiting as well as program development and program delivery.

These examples, among many others, illustrate how the college consistently monitors its external environment, and uses information gained in the process to assess current priorities and plan for future ones. Regular internal and external monitoring has and will continue to help shape objectives, indicators and strategies within the strategic plan. At the same time, the internal and external reviews have consistently reaffirmed that the college's mission—*Changing Lives Through Education*—continues to represent its fundamental purpose, and that its core themes—*Advancing Student Success, Excelling in Teaching and Learning, and Building Community*—continue to articulate the essential elements of that mission. These foundational elements will anchor the new strategic plan, just as they have anchored the current plan.

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NORTH SEATTLE COLLEGE
One of the Seattle Colleges

YEAR SEVEN SELF-EVALUATION REPORT

2016

Conclusion



Conclusion

North Seattle College has appreciated preparing this Year Seven Self-Study Report for the opportunity it afforded to assess past accomplishments and to clarify the future we wish to create. Having completed the first cycle under the revised standards for accreditation, the college enters the next accreditation cycle informed by its experience and more aware of how it can maximize the potential inherent in the core theme structure embedded in the revised standards.

As it closes out this accreditation cycle and its current strategic plan, the college anticipates the next cycle and is actively preparing its new strategic plan for 2016-23. Looking forward, the college recognizes the challenges that lie ahead, among them potential further reduction of state funding, the uncertain impacts of a new funding model, and recent enrollment shortfalls. The college has yet to find the “key” to effective, sustainable structures that support faculty in active, collaborative, meaningful processes of assessing student learning. Similarly, it has not created a culture of inquiry in which support offices regularly conduct a comprehensive review of their operations. The college has identified several information technology infrastructure needs, and continues to struggle to equalize costs and revenue within its food services operations. A number of areas within instruction, student services and administrative services are short-staffed because of positions lost or unfilled as a result of legislative budget reductions.

At the same time, the future holds many opportunities.

- New or revised structures and processes—the Strategic Enrollment Management Council, revised assessment and program review processes, a non-instructional program review protocol, guided pathways work—hold promise for addressing known challenges.
- Stronger, more intentional partnerships are developing between the Instructional and Student Services Councils, and between the college and the co-located Opportunity Center for Employment and Education.
- Embedded student services are finding their way into more classrooms, bringing support services to more students and bringing classroom faculty and student support personnel into closer collaboration.
- The college is creating a more equitable and inclusive environment by expanding anti-bias training for search committees and by establishing a LGBTQIA Task Force. Awareness and experience from these efforts can extend to building respect for other expressions of diversity including disability status, national origin, citizenship status and others.
- Best practices for instruction and support services that prove successful in special projects—some of them grant-funded—hold promise for increasing student success if the college could extend such practices to other programs.
- The prospect of a bicycle/pedestrian bridge linking the college to mass transit facilities on the opposite side of Interstate 5 promises to significantly increase campus access for visitors and potential students alike.
- On-campus housing for international students and domestic students could attract more enrollments, build community among the students, and further the college’s commitment to diversity.

As it welcomes the challenges and opportunities of the future, the college is aware of its many strengths. It has reaffirmed its [mission and core themes](#) as enduring expressions of its foundational values and principles. New leadership, starting with the president himself, and extending through members of the Executive Team and several deans and directors, brings fresh talent, vision and commitment to the work

of fulfilling the college mission. The restoration of seven full-time faculty positions over the last four years, and new staff in key support positions bring those same qualities to college classrooms and support areas. Three Bachelor of Applied Science Degrees are in place, and a fourth is under development. In recent years, enrollments among international and Running Start students have increased significantly and are expected to remain strong in the future. Even during lean budgetary times, the college has maintained and increased a solid reserve account

The college's challenges, opportunities and strengths—the ones highlighted here and the many others described throughout this report—are critical elements guiding the development of the new strategic plan. Development began in summer 2015, continues through the 2015-16 academic year, and will culminate in July 2016 with a new seven-year strategic plan. Built on the solid foundation of the mission and core themes, the plan will draw upon experience with the current plan to help ensure that

- The new plan reflects input from constituencies within and outside of the college;
- Core theme objectives clearly articulate the most important priorities;
- Targeted performance levels are at the same time both reasonable and aspirational;
- Core theme indicators provide meaningful information about whether objectives are being met;
- Indicator data are available on a schedule that allows for timely review and response;
- The process of designing strategies to address the objectives and impact the indicators is more collaborative than isolated, and whenever possible involves joint efforts both within and across departments;
- Performance reports on the entire plan are shared regularly with the campus community, and targeted reports are shared strategically with those whose work most directly impacts core theme objectives and indicators;
- Performance reports provide information that identifies the most effective strategies and that can guide decisions about allocating resources to those strategies.

The college has learned a great deal from its first experience with the new accreditation standards and cycle. Drawing on that learning, North Seattle College is eager to implement changes it believes will help it become even more effective at serving students and fulfilling its mission of *Changing Lives through Education*.



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