



# Evaluation of Institutional Effectiveness (EIE)



Prepared for the Northwest Commission on Colleges and Universities  
By North Seattle College

Submitted March 6, 2023



## Attention Reader

Thank you for taking the time to learn more about the good work coming from North Seattle College (North or NSC). We are excited to share our Seven-Year Evaluation of Institutional Effectiveness Report with you and look forward to continuing to learn and improve from your feedback. The majority of our exhibits as evidence of fulfilling Northwest Commission on Colleges and Universities (NWCCU) Standards are provided directly within the body of the report as hyperlinks to North Seattle College's website, the Seattle Colleges' website or other public-facing websites and documents. Exhibits that cannot be accessed publicly can be found in the NWCCU-provided box.

This report serves as a self-assessment of the college's strengths, identifies opportunities for growth, and charts the path forward with respect to improving institutional effectiveness and advancing the college's mission, NWCCU Standard 1.

Aligned with North's long-term accessibility plan, this document has been created with accessibility features in Word. Hyperlinks to exhibits noted in this document are set up to open in a separate window. As noted above, the PDF documents can be found in the NWCCU-provided box.

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# INSTITUTIONAL REPORT CERTIFICATION FORM



On behalf of the Institution, I certify that:

- There was a broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the Institution's cycle of accreditation.

I understand this information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

North Seattle College

(Name of Institution)

Dr. Chemene Crawford

(Name of Chief Executive Officer)

A handwritten signature in black ink, appearing to read "Chemene Crawford", with a long, sweeping horizontal stroke extending to the right.

\_\_\_\_\_  
(Signature of Chief Executive Officer)

March 3, 2023

(Date)

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## Acronym Glossary for North Seattle College

- **AA:** Associate of Arts Degree
- **AACC:** The American Association of Community Colleges
- **AASHE:** Association for the Advancement of Sustainability in Higher Education
- **ADA:** Americans with Disabilities Act
- **AFT:** American Federation of Teachers (Faculty Union)
- **ALO:** Accreditation Liaison Officer
- **AS:** Associate of Science Degree
- **ASI:** Achieving System Integration
- **ATB:** Ability to Benefit (Pell Grant for Adult High school completion)
- **AVP:** Associate Vice President
- **BAS:** Bachelor of Applied Science
- **BS:** Bachelor of Science
- **BEDA:** (at SBCTC) Basic Education for Adults
- **BO:** Business Office
- **BOT:** Board of Trustees
- **BTS:** Basic and Transitional Studies
- **CAS:** Curriculum and Academic Standards Committee
- **CBA:** Collective Bargaining Agreement
- **CBS:** Council for Basic Skills
- **CC:** North Seattle College Council
- **CCN:** Common Course Numbering (statewide)
- **CCRS:** College and Career Readiness Standards
- **CLOs:** Course Level Outcomes
- **DL:** Distance Learning (also e-learning)
- **EDIC:** Equity, Diversity, Inclusion and Community
- **ELT:** Executive Leadership Team
- **EET:** Expanded Executive Team
- **ELOs:** Essential Learning Outcomes (Institutional Level Outcomes)
- **FT:** Full-time, defined as 15 credits per quarter
- **GP:** Guided Pathways
- **HEERF:** Higher Education Emergency Relief Fund
- **BEDA:** (at SBCTC) Basic Education for Adults
- **HSC:** High School Completion
- **HS+:** High School Plus (program that allows us to award diplomas at North - credit retrieval, credit for college classes, for work experience, etc.)
- **I-BEST:** Integrated Basic Education Skills and Training
- **IC:** Instructional Council
- **IRE:** Institutional Research and Effectiveness
- **ICAC:** Instructional Council Advisory Committee
- **IPEDS:** Integrated Postsecondary Education Data System
- **IT:** Information Technology
- **KPI:** Key Performance Indicator
- **LEAD:** eLearning Education Across the District



- **LMS:** Learning Management System (Canvas)
- **LSAMP:** Louis Stokes Alliances for Minority Participation grant
- **MLTV:** Making Teaching & Learning Visible
- **MCO:** Master Course Outline
- **NCAS:** North Seattle Assessment Committee
- **NCORE:** National Conference on Race and Ethnicity in Higher Education
- **North:** North Seattle College
- **NSC:** North Seattle College
- **NWCCU:** Northwest Commission on Colleges and Universities
- **OER:** Open Educational Resources
- **OCE&E:** Opportunity Center for Employment and Education
- **PAB:** Program Advisory Board
- **PH:** Priority Hire
- **PIO:** Public Information Office
- **PR:** North Seattle College Program Review Committee
- **PRFR:** Policy, Regulations, and Financial Review
- **PSESD:** Puget Sound Educational Services District
- **PT:** Part-time
- **SCC:** Seattle Central College
- **SCD:** Seattle Colleges District
- **SSC:** South Seattle College
- **TAC:** Technical Advisory Committee
- **TIP:** Teaching Improvement Practice
- **TLC:** Teaching and Learning Center
- **UA:** Unit Administrators
- **VCASS:** Vice-Chancellor of Academic and Student Success
- **VPI:** Vice President of Instruction
- **WACTC:** Washington Association of Community and Technical Colleges
- **WFSE:** Washington Federation for State Employees (Classified staff union)

## Institutional Overview

North Seattle College (NSC or North) is authorized to operate as an accredited college based on the [Community College Act of 1967](#) and is approved to grant associate degrees and certificates under the Revised Code of Washington ([RCW 28.B.50](#)). NSC was approved in 2012 by the State Board of Community and Technical Colleges (SBCTC) and the Northwest Commission of Colleges and Universities (NWCCU) to offer BAS degrees starting with a BAS Degree in International Business (under the WA State [E2SHB 1794](#) passed in 2005). In 2017-2018, working with Seattle Central College, South Seattle College, and the Seattle College District Office, NSC developed shared “Mission, Vision, and Values” statements and a districtwide [Seattle Colleges Strategic Plan](#). All three Seattle colleges have distinct operational plans (for NSC this is the “[Institutional Effectiveness Plan](#)”). NSC currently operates as an independently accredited college within the Seattle College District VI, along with Seattle Central College and South Seattle College. NSC’s accreditation status was reaffirmed after the Year 7 report to and visit from the NWCCU in 2016 and the Mid-Cycle report and visit in 2019. NSC remains compliant with all NWCCU eligibility requirements. NSC celebrated its 50th anniversary in 2020.

NSC is a comprehensive, open-enrollment institution, providing educational opportunities to diverse populations of students. North offers an instructional mix of programs that includes college preparation, two- and four-year degrees and certificates in disciplines of transfer and professional-technical education, continuing education, and individual courses for lifelong learning. As part of this mix, North supports students in the [Running Start program](#) that enables students in their junior or senior year of high school to attend community college while completing their high school curriculum. North is part of the Seattle Colleges’ [Seattle’s Promise](#), which is a college tuition program launched by the City of Seattle, Seattle Colleges and Seattle Public Schools.

- [6 bachelor’s degrees](#) – Accounting with International Accounting, Application Development, Early Childhood Education, International Business and Property Management, Computer Science.
- [6 transfer degrees](#) – 3<sup>rd</sup> in the state for a number of transfer students accepted into UW.
- [34 associate of applied science degrees](#) and [over 40 professional certificates](#) within 33 different programs.
- [Adult Basic Education, High School+, GED® preparation](#)
- [English as a Second Language](#)
- [Running Start](#)

## Successful Transfers, Transitions & Career Training

While some graduates have continued their studies at such colleges as Dartmouth and the University of California-Berkeley, most North students transfer to the University of Washington.

In fact, North consistently ranks among the highest of all community colleges in the number of students who are accepted to the University of Washington's Seattle campus. And North graduates fare well in the region, earning competitive salaries and contributing to their communities. North also provides outstanding career training in certificate programs, including in emerging fields, such as sustainable and conventional energy and control technology. In addition, North helps students earn their GED™, learn English, enhance their basic skills and/or pursue a new skill or personal interest.

North's academic programs are supported by a Library, Student Learning Center, Teacher Learning Center, eLearning Support Office, comprehensive Student Services, Workforce Education Funding Office, Equity, Diversity, Inclusion and Community Office and Welcome Center, Academic Advising, Counseling, Disability Services, Financial Aid, Student Life, Veterans' Affairs Services, the Opportunity Center for Employment and Education, and a Sustainability Office.

## **Commitment to Diversity**

In 2021, the [American Association of Community Colleges](#) (AACC) announced North Seattle College was one of three finalists for its 2021 Awards of Excellence, which recognize exceptional work among the nation's two-year colleges. The AACC Advancing Diversity Award recognizes the college that has contributed significantly and over a sustained period of time to advancing diversity in community college leadership, the community, and within higher education as a whole.

## **Guided Pathways**

North has adopted the nationally-recognized Guided Pathways initiative, supported by Washington state and SBCTC, which prompts regular assessments of program relevance and review of outcomes alignment within programs and pathways. This initiative is equity-minded and emphasizes the creation of transparent and well-structured educational experiences for all students from inquiry to completion. This work has been accelerated and supported by a federal Title III grant.

## **Sustainability STARS Rating**

North has earned a STARS Silver rating in recognition of its sustainability achievements from the Association for the Advancement of Sustainability in Higher Education ([AASHE](#)). STARS, the Sustainability Tracking, Assessment & Rating System, measures and encourages sustainability in all aspects of higher education. North's STARS report is publicly available on the [STARS website](#).

### **Exhibits:**

- [About Us](#) (webpage)
- [Facts and Figures](#) (webpage)

## Preface

### Updates on changes since the 2016 NWCCU visit

Since the 2016 seven-year re-accreditation, significant events have led to a variety of changes and new ways of living. Outside of those areas addressed by the [NWCCU 2020 Standards](#), it is critical to share both the successes and challenges that have shaped North Seattle College as a whole. Civil unrest, unsure economic times, and COVID-19 have made the extraordinary work of North's faculty, staff and students all the more impressive and meaningful. Over the 50-plus years that NSC has been in operation, the challenges and growth of the last seven years have been unprecedented, making the focus on students even more critical. Societal impacts in 2020 have had a significant impact as well. The public murders of innocent Black people in America spurred outrage and protest and forced Americans to take a long, hard look at our institutional systems and biases. North has worked hard to bolster its Equity, Diversity, Inclusion and Community efforts inside and outside of the classroom.



Now, more than ever, the ability to reassure anxious and traumatized students, faculty, and staff that the campus community is safe and clean is vital to success. North recognizes how COVID-19 has resulted in isolation, economic hardships, and trauma in the lives of those in our communities. Plans to help mitigate these negative impacts and offer more options and opportunities for our communities are continuously being developed and implemented.

In Summer 2021, North's Executive Team approved an Accreditation Task Force, including the Vice President of Instruction and Enrollment Services (co-Accreditation Liaison Officer), Interim Chair of Accreditation and Instructional Assessment (co-Accreditation Liaison Officer), the Executive Director of Institutional Effectiveness, the Dean of the Library and Information Services, and the Public Information Office. This task force completed the 6-year report in Winter 2022 and began work on the 7-year accreditation visit during Spring 2022.

Since North's [Year Six Report on Policy, Regulations, and Financial Review](#) (PRFR), the college has continued to rebuild amidst challenging conditions (e.g., leadership changes, declining enrollment, global pandemic, and inflation). NSC, like other institutions of higher education, benefited significantly from relief monies provided by the federal government related



to COVID-19. These monies provided an opportunity for the college to invest strategically to increase enrollment, retention, and completion.

Mission fulfillment for the shared Strategic Plan means measured progress toward agreed-upon goals over a six-year timeframe. A [Strategic Plan Scorecard](#) with measures, baselines, and targets for each strategy contained within the four goals was developed collaboratively and is updated each year with the progress toward targets. The scorecard is reviewed at various levels of the Seattle Colleges District and in all major units of the colleges. Additionally, new initiatives are connected to the strategies and goals to which they apply.

North has maintained the following Core Themes:

1. Advancing Student Success
2. Excelling in Teaching and Learning
3. Building a Sustainable Community

Each Core Theme has five or six Objectives that are named and defined in NSC’s [Institutional Effectiveness Plan](#), serving as performance indicators. When NWCCU reorganized the Standards and moved away from the requirements of Core Themes, accredited institutions were given the freedom of holding onto their established Core Themes or moving away from them (as well as whether or not to use the new or old standards). After deliberations, the Executive Team decided to move to the new standards and hold onto the Core Themes as the framing elements of the college’s Institutional Effectiveness Plan. The Executive Team believed there was enough time to reorganize around new standards, but it would be too disruptive to the overall college focus to abandon the Core Themes that college employees had come to know and work toward. Review and revision of the college’s Institutional Effectiveness Plan (including Core Themes) will begin in late 2023, along with overall District strategic planning efforts.

### [Achieving System Integration](#) (ASI)

In February 2017, under the leadership of then-Chancellor Dr Shouan Pan, and with the support of the BOT, the Seattle Colleges launched efforts to become a more consolidated District to be more efficient and effective in how they operate as a system of three colleges. These efforts were titled, “Achieving System Integration,” and called for Seattle Colleges faculty and staff to work and think as a system to achieve even better organizational excellence. The intent of ASI is to better position the Seattle Colleges for the future, to improve service to students, to enable the system to weather budget shortfalls, and to increase the ability to compete in the higher

education environment. ASI continues to be an ongoing process requiring measurement, review, reflection, and refinement. As stated on the Seattle Colleges’ website, the benefits of ASI work include, but are not limited to:

- Effectively ties the colleges and district together
- Improves service to students and our community
- Leverages resources
- Improves fiscal sustainability and service
- Helps students move smoothly and seamlessly within and across our colleges
- Increases our operational efficiency and consistency
- Positions Seattle Colleges for success.

## Seattle Colleges’ District Leadership and Key Personnel Changes



**Seattle Colleges Board of Directors**

As described previously, North Seattle College is part of the [Seattle Colleges District](#), a multi-college district that also includes [Seattle Central College](#) and [South Seattle College](#). The Seattle Colleges District is led by a [Chancellor](#) and governed by a [Board of Trustees](#), whose membership is appointed by the governor.

The overall Seattle Colleges District leadership team itself has experienced recent transitions. In 2021 and 2022, respectively, two new members, Brian Surratt and Colleen Echohawk, were appointed to the SCD BOT replacing departing members, Robert Williams and Steve Hill. In July 2022, Chancellor Shouan Pan departed, and in August 2022, Dr. Rosanette (Rosie) Rimando-Chareunsap was named interim Chancellor after serving as acting Chancellor.

Brian Surratt is President and Chief Executive Officer of Greater Seattle Partners and leads the global marketing, economic development and international trades and investment strategies.

Previously, he has served as Vice-President for real estate development and community relations at Alexandria Real Estate Equities, Inc.

Colleen Echohawk is currently Chief Executive Officer of Eighth Generation. She previously served as Executive Director of Chief Seattle Club. She is a former mayoral candidate and respected civic leader with more than 20 years' experience championing Seattle's Native populations.

Dr Rimando-Chareunsap served as President of South Seattle College (SSC) since 2018. She joined SSC in 2000 and has served as Vice-President of Student Services, Director of Student Outreach and Associate Dean of Student Achievement. She also has served on the executive committee of the Washington State Student Services Commission, White Center Community Development Association Board, and the Seattle University Student Development Administration Advisory Board. In addition, she has served on the National Asian Pacific Islander Council of the American Association of Community Colleges.

### **NSC Executive Leadership and Key Personnel Changes**

North has also undergone a number of changes in organization and leadership since the last NWCCU Seven-Year visit.



#### **Dr. Chemene Crawford (she/her), President of North Seattle College**

In 2019, President Warren Brown departed and North hired Dr. Chemene Crawford. In June 2021, [Dr. Chemene Crawford](#), was appointed as President after having served as the interim President after Dr. Brown's departure and a brief acting Presidential stint by Vice-Chancellor Kurt Buttleman. As per NWCCU requirements, the President establishes the organizational structure and hierarchy of the college. The President represents the college at the district level as a member of the Chancellor's Executive Cabinet, and at the state level as a member of the Washington Association of Community and Technical Colleges (WACTC). The President also represents the college to the state legislature, local governmental, business, civic and other community groups, and to college constituents. Neither the President nor the Chancellor serves as the Chair of the governing board. Like all NSC employees, the President is evaluated annually by their supervisor. Dr. Crawford has a Doctor of Education in Organizational Leadership from Nova Southeastern University, a Master of Human Resources and Organization Development in Human Resources and Organization Development, and a Bachelor of Science degree in Organizational Behavior, both from the University of San Francisco.

## President's Executive Team



### **Peter Lortz (he/him), Vice President of North Seattle College**

Peter Lortz (he/him) has served as North's Vice President of Instruction and Enrollment Services since July 2018. Peter started his career as an adjunct instructor in biology, anatomy and physiology, and environmental science at several community colleges including North. He worked as a tenured faculty member for approximately 10 years. In 2007, Peter was hired as the Dean of the Math, Sciences and Social Sciences division at North marking the beginning of his administrative career. In addition to working as Dean, Peter also served as the Interim IT Services Director and Interim Vice President for Instruction at North. From 2015-2018, Peter served at South Seattle College as the Vice President for Instruction, and interim President at South for the 2017-2018 academic year.



### **Alice Melling (she/her), Executive Dean for Student Success**

Alice Melling, North's Executive Dean of Student Success, celebrates 30 years serving as a student services practitioner/administrator at North Seattle College. Alice has provided leadership for several grants and initiatives aimed at improving student outcomes, such as the Bill and Melinda Gates Foundation's Pathways to Completion and Project Finish Line grants, as well as the College Spark College Readiness grant. Currently, she is actively involved with North's Title III, Guided Pathways and Counseling's Mental Health grant initiatives and serves on the North Title III Guided Pathways Lead Team, the Seattle District Guided Pathway Steering Committee and the SBCTC Mental Health Counseling and Services Pilot Program committee. What inspires her is engagement with students, learning their stories, and mentoring colleagues seeking professional growth.



### **Josh Ernst (he/him), Human Resources Director**

Josh Ernst joined Seattle Colleges as Human Resources Director in May 2020. In this role, Josh serves as a strategic advisor to North's leadership team, staff, and faculty regarding matters related to a cornerstone of the College - its people. In addition to serving North as a member of the District's Human Resources team, Josh provides support to units across the District and other Seattle Colleges. Josh has spent his entire professional career serving public institutions of higher education.





**Marie Angeles (she/her), Director of Equity, Diversity, Inclusion & Community**

Marie Angeles has nearly a decade of experience in higher education and nonprofit organizations working in recruiting and admissions, student affairs, community engagement, career development, teaching, and curriculum. She joined North in October 2022 as the Director of Equity, Diversity, Inclusion & Community, and oversees the college's Equity & Welcome Center and the United Way Benefits Hub program under the leadership of the Associate Vice Chancellor for Equity, Diversity, Inclusion & Community. She holds a BA in English and Philosophy from Scripps College and a Master's degree in Higher Education with a concentration in Student Access and Success at the University of Michigan.

More on NSC's open governance structure is included in Standard 1.B.3.

### **Institutional Effectiveness**

North's Institutional Effectiveness Plan, coupled with the shared District Strategic Plan, provides a roadmap with clear objectives for creating and sustaining a future that keeps student success at its center. This roadmap encompasses all parts of the college, from high-level strategic planning to unit-level planning. It integrates core themes and indicators into daily work. The Institutional Effectiveness plan was formerly a five-year plan, but in 2016, the college expanded it to a seven-year plan. This move allowed North to be strategically aligned with the NWCCU accreditation cycle and ensure active and scaled annual assessment of institutional effectiveness.

Disaggregated data provided by the Office of Institutional Research and Effectiveness (IRE) helps North make evidence-based decisions that inform academic planning as well as institutional planning, which will be discussed further later in the report.

### **Financial Information and Statements**

Finances and budget management have created ongoing challenges due to many of the external factors and personnel transitions described throughout this report. As with many institutions of higher education, North's funding model relies heavily on enrollments for both state funding and tuition. In the face of declining enrollments, that model has been severely tested in the past few years. After a challenging few years coinciding with COVID-19, North refocused its budgets on core aspects of operations connected to mission fulfillment and maintaining itself as a comprehensive college. Additionally, North has worked diligently to secure outside funding (*e.g.* Title III grant) to offset some of the funding lost due to declining enrollments and introduce major systemic change. Finally, the extra financial resources supplied by federal and state governments through the COVID-19 pandemic have served as a major offset to the associated lost revenue. With increased attention and early indications of enrollment rebounds, North is looking to reinvest and rebuild operating budgets and financial reserves.

North's finances and business operations are managed and maintained at both the college and district level. With significant personnel turnover and changes under the umbrella of ASI, the

reporting structures have been altered within the past few years. Currently, the Seattle Colleges District employs a Vice-Chancellor of Financial Administration who oversees both district and college staff. The management of budgets and budget planning also happen through a combination of district and college efforts that is ultimately approved by the BOT.

## Facilities and Infrastructure Updates

Since the 2019 mid-cycle evaluation, North has begun and, in some cases, completed a number of facilities projects, restructuring and renovations that have, or will, advance and improve the overall infrastructure and beauty of our campus.

### Library Building Renovation



In 2021, North began a renovation of approximately 61,753 gross square feet of the Library Building to create a contemporary facility that extends the life of the building for more than 40 years. The building is being comprehensively renovated to include improvements to structural, mechanical, and electrical systems to meet contemporary code requirements. Levels 0 and 1, which currently hold the performance hall, drama theater, and lecture halls, will be converted to accommodate new flexible classrooms, study and instructional breakout spaces. The existing

performance hall on the south end of this level will remain and be fully renovated. Improvements to daylight will be achieved by removing portions of concrete walls on the east and west of facades of Level 1. On Levels 2 and 3, new configurations of library program, e-learning, student media center, teaching and learning center, and information commons will be reconfigured. These spaces will be created within the existing footprint of the upper levels.

Due to the building's renovation, North has temporarily housed its Library resources and operations in alternative locations for the short term. North's eLearning staff and the Teaching and Learning Center's (TLC) physical space is also housed in a temporary location next to the President's Office, adjacent to the temporary eLearning offices. In the past, this resource offered a lively space in the library building frequented by faculty who needed to work on a project, required technical assistance from an instructional technologist, or wanted to attend one of the in-person workshops offered through the TLC. The demand for access to the physical TLC space has substantially decreased since the beginning of the pandemic, so the staff no longer offer regular drop-in hours. Faculty and staff can request access to the computers housed in the TLC, assistance with multimedia programs, or obtain [technical equipment](#) by contacting the TLC/ SLC program coordinator. The eLearning and TLC functions will return to the newly renovated Library Building upon completion.

## A New Bridge to Success



North Seattle College is located in the Northgate neighborhood of Seattle. The Northgate neighborhood is now connected to a light rail and bus station. At present, it is the northern terminus of Line 1 on Sound Transit's Link light rail system. The transit center, located adjacent to the Northgate Mall, has four bus bays served by 22 routes. On Oct. 2, 2021, the opening of the John Lewis Memorial Bridge created new, safe routes for people biking, walking, rolling, and taking transit in Northgate. With Sound Transit's

Link light rail now operating at the Northgate Station and John Lewis Memorial Bridge in place, people have expanded safe, affordable, and accessible options to travel across the region and to North's campus specifically. These transportation options have opened North's offerings to many potential students and have also connected North to the communities on the east side of Interstate 5, which had served as a barrier to access between the communities on either side. North is already reaping benefits of both the light rail and the pedestrian bridge.

### [CTCLink](#) Switchover

On Feb. 22, 2021, North, along with its sister colleges in the Seattle Colleges District, moved to a new data enterprise system called [ctcLink](#). The new system was opened to students on March 1, 2021, and replaced the outdated, decades-old student data, employee, and business systems. It is a PeopleSoft enterprise resource planning system that integrates data across Seattle Colleges and the state's community and technical college system. Moving to a new student and employee data system was definitely a formidable and daunting task. The challenge was made even more difficult due to the impact of the pandemic on operations. Staff and faculty across Seattle Colleges worked together and collaborated to address issues while prioritizing student needs. Challenges with the adaptation to the new system remain and for some staff, these challenges are ever-present. However, as North continues to become more familiar and comfortable with ctcLink, processes and actions are becoming more predictable and some of the benefits of the new system are starting to be realized.

Based on requests for additional ctcLink training in a collegewide survey, the TLC has been conducting a study to identify specific ctcLink training needs among classified and exempt staff. Data from 12 semi-structured interviews with college staff was used to conduct a survey on ctcLink training needs that was distributed to the college. Results were shared with senior administrators at the district level, which will lead to additional support to address this training gap.

## North Seattle College IT Services Systems

### **Integration**

Under the umbrella of ASI, including the push to be more efficient with the IT infrastructure, the Seattle Colleges have successfully moved to districtwide IT integration. The Seattle Colleges IT Services focused on standardizing services to stabilize and/or increase enrollment and make employees' and students' technology interface more seamless across the district.

Standardization has allowed IT services to support one system or software program for each major function instead of three to four systems across the independent colleges. Examples of the benefits of this effort include one consistent log-in at any of the colleges, integrated shared folders, one districtwide photocopying and printing service, and shared staff that can more quickly respond to employee and student needs anywhere within the district. This integration has freed up significant staff resources and budget funds, which have been redirected to other needs that are currently uncovered or poorly provisioned.



### E-Learning Systems Integration

In March 2020, colleges around the globe were required to pivot to fully remote services and fully online courses. This shift had a huge impact on how education conducted business, taught, and learned. The Seattle Colleges eLearning Departments worked collectively to lead and manage this incredible transition. Specifically, the North eLearning team developed responsive training for faculty around the use of Canvas, Zoom, and Online Pedagogy that also included trauma-informed and equity, diversity and inclusion pedagogy techniques that could be utilized in the online learning environment.

In addition, e-learning has developed modified Canvas templates that faculty can use to quickly transition content to the online environment and has also developed and provided leadership and support to nearly every department helping them transition to remote work settings – teaching them how to use tools such as Zoom, Office 365, et al. A member of e-learning serves on North Seattle College's President's Incident Response Command Team. E-learning has provided leadership and support on how to conduct online events – college-wide forums with our campus president, student services meetings, etc.

Again, under the umbrella of ASI, the eLearning Teams from the three Seattle colleges were formally integrated into one team in 2021 to harness the collective talents of the team members to develop systems and resources that support student success and consolidate repetitive structures in a manner that prioritizes our relationships with faculty. While still early in the transition, the benefits of this eLearning integrated model have already registered. In particular, this integration has taken down some of the siloes of the three Seattle Colleges so that faculty, staff, and students work and learn seamlessly across the district with one Canvas license and districtwide professional training.

## **The Launch Pad: One-Stop Student Service Center**



After research of best practices and discussions with peer colleges, North has created a “one-stop shop” to allow students to work with one employee to navigate the college intake process. Three One-Stop “entry coaches” were hired who identify the enrollment steps for individual students. These include processing admissions, discussing area-of-study options, reviewing multiple measures for placement in classes, discussing funding options, providing assistance, completing financial aid and other funding applications, and connecting with an

academic advisor and other support services.

The one-stop service model was developed as part of our Guided Pathways work and is informed by student focus groups and surveys, staff, and faculty. The one-stop student service center, now named The Launch Pad, is the centralized location for assistance and navigation with admissions, enrollment, funding, and resources. This is a BiPoC-centered process that gets students started on their educational pathway and is in alignment with the State Board Guided Pathways Vision with racial, social, economic justice with education and career attainment. Standards of Service include inclusive and welcoming work ethos to ensure North’s students feel valued while providing accurate and complete information and warm hand-offs. The Launch Pad operates with a set of student outcomes and follow-up contacts to ensure students have activated ctcLink accounts and Seattle Colleges emails; obtained their Student ID card; completed financial aid and Workforce Education funding applications; identified their desired area of study, and connected with other support services on campus and within the Opportunity Center based on the needs of students.

### **Adapting to the Pandemic**

As noted earlier, the past several years have been a time of unprecedented complexity and consequence with social justice issues, COVID-19, challenges of the economy, enrollment fluctuations and more. Through continued review of the King County Public Health recommendations and the Centers for Disease Control, conversations with faculty and staff, and more, North’s leadership suspended most face-to-face instruction in March 2020. Beginning with the end of the Winter Quarter of 2020, significant time and resources were devoted to developing plans to provide adequate remote instruction. In March 2020, the majority of classes were moved fully online. As the college transitioned into Spring and Summer quarters, focus was placed on creating clear instructional planning and continued adaptation. Distance Learning moved into action in real-time, setting up online training opportunities in Zoom, Canvas, and more. A mentoring system was set up for instructors with less online experience by those faculty with extensive online teaching experience, so that students’ learning was disrupted as minimally as possible.

Updated definitions of learning modalities were developed by Instructional Deans, members of eLearning and the Vice President of Instruction. Due to changing needs and desires of students and faculty, the number of courses offered in the varying modalities varied by quarter.

- **Online** = These classes are 100% online and asynchronous
- **Virtual** = Class is offered online with meeting times (which can vary vastly) via Zoom or similar platform
- **Hybrid** = Class that is offered that meets face-to-face and also has online components

To assist faculty in developing and maintaining strong teaching and learning remote environments, professional development opportunities were provided. These opportunities included online courses and one-on-one instruction. The courses covered topics on how to develop content and strengthen online courses in a way that promotes student success and engagement. Content in these training sessions also promoted equity, diversity, and inclusive learning pedagogy, as well as trauma-based pedagogy techniques. Additionally, Instructional Administrators worked with faculty and staff to determine what equipment, technologies, software, and other resources were needed for them to continue their instruction and work at a distance. The change continues to this date. As expected, these efforts are ongoing as North works to establish its “new normal.”

## Moving Forward

The time from 2016 to 2023 has been marked by incredible, fast-paced change. Internally and externally, North has lived that change and, as such, is a very different institution now relative to 2016. Internal change driven by ASI, personnel transitions, and the changing demands of students, and external change driven by the pandemic, emerging technologies, and politics have demanded adaptability for North to stay relevant. Conditions beyond 2023 will continue to be unpredictable, and institutions of higher education will be required to stay flexible and nimble. Adaptation will remain the norm for North to continue to provide students with relevant, rigorous, and meaningful education. In order for that change to succeed, the commitment to the core values and mission of the institution must and will stay at the forefront.

### Exhibits:

- [NWCCU 2020 Standards](#) (webpage)
- [Year Six Report on Policy, Regulations, and Financial Review](#) (webpage, pdf box)
- [Strategic Plan Scorecard](#) (webpage)
- [Seattle Colleges Strategic Plan](#) (webpage)
- [Institutional Effectiveness Plan](#) (webpage)
- [Achieving System Integration](#) (webpage)
- Achieving System Integration Concept Paper (pdf box)
- [Seattle Colleges District](#) (webpage)
- [Seattle Colleges Policy 100: Board of Trustees Legal Basis](#) (webpage)
- [Chancellor's Office](#) (webpage)
- [Seattle Colleges Board of Trustees](#) (webpage)
- Dr. Rosie Rimando-Chareunsap, Interim Chancellor, CV (pdf box)
- Snapshot of North Seattle College (pdf box)

- NSC Fact Sheet Flyer (pdf box)
- [North Seattle College Leadership](#) (webpage)
- Dr. Chemene Crawford, President, CV (pdf box)
- Peter Lortz, Vice President, CV (pdf box)
- Alice Melling, Executive Dean for Student Services CV (pdf box)
- Josh Ernst, Human Resources Director CV (pdf box)
- Marie Angeles, Director of Equity, Diversity and Inclusion and Community CV (pdf box)
- NSC Faculty Demographics (pdf box)
- Organizational Charts for Seattle Colleges (pdf box)
- Organizational Charts for North Seattle College (pdf box)
- [Office of Institutional Effectiveness](#) (webpage)
- [Seattle Colleges Financial Information and Statements](#) (webpage)
- [Campus Design](#) (webpage)
- [The Strategic Planning Process](#) (webpage)
- [Institutional Effectiveness Plan](#) (webpage)
- [Seattle Colleges Financial Information and Statements](#) (webpage)
- NSC's Learning Center [technical equipment](#) (webpage)
- [CTCLink](#) (webpage)
- [Seattle Colleges IT Services](#) (webpage)
- [North Seattle College IT Services](#) (webpage)
- E-Learning Frequently Asked Questions (pdf box)
- [Seattle Colleges E-Learning](#) (webpage)
- [North Seattle College E-Learning](#) (webpage)
- [2019 Mid-Cycle Accreditation Report](#) (webpage, pdf box)
- [2017 One-Year Report](#) (webpage, pdf box)

## **Response to topics previously requested by the NWCCU**

Please see Appendix 1 for responses to topics requested from NWCCU regarding portions of the PRFR.

### **Exhibits:**

- [NSC 2022 Policy, Regulations, and Financial Review \(PRFR\)](#) (weblink, pdf box)
- PRFR Follow-Up Letter (pdf box)
- NWCCU Annual Update for WSQA 2019-2020 (pdf box)
- NWCCU Annual Update for WSQA 2020-2021 (pdf box)
- NWCCU Annual Update for WSQA 2021-2022 (pdf box)

# Standard One – Student Success, and Institutional Mission and Effectiveness





## **Standard One – Student Success, and Institutional Mission and Effectiveness**

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.



# Institutional Mission



## 1.A INSTITUTIONAL MISSION

### STANDARD 1.A.1 MISSION

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

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#### Mission, Institutional Effectiveness Plan, and Initiatives

##### **Mission, Vision, and Values (a new shared approach)**

Along with the launch of ASI in February 2017, was the beginning of a shared districtwide Strategic Plan including shared Mission, Vision, and Values. To get to this shared plan, then-Chancellor Shouan Pan and the BOT launched processes to engage and collect input from all stakeholders across the district. This series of conversations, events, and surveys occurred through June 2017. Input and feedback were received from members of a Chancellor's Advisory Council, the districtwide Management Team, external experts from the business and governmental communities, and more than 200 employees. The new shared plan was approved by the BOT on July 13, 2017 with the consistent Mission, Vision, and Values used and operationalized by all three colleges.

Beginning with Academic Year 2018-2019, North adopted the shared districtwide Strategic Plan. Throughout, this approach was openly discussed with the NWCCU, and each college (North, South and Central) independently worked with the NWCCU to crosswalk their existing Strategic Plan to this new shared plan over the Spring and Summer of 2018. After review of North's crosswalk, this approach was agreed to by the NWCCU as part of the Year 3 report and visit.

##### **Our Shared Mission**

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

## Our Shared Vision and Values

North Seattle College is recognized as an exemplary learning institution that transforms lives, promotes equity, and enriches the community. Our institution reflects the values of both the Seattle Colleges and the unique community that comprises North Seattle College itself. These include

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

## North's Core Themes

When NWCCU presented the option for colleges to drop Core Themes with the move to new standards, North's leadership team led a series of discussions to consider the options. As mentioned previously, the decision was made (to reduce confusion and keep the college focused) to maintain the Core Themes as the framing approach to the Institutional Effectiveness Plan. Those Core Themes are as follows:

### North Seattle College Core Themes

- Advancing Student Success
- Excelling in Teaching and Learning
- Building a Sustainable Community

## Institutional-Level Essential Learning Outcomes

North Seattle College serves a diverse student population with a wide variety of educational backgrounds and goals. As a learning community, we foster and promote the following institutional-level learning outcomes:

## North Seattle College Essential Learning Outcomes

- **Inquiry** based on information accessed through ethical research
- **Problem Solving** using critical and creative thinking, quantitative and qualitative reasoning, information literacy, and disciplinary and cross-disciplinary knowledge
- **Communication** in oral, written, and artistic modes of expression, individually and in collaboration with others
- **Responsibility** for understanding and integrating intercultural competence, practicing ethical reasoning and conduct, applying sustainability principles, and demonstrating respect for self and others

## Moving Forward

The current shared Strategic Plan and college-specific Institutional Effectiveness with its Core Themes have served North well in defining its mission, vision, and values, and setting its goals with indicators. Continuous review of the progress toward goals and indicators keeps North focused on the work ahead. In later sections of this document, mission fulfillment and processes will be discussed with progress toward benchmarks and indicators illustrated. As part of the next review of the Institutional Effectiveness Plan, North will consider whether or not to maintain the Core Themes as framing elements of mission fulfillment or adapt the plan.

## Exhibits:

- [Seattle Colleges Mission and Values](#) (webpage)
- [North's Mission, Strategic Plan, and Initiatives](#) (webpage)
- NSC Fact Sheet Flyer (pdf box)
- Snapshot North Seattle College (pdf box)
- [Seattle Colleges Policies and Procedures](#) (webpage)
- [North Seattle College Essential Learning Outcomes](#) (webpage)
- [North Seattle College's Office of Institutional Effectiveness](#) (webpage)
- Infrastructure Support for Faculty/Staff and Mission Fulfillment (pdf box)
- Infrastructure Support for Students and Mission Fulfillment (pdf box)

# Improving Institutional Effectiveness



## **1.B IMPROVING INSTITUTIONAL EFFECTIVENESS**

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### **STANDARD 1.B.1 - EVALUATION AND PLANNING**

The institution demonstrates a continued process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

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#### **Continual Processes for Institutional Assessment**

Processes used for institutional assessment are led and managed by numerous teams across the college and in collaboration with the districtwide institutional researchers. More specifically, North's Executive Team, Institutional Researchers, and numerous committees (to be highlighted throughout the response to Standard 1.B) work together to continuously assess North's effectiveness with its students in and out of the classroom. North uses numerous ongoing and systematic processes at all levels to evaluate and refine the college's efforts toward the ongoing commitment of continuous improvement.

#### **Summary of Institutional Assessment Processes**

The numerous assessment processes are summarized in Table 1 below. This information is provided at multiple levels of operation for the college and areas of the college. By necessity, district-level employees participate in the development and implementation of the processes used to evaluate the broader Strategic Plan, districtwide finance goals, and EDIC objectives. Within the college itself, the depth and breadth of inclusiveness in the multitude of institutional effectiveness evaluation processes is large and relevant to the areas being assessed. Table 1 below also identifies where appropriate the schedule of assessment cycles.

**Table 1: Summary of processes used to assess institutional effectiveness at all levels of North Seattle College**

Assessment	Process	Cycles
<b>District-Level Focus:</b>		
Seattle Colleges' Strategic Plan	ALOs and IRE Directors from each campus meet regularly to establish Plan and outcome indicators	7 years for full review with annual check-ins
Seattle Colleges' Budget	Business Office	Annual
Equity, Diversity, Inclusion, and Community Plan (EDIC Plan)	Collaborative effort between the three AVP EDIs and the Vice Chancellor for Equity, Diversity, and Inclusion as an EDI leadership team	3 years for full review with annual check-ins
Technology Infrastructure	IT Assessment eLearning Master Plan	Ongoing Ongoing
<b>College-Level Focus (not directly related to student learning):</b>		
NSC Institutional Effectiveness Plan	Strategic Planning	7 years for full review with annual check-ins
Finances/Budget	Business Office	Annual
Infrastructure	Facilities Master Plan	Periodic
College Climate	Climate Surveys	Annual
Equity, Diversity, Inclusion, and Community Plan (EDIC Plan)	Collaborative effort between the three AVP EDIs and the Vice Chancellor for Equity, Diversity, and Inclusion as an EDI leadership team	In conjunction with District EDIC Plan above
Instructional Support	Analysis of Instructional	3-Year Cycle + 1 year to



Program Review	Support	reflect
<b>Specific Instructional Focus (student learning):</b>		
Instructional Programs of Study	Instructional Program Reviews	3-year cycle + 1 year to reflect
Instructional Classroom and ELO Assessment	Teaching Improvement Practices (TIPs)	Annually

## Further Details on Select Assessment Processes

### [Districtwide Strategic Plan](#)

Typically, broad and deep review of the Strategic Plan occurs every seven years. Presently, plans for reviewing the shared Strategic Plan are being discussed between the BOT, the Chancellor and the Presidents. It is likely with the transitions that have occurred at those executive levels, that a formal review of the Strategic Plan will commence after a permanent Chancellor has been hired (likely in Summer 2023). This will be a comprehensive process involving stakeholders at all levels of the colleges and district.

The Seattle Colleges’ shared Strategic Plan is scheduled to be revised at the same time as North’s Year 7 Accreditation visit. Currently, however, a small committee has been formed to provide recommendations to the BOT, Chancellor, and Presidents on how to move forward in the face of the many transitions and uncertainty that comes with them. The committee members include college ALOs and Executive Directors of Institutional Effectiveness, the District VCASS, and the districtwide PIO. At the time of this writing, a timeline for the updated Plan is being created.

### [North’s Institutional Effectiveness Plan](#)

Similar to the shared Strategic Plan, North’s IE Plan was scheduled for review in 2023-2024. As plans for the shared Strategic Plan are being discussed, however, so too are plans for North’s Institutional Effectiveness Plan. Since the Institutional Effectiveness Plan builds from the foundation laid by the shared Strategic Plan, it is most likely that North’s process will begin in the later stages of the district processes. This college planning will also be comprehensive for the institution with engagement from all North stakeholders (internal and external). As mentioned previously, North will consider whether or not to continue using Core Themes as a framing structure when the IE Plan is reviewed.

## [Equity, Diversity, Inclusion and Community Plan](#)

On a three-year cycle, the districtwide [EDIC Plan](#) will be formally reviewed by the EDIC team members, the institutional researchers, the District Vice Chancellor of Academic and Student Success (VCASS), and other selected individuals. The formal review process will assess the effectiveness of the existing plan, as well as the input received from climate surveys and other instruments. In many ways, this process intentionally mirrors the larger Strategic Plan assessment process as another means of institutionalizing the EDIC Plan at the same level of importance. Annually, the BOT reviews progress toward the EDIC goals and is also involved in the more formal three-year review.

## [Budget and Finance](#)

North is committed to providing accurate financial data and to identifying resources and means by which the Office of Budget and Finance can help support North's mission and the mission of the Seattle Colleges as a whole. The budget planning process at Seattle Colleges is a transparent and inclusive process that is co-managed by the Business Office and [College Council](#). Valued input is received from varied stakeholders, such as faculty and staff, community members, business partners, and the board of trustees. Financial practices follow all [financial policies and procedures](#).

Fiscal sustainability for long-term viability and excellence in service and operations is one of Seattle Colleges' core [values](#). This is key to a prosperous future and requires constant vigilance and oversight. One way to achieve this is by providing open, transparent, honest, accurate, and easily-digestible budget information. The Budget Info website is one step in reaching that goal. A districtwide [Strategic Budget Reductions and Future Planning Task Force](#) was charged with reviewing all relevant financial data and making recommendations on reducing operational cost, raising efficiency, and identifying opportunities for future investment.

## [College Climate](#)

Annually, North assesses the campus climate through surveys and occasionally focus groups. The surveys are managed by IRE staff and results are reviewed by various constituencies and used to inform decisions on resource allocation and overall institutional focus, including several of the processes described in this section.

## **Instructional Support Program Review**

North's Instructional Support Program Review (ISPR) process was built as a mirror to the highly successful Instructional program review process described below and in other standards. As such, the ISPR contains an intentional year of process assessment after each three-year cycle. With recent departures in two key leadership positions, the ISPR Committee is rebuilding while keeping in focus the dual tasks of supporting programs as they review their effectiveness and assess the ISPR process and instruments.

## Instructional Assessment processes

Instructional Program Review and classroom and ELO Assessment processes will be covered in more depth in later standards. Briefly, however, all instructional assessment processes include intentional time for the committees to review the results of the assessment cycle, the instruments used and the processes in place for capturing the data. For Instructional Program Review, the review of process occurs after every three-year cycle, and for Classroom and ELO Assessment, the review of process occurs annually.



## Moving Forward

All institutional efforts illustrated in Table 1 will continue to be assessed on their planned schedules unless extenuating circumstances arise. If there is a need to deviate from the planned schedule, stakeholders relevant to the effort will be engaged as a new plan is developed. As examples from above, the shared Strategic Plan and North IE plan will shift from the planned review process in response to external influences and internal transitions. With that said, the great majority of schedules illustrated in the table are still on track.

### Exhibits:

- [North Seattle College Office of Institutional Research and Effectiveness](#) (webpage)
- [Districtwide Strategic Plan](#) (webpage)
- [North's Institutional Effectiveness Plan](#) (webpage)
- NSC Fact Sheet Flyer (webpage, pdf box)

- [NSC Equity, Diversity, Inclusion and Community](#) (webpage)
- [Seattle Colleges 2020 EDIC Plan](#) (webpage, pdf box)
- [Seattle Colleges 2023 Racial Equity Charge](#) (webpage, pdf box)
- [Equity 2023 Short Term Action Recommendations](#) (webpage, pdf box)
- [Budget and Finance](#) (webpage)
- [College Council](#) (webpage)
- [SBCTC North Seattle College 2023-2025 Budget Requests](#) (webpage)
- [Financial policies and procedures](#) (webpage)
- Seattle Colleges' core [values](#) (webpage)
- [Strategic Budget Reductions and Future Planning Task Force](#) (webpage)
- Infrastructure Support for Faculty/Staff and Mission Fulfillment (pdf box)
- Infrastructure Support for Students and Mission Fulfillment (pdf box)
- Course Success Data Dashboard Training PPT (pdf box)
- Data Dashboard Example Course Enrollment (pdf box)
- Data Dashboard Example Grade Distribution (pdf box)
- Data Dashboard Example Success Over Time (pdf box)
- Data Dashboard Example Enrollment by Team (pdf box)
- Data Dashboard Example Population by Weekday (pdf box)

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## **STANDARD 1.B.2 - INDICATORS OF MISSION FULFILLMENT**

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of, and in comparison with, regional and national peer institutions.

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### **Establishing Meaningful Measures**

North and, when needed, the broader Seattle Colleges District, establish(es) meaningful measures for all plans and efforts. Measures point toward mission fulfillment and are used to hold the institution(s) accountable. When applicable and relevant, comparisons with regional and national peer institutions are benchmarked and used to improve North's effectiveness. All plans are shared on the college and district websites and are made available through a variety of means to the college stakeholders.

### **[The Shared Seattle Colleges Strategic Plan](#)**

The Seattle Colleges Strategic Plan 2017–23 provides broad, forward-looking direction to ensure student success in the dynamic and vibrant city of Seattle. The BOT, in consultation with the district community, including faculty, staff, students, administrative leadership, and external partners, initiated and approved the current strategic plan. The plan reflects a common purpose,

beliefs, commitments, and priorities. It also establishes a set of major goals that will be achieved over the life of the plan. The strategic plan recognizes the unique characteristics of each of the colleges and includes a range of high-level strategies that are operationalized in a manner appropriate for each college. Ultimately, the strategic plan acknowledges our proud history, short-term challenges, and opportunities while identifying future directions, aspirations, and operational strategies. It also affirms our fundamental mission: to prepare each student for a successful life and work in a diverse, global, and dynamic society.

## **Goals and Strategies of the [Seattle Colleges Strategic Plan](#)**

The goals and strategies within the Seattle Colleges' shared [Strategic Plan](#) are as follows:

**Goal of Student Success: We strive to improve student satisfaction, retention, completion, and job placement, as well as to narrow student performance gaps.**

- **Strategy 1: Implement structured academic and career pathways**
- **Strategy 2: Practice strategic enrollment management**

**Goal of Equity, Diversity, Inclusion, and Community: We firmly establish equity, diversity, and inclusion as a human right for all. We frame our decisions and actions with this lens and are accountable to the community.**

- **Strategy: Develop and implement a diversity action plan**

**Goal of Organizational Excellence: We seek continuous improvement in excellence in teaching and learning, operational efficiency and fiscal sustainability, strategic innovation, and employee growth and engagement.**

- **Strategy 1: Enhance teaching and learning**
- **Strategy 2: Achieve system integration**
- **Strategy 3: Foster sustainability**

**Goal of Partnerships: We value and invest in strategic and ongoing partnerships with educational, business, governmental, labor, and community organizations.**

- **Strategy: Build partnerships**

## Goals and Objectives of North's Institutional Effectiveness Plan

A note about terminology (“Indicator” vs “KPI”): Many organizations use the term key performance indicator (KPI) to mean the degree to which an objective has been met or not. North has not used the term KPI since at least before the creation of its 2010-2016 strategic plan. In its 2010-2016 strategic plan, North used the term “indicator” as an umbrella term that included the following ways to measure the achievement of its objectives:

- Objective measures of student achievement, i.e. retention and completion
- Survey data
- Faculty assessment of student learning

In its 2016-2023 Institutional Effectiveness Plan, North transitioned to using the term “indicator” to mean the evidence that would be used to determine if it had met its objectives. Therefore, the use of “indicator” can be viewed as synonymous with “KPI.” North is open to adjusting the use of “indicator” and “KPI” if that is advised by NWCCU evaluators.

For each of the three Core Themes, North has established five to six objectives. As defined in the 2017, Year One Accreditation Report, North articulated the following acceptable threshold, extent, and degree of mission fulfillment: “For each core theme, North Seattle College considers a minimum level of mission achievement as meeting or exceeding targets on at least 70% of its core theme objectives. Its preferred level of achievement is meeting or exceeding targets on at least 80% of its core theme objectives. North Seattle College must meet these performance standards for each separate core theme in order to be able to affirm mission fulfillment.”

**The Objectives for each Core Theme are listed here:**

### **Core Theme 1: Advancing Student Success**

1. Increase SAI points
2. Increase fall to winter retention rates for full and part-time students
3. Increase percentage of students reporting that they are meeting or definitely meeting their educational goals
4. Increase the percentage of professional-technical completers who are employed in any field after leaving the college
5. Increase the number of students who complete a degree or certificate
6. Increase the equity of academic success of all student groups

### **Core Theme 2: Excelling in Teaching and Learning**

1. Increase documented achievement of ELOs, program learning outcomes and course learning outcomes
2. Increase student satisfaction with meaningful learning experiences
3. Increase documented achievement of instructional support programs through review and assessment of goals

4. Increase efforts to promote and track external recognition of institutional excellence in teaching and learning
5. Increase percentage of employees who report applying new knowledge derived from professional development to their work

### **Core Theme 3: Building a Sustainable Community**

1. Increase the development of an equitable and inclusive campus
2. Increase engagement of strategic partnerships that support the triple bottom line
3. Increase state-funded, contract-funded and continuing education enrollments (annualized FTEs)
4. Increase the development of the college's sustainability efforts in resource utilization, curriculum and campus culture
5. Balance operational plans and fiscal capacity for institutional effectiveness

## Seattle Colleges' Shared Equity, Diversity, Inclusion and Community Plan

The practice of establishing meaningful accountability measures is not isolated to the shared Strategic Plan and the college Institutional Effectiveness Plan. Another fine example that the Seattle Colleges have been particularly intentional about is the shared EDIC Plan. This plan builds off Goal 2 of the Strategic Plan and lays out the objectives and activities toward fulfilling the particular goal of the overall Strategic Plan.

### **Objectives of the EDIC Plan toward fulfillment of the overall Strategic Plan:**

1. Continue progress toward the goal of eliminating the racial equity gap in order to achieve success for all students
2. Improve intercultural competency and practice among employees and students through professional development and curriculum with concepts of racial equity, diversity, inclusion, and community system-wide
3. Recruit, hire, support, and mentor employees in order to develop and retain a stable and diverse workforce

As highlighted in the EDIC Plan, these objectives provide an accountability framework for the institution(s) and a structure on which measures and activities can be built.

## Identification and Use of Peer Institutions

The use of monitoring national and regional peers is an ever-evolving process. As part of its ongoing process of assessment, the institutional effectiveness team at North Seattle College

reaches out to identified regional and national peers to obtain data with which to compare our results on student achievement measures

The process of the selection of regional and national peer institutions began with North Seattle College's IPEDS Data Feedback Report for 2021, the most recent year for which this report is available on the IR webpage. According to the Institute of Education Sciences of the United States Department of Education, "The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions." The criteria for selecting a group of 29 peer institutions by the Department of Education include "degree - granting four-year, primarily associate's, Carnegie classification of Associate's Dominant, public and enrollment of a similar size."

Regional peers are defined as institutions within the geographic coverage area of the NWCCU, but outside the state of Washington. Of the 29 peer institutions provided in the 2021 IPEDS Data Feedback Report for North Seattle College, three institutions met these criteria. These three institutions are the College of Southern Idaho, Snow College (UT), and Western Nevada College.

National peers are defined as institutions outside the NWCCU geographic area but within the United States. Of the 29 peer institutions, 15 met these criteria. Additional criteria were used by NSC institutional effectiveness to select the best matches for North's national peers; these criteria were total unduplicated headcount for 2019-2020, part-time enrollment as a percentage of total enrollment in Fall 2020, the percentage of total enrollment by students of color for Fall 2020, and the percentage of total enrollment by female students for Fall 2020. The three peer institutions that best met these criteria were Pueblo Community College (CO), Midland College (TX), and Georgia Highlands College. The remaining 11 peer institutions were community colleges within the state of Washington.





## Moving Forward

North Seattle College and the Seattle Colleges collectively will continue to establish and articulate meaningful measures on all the efforts toward mission fulfillment. These goals, objectives, and indicators will be measurable with the results shared broadly with the college stakeholders. North will expand its use of peer comparison and has already begun reaching out beyond our traditional peers to learn more about promising and best practices to become a more effective institution.

### Exhibits:

- [The Seattle Colleges Strategic Plan](#) (webpage, pdf box)
- [Seattle Colleges Strategic Plan Scorecard](#) (webpage)
- [Seattle Colleges Operational Plans 2021-2023](#) (webpage, pdf box)
- [Seattle Colleges Data Dashboards Sharepoint Site](#) (webpage)
- [NSC Institutional Effectiveness Plan](#) (webpage)
- [North Seattle College Office of Institutional Research](#) (webpage)
- [Seattle Colleges Equity, Diversity, Inclusion, and Community Strategic Plan](#) (webpage)
- Institutional Effectiveness Goals for the Future (pdf box)
- NSC Course Success Data Dashboard Training PPT (pdf box)
- Data Dashboard Example Course Enrollment (pdf box)
- Data Dashboard Example Grade Distribution (pdf box)
- Data Dashboard Example Success Over Time (pdf box)
- Data Dashboard Example Enrollment by Team (pdf box)
- Data Dashboard Example Population by Weekday (pdf box)
- NSC Student Achievement Indicators Disaggregated Data (pdf box)

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## STANDARD 1.B.3 - INCLUSIVE PLANNING

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

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North has an established collaborative and participatory [governance structure](#). The input and guidance from faculty, staff, administrators, and students is valued and valuable throughout the processes. The current system of governance and organizational decision-making is a combination of long-standing councils, committees and working groups, as well as ad-hoc groups based on needs of current efforts and initiatives. The backbone of the participatory governance structure is three representative groups: College Council, Expanded Executive Team, and Guided Pathways Steering Team, which provide employees, students, and labor partners, opportunities to provide significant input and feedback to college and district policies,

procedures, plans and operations. EDIC leaders and staff and an overall EDIC mindset are pervasive in all this work. Additionally, the college leaders of the three labor unions play an important role in representing their members in the broader conversations.

### College Council

The role of the College Council is to ensure all members of the campus community are given a voice in the decisions and decision-making processes of the college through representation. College Council gives the college community the opportunity to participate in the development of policies, procedures and practices, and provide feedback to foster trust and collaboration with the administration. Members of the Council include students, classified staff, pro-staff, faculty, and management professionals. College Council meets at least monthly during the academic year and meeting minutes are made available on the North website. Any member of the North community may submit an issue of concern to the College Council for consideration through a variety of methods.



### Expanded Executive Team

The Expanded Executive Team is an extension of the President's smaller Executive Team. The role of the expanded team is to give a voice to all employee groups and all college units in the discussion of topics and issues that are being considered by the Executive Team. In addition to the Executive Team, the membership of this expanded team includes the Dean of Student Life,

Director of Institutional Research, Faculty Senate President, Executive Dean of Workforce Education, Director of Finance and Business, Director of Safety and Security, Director of Grants, Director of Financial Aid, and Director of Communications. The Expanded Executive Team meets monthly, agendas are built collaboratively and minutes are posted on the NSC website. Any member of the NSC community may submit an issue of concern to the Expanded Executive Team for consideration through their designated representative.

### [Guided Pathways Guiding Team](#)

North Seattle Colleges Guiding Team is a group of members from across campus that includes all President's Executive Leadership, all Instructional Deans, Leadership from Equity, Diversity and Inclusion, Faculty members across different fields of studies, Leadership Staff from Student Services, Student Leaders, and other beloved community members. Washington state is nationally recognized for leading with racial equity in Guided Pathways. North Seattle College Guided Pathways is a lead for the District GP Lead Team.

### Labor Unions

Three collective bargaining agreements with employee unions define working conditions, compensation and other labor policies and procedures. Each labor union selects its own leadership and meets as needed. On at least a quarterly basis, leadership from each of the three labor unions meets with the President and members of the President's Executive Team. While the Labor Unions serve broader representation than North employees, North has designated leaders who have direct access to the President and the Executive Team.

The three labor unions are:

- [AFT Seattle Local 1789](#) for faculty
- [Washington Federation of State Employees](#) for classified staff
- [AFT Seattle Professional Staff Local 6550](#) for certain exempt staff

## **Student Learning and Instructional Governance**

North Seattle College acknowledges that effective learning outcomes assessment, at the course-, program-, and institutional-levels, is one way faculty directly engage in mission fulfillment. Specific governance regarding student learning and student services are critical to inclusive planning, accountability and inclusion for college stakeholders. Since its last accreditation visit, North has committed to developing and maintaining assessment and program review governance bodies and outputs that have helped build a culture of assessment on campus. Assessment and program review data and reports are regularly and openly addressed with faculty and staff.

## **Instructional Council (IC)**

The IC provides leadership to the college regarding instructional areas including transfer, professional technical and basic skills programs. In addition to the Instructional Deans, other members of the Council represent expertise in Guided Pathways, EDIC, eLearning, Advising, Registration, Continuing Education, and Grants. The IC meets once monthly.

## **Student Services Council (SSC)**

The SSC is responsible for designing and maintaining equitable, inclusive, and high-quality services that support students in their journey toward reaching their goals. SSC includes representation of all areas of student support including Advising, Registration, Admissions, Student Life, Disability Services, Counseling, Financial Aid, Veterans' Services, and the Wellness Center. SSC meets twice monthly.

Additionally, once per month there is a joint meeting of the IC and SSC to discuss issues and practices that span across both large units. All members of both IC and SSC are invited to these larger meetings that provide a consistent opportunity for the two largest areas of the college to come together and discuss shared interests and/or concerns.

## **Curriculum and Academic Standards Committee (CAS)**

The Curriculum and Academic Standards Committee (CAS) is a standing campus governance committee that encourages and fosters curriculum development and faculty participation in the governance of the college curriculum and academic standards. As a standing committee in the campus shared-governance process, CAS seeks to remain responsive to emerging needs; to recognize and respect the contributions of all members of the college; and to support quality, transparency, and vision in teaching and learning. CAS makes recommendations to the Vice President of Instruction and/or the Instructional Council on matters pertaining to curriculum and academic standards.

As a faculty-led and faculty-driven committee, CAS functions as a forum for the foundation and guardianship of academic standards at the college. It serves as a conduit between faculty and administration in establishing and maintaining these standards, provides leadership and resources for faculty as they develop curriculum and review programs, and evaluates the suitability of new and revised courses and programs with respect to the mission of the college.

## **North Seattle Assessment Committee (NSAC)**

NSAC serves as a central reflective space where assessment committee members collect, synthesize, and disseminate information to the college and the VP of Instruction for future actions regarding student learning. The membership of NSAC includes at least two representatives from each Academic Division, the Director of Institutional Effectiveness, a Dean and another member of the Administration, and student representatives. NSAC is a stand-alone committee. NSAC manages the North Seattle Assessment Plan, which is a document that

outlines the college-level student-learning outcomes, assessment methods used to demonstrate the attainment of each outcome, the timeframe for collecting and analyzing the data, and responsibilities for the collection and review of data. This plan is updated annually and helps committee members coordinate appropriate recommendations and procedures that facilitate ongoing assessment activities to measure and enhance the quality of the educational experience. NSAC has worked with deans, chairpersons, divisional liaisons, faculty and staff in promoting, developing and implementing outcomes assessment and related activities. Planning in assessment may occur at the institutional, division, department, and course levels. Assessment information collected at the course and classroom level contributes to decision making at all levels of the institution. NSAC meets once per month with an expanded meeting schedule in the Spring when Teaching Improvement Practices (TIPs) are collected. There will be more on TIPs to come.

### **Program Review Committee (PR)**

The Program Review Committee, a sub-committee of CAS, facilitates and provides guidance and peer review of the instructional program review process. The membership of the Committee includes a faculty representative from each of the academic divisions (Workforce Instruction, Math and Sciences, Arts Humanities and Social Sciences, and Basic and Transitional Studies), as well as the Library, and a student representative. It is co-chaired by a faculty member and the Vice President of Instruction. Program Review is a process in which program faculty engage in reflection about a program's stated goals in relation to the reality of the program offerings and student learning. Programs conduct a self-review every three to four years. PR meets twice a month.

### **Instructional Council Advisory Committee (ICAC)**

The ICAC was created after the 2016 seven-year accreditation visit to coordinate actions between the three Instructional curriculum and assessment committees, and the instructional administration. The ICAC meets two to three times per quarter and consists of the faculty chairs of CAS, NSAC, and PR, along with the Vice President of Instruction. Meetings are held to share the works of each committee noted above and to make sure efforts are streamlined and aligned.

### **Budget Advisory Committee**

Historically, North has had a cross-sectional Budget Advisory Committee that provided technical and conceptual guidance to the Business Office and Executive Team as the college plans its budget for future academic years. This group reviewed budget plans submitted by all major units of the college (presented by the appropriate member of the Executive Team) for feedback. As the Seattle Colleges transition to an integrated districtwide Business Office, the college's budgetary governance structure is being reviewed and reconsidered. In whatever structure emerges, there does remain a commitment to cross-sectional representation.

## Moving Forward

North will continue to emphasize an open governance, which includes the entire College community. As an example of how this governance structure offers opportunities for the college stakeholders to participate in the overall planning, college leadership is committed to use this structure when North begins work on creating a new Institutional Effectiveness Plan in the immediate future.

### Exhibits:

- [Organizational Chart for the Seattle Colleges](#) (pdf box)
- [Organizational Chart for North Seattle College](#) (pdf box)
- [North Seattle College Governance](#) (webpage)
- [College Council](#) (webpage)
- [Expanded Executive Team](#) (webpage)
- [Guided Pathways Guiding Team](#) (webpage)
- [Other NSC Committees](#) (webpage)
- [AFT Seattle Local 1789](#) for faculty (webpage)
- [Washington Federation of State Employees](#) for classified staff (webpage)
- [AFT Seattle Professional Staff Local 6550](#) for certain exempt staff (webpage)
- [North Seattle College Mission, Strategic Plan, and Initiatives](#) (webpage, pdf box)
- [Seattle Colleges Equity, Diversity, Inclusion, and Community Plan](#) (webpage, pdf box)
- [Title III Brochure](#) (pdf box)
- [North Seattle College Guided Pathways](#) (webpage)
- [North Seattle College Title III](#) (webpage)
- [E-Learning Frequently Asked Questions](#) (pdf box)
- [IPEDs data feedback form](#) (webpage, pdf box)
- [Instructional Support Program Review Committee](#) (pdf box)
- [Instructional Support Program Review Committee Report to North Seattle College Executive Team 2020](#) (pdf box)
- [Reports from the instructional support program review \(ISPR\) committee to the executive team](#) (webpage)
- [Instructional Representation on State Commissions and Councils 2022-2023](#) (pdf box)

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## STANDARD 1.B.4 - ENVIRONMENTAL SCANNING & GOVERNANCE

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

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## **Approach to environmental scanning and impacts on NSC**

With leadership and support from the [Office of Institutional Effectiveness](#), North's stakeholders continually monitor internal and external environments to assess current effectiveness and guide growth and change when necessary.

### Role(s) of Office(s) of Institutional Effectiveness

North benefits from the work of both a college Office of Institutional Effectiveness as well as the collective work of institutional researchers across all Seattle Colleges and the District Office. The North IRE staff provide access to data for college stakeholders that allow for internal assessment of college programs and initiatives. These data apply to college as well as grant programs. Collaboratively with the other colleges' institutional researchers, the broader team is able to create dashboards for monitoring variables like enrollments, usage, student success, progress toward goals and indicators, and overall effectiveness. One specific example is the "Data Dashboard" project that is a product of this collaborative approach.

Additionally, at North, IRE staff members are directly involved with several committees to help identify current and emerging patterns, trends, and expectations. This direct connection provides great access and assistance to the data and other evidence and also helps direct the work of the IRE office. As has been described previously, this collaborative governance approach allows stakeholders to assess effectiveness and guide change when appropriate and necessary. Examples of the committees in which IRE staff are active members include Title III Research and Development Committee, Program Review Committees, College Council, Expanded Executive Team, Districtwide Institutional Effectiveness Community.

## **Student and Employee Surveying**

North regularly surveys the college stakeholders through a variety of regular and ad-hoc surveys. College Climate surveys, Employee and Student Satisfaction surveys, and participation in broader efforts like the [Community College Survey of Student Engagement \(CCSSE\)](#) are administered and employed to offer opportunities for respective groups to provide input and feedback. Several of the results, where appropriate, serve as direct indicators of mission fulfillment for the college. Additionally, the results of such surveys are reviewed by appropriate committees and teams, and are shared with the larger college community. The IRE staff members work to provide statistical analyses and guidance in data interpretation, as well as assist with deeper data exploration. As described below, this feedback provides evidence for change and growth that has been implemented.

## **Instructional Program Examples**

### **All Professional/Technical Certificate and Degree Programs**

Monitoring external environments is particularly important for Professional/Technical programs as they must change with the needs of regional employers to ensure students are prepared to

enter into careers with the skills and knowledge required from employers. Each Professional/Technical program, including the Baccalaureate programs, has a Technical Advisory Committee (TAC) or Program Advisory Board (PAB) composed of regional employers, employees, alumni, and other key stakeholders. These TACs and PABs provide quarterly updates on regional trends and recommend updates and changes to programs to ensure they are meeting the current and anticipated needs of the region. The direct work with regional employers and industry partners, paired with data from job openings and educational offerings (skills gap analysis) has resulted in several new and innovative programs within our Workforce Instruction Division.

### **Immersion Language Program Offering in our Early Childhood Education (ECE) Bachelor of Applied Science (BAS)**

North's existing [ECE BAS program](#) has operated since 2015 and has served hundreds of early childhood educators, providing an open access pathway and formal training in early childhood education. To create a more accessible and inclusive program and to meet the needs of ECE providers, the ECE BAS program has developed language immersion cohorts where the instruction is taught completely in the practitioner's language, such as Spanish, Somali, Arabic, Oromo and Mandarin. Advising, tutoring and navigation support are provided by paid points of contact from these communities. The pathways extend through Initial and Short Certificates, and are building toward State Certificates and, in some cases, AAS and BAS degrees. The project began in response to the need for language-specific training for ECE providers in King County, but has expanded to meet statewide needs, with an emphasis on Family Home Childcare Providers (FCCs) who tend to: 1) represent a larger percentage of limited English speaking providers and 2) enroll in training in significantly lower numbers. According to the new educational WACs (Chapter 110-300), which go into effect in August 2019, Family Home Child Care Owners must earn their Initial Certificate within five years and the Short Specialization Certificate within seven years of August 2019. This new requirement means that providers with language and systemic barriers that prevent them from succeeding in college classes are at risk of losing their livelihoods. Families who rely on these providers will in turn lose culturally and linguistically responsive, community-based childcare options. North will lead this consortium project and coordinate statewide efforts with two primary goals: 1) expand responsive and comprehensive training opportunities statewide for ECE providers who speak limited English, and 2) create more on-ramps for Family Home Childcare Providers, many of whom also speak a first language other than English.

### **Fire Science Associate of Applied Science Transfer (AAS-T)**

In direct partnership with the Seattle Fire Department, North developed the [Fire Science AAS-T program](#). This program is intentionally offered as an online program to meet the varying shifts of emergency workers and emphasizes the National Fire Academy Fire and Emergency Services Education (FESHE) model curriculum, which met specific needs for the Seattle Fire Department (Exhibit – Contract with Seattle Fire Department. and Program Development Project). This program fills a much-needed access point to fire science education and is supported by the King County Fire Chiefs Associate Members who believe “adding this program at North Seattle College will [be] removing multiple barriers that have prevented interested BIPOC and female



candidates from pursuing this career.” (Exhibit– Letter of support from King County Fire Chiefs Association). Graduates of this program also have a pathway on to a bachelor’s degree in Homeland Security or Fire Science Leadership Management, which are BAS programs offered at other regional community colleges.

### **Computer Science (CS) Bachelor of Science (BS)**

North Seattle College partnered directly with industry leader Amazon to address the shortage of Computer Science graduates from Washington state. Amazon donated \$1 million to the creation of a [Computer Science BS program](#) at North Seattle College. The CS BS program not only creates a more accessible pathway for Washington residents to access the abundance of computer science and programming jobs in Washington state, but it also focuses on creating a more inclusive pathway for African American, Hispanic, and Native American students who are underrepresented in STEM professions. As documented in the Exhibit (North Seattle Computer Science BS Program Proposal), “there were 24,000 job openings in the technology sector in the state, and only 1,883 computer science degree completions (in 2018-19), and very few of those degrees were awarded to African American, Hispanic, and native American students. The legislative findings concluded by noting, ‘the legislature finds that we need to expand access to the high-demand field of computer science, especially to students of color.’”

### **Climate Justice Across the Curriculum**

Student surveys, as well as national surveys by Gallup, Rasmussen Reports, *et al*, report that the No.1 concern for most students is climate change. North began the Climate Justice Across the Curriculum in 2019 in response. The *Climate Justice Across the Curriculum* project has trained 44 faculty how to weave climate justice and civic engagements into their curriculum. These include faculty from across the college including Art (3), Basic and Transitional Studies (4), Biology (6), Business (2), Chemistry (6), English (5), Environmental Science (2), History (2), Mathematics (4), Political Science (2), Physics (2), Psychology (1), Real Estate (1), and other Humanities (4). In addition to teaching the modules they create in their classes, many participants are sharing and publishing their module in a publicly available [climate justice curriculum repository in Canvas Commons](#).

### **[Louis Stokes Alliances for Minority Participation \(LSAMP\) Program](#)**

The [Louis Stokes Alliances for Minority Participation \(LSAMP\) program at North Seattle College](#) is one of three LSAMP programs within the Puget Sound Alliance (PSAlliance). Our overarching goal is to empower underrepresented Minority (URM) students pursuing degrees and careers in science, technology and math (STEM), and consequently increase the number of these students that transfer into STEM baccalaureate programs. While actively implementing strategies to meet the objectives, partnerships are developing on the research front to highlight:

- **UW Medicine internships for LSAMP students** – North is partnering with Dr. German Gornalusse, and one of his research scientists, Claire Levy, to offer lab research experiences for our students. While Dr. German’s lab is focused on the interaction of

pathogens with the human immune system, the research opportunities will be curated to meet students' needs, interests and previous lab experience.

- **[Pacific Northwest National Laboratory \(PNNL\) summer internships for LSAMP students](#)** – PNNL is recruiting North students for a [Community College Internship](#) program that simultaneously offers research experiences and professional development to community college students. Students are matched with world-renowned scientists who serve as mentors, trained to use advanced scientific instrumentation, all while gaining professional and technical communication skills. Students will also complete a poster presentation and submit a project paper at the end of their internship. In addition to a weekly salary, students receive housing and travel reimbursements. This internship beautifully embodies our program's objectives and we are excited for the many ways our students will benefit from the opportunity.

## **Other Institutional Examples**

The Launch Pad, a “One-Stop” Approach to Student Interaction

As highlighted in the preface, North has made a major change to how the college interacts with students seeking to attend the college. Based on student feedback and research of promising practices of peer colleges, all initial student services have been centered in the Launch Pad, which opened in 2022.

## **Areas of Study Advising**

With further explanation in 1.C.1 below, based on research of promising GP practices and internal feedback, every North student is now assigned to an advisor based on their declared Area of Study. The students are assigned based on their selected program of study upon admission and can view their assigned advisor in ctcLink and Starfish. Area of Study advising has been effective in providing specialized knowledge and expertise on programs and pathways. It has encouraged advisors to work closely with program faculty to share updates, events, and resources across campus. Students receive proactive advising, including email communications regarding quarterly action items. Students are encouraged to have an educational plan by the end of their second term of enrollment at North. Advisors use Starfish to assign reminders to students in their first quarter of enrollment to meet with their Area of Study advisor to complete an educational plan. Each quarter advisors review tracking items to follow up and encourage students to complete their education plan. Students who are undecided are assigned to an Exploratory advisor who helps each student confirm their academic pathway by the end of their second quarter that results with a warm handoff to their Area of Study Advisor.

## **Moving Forward**

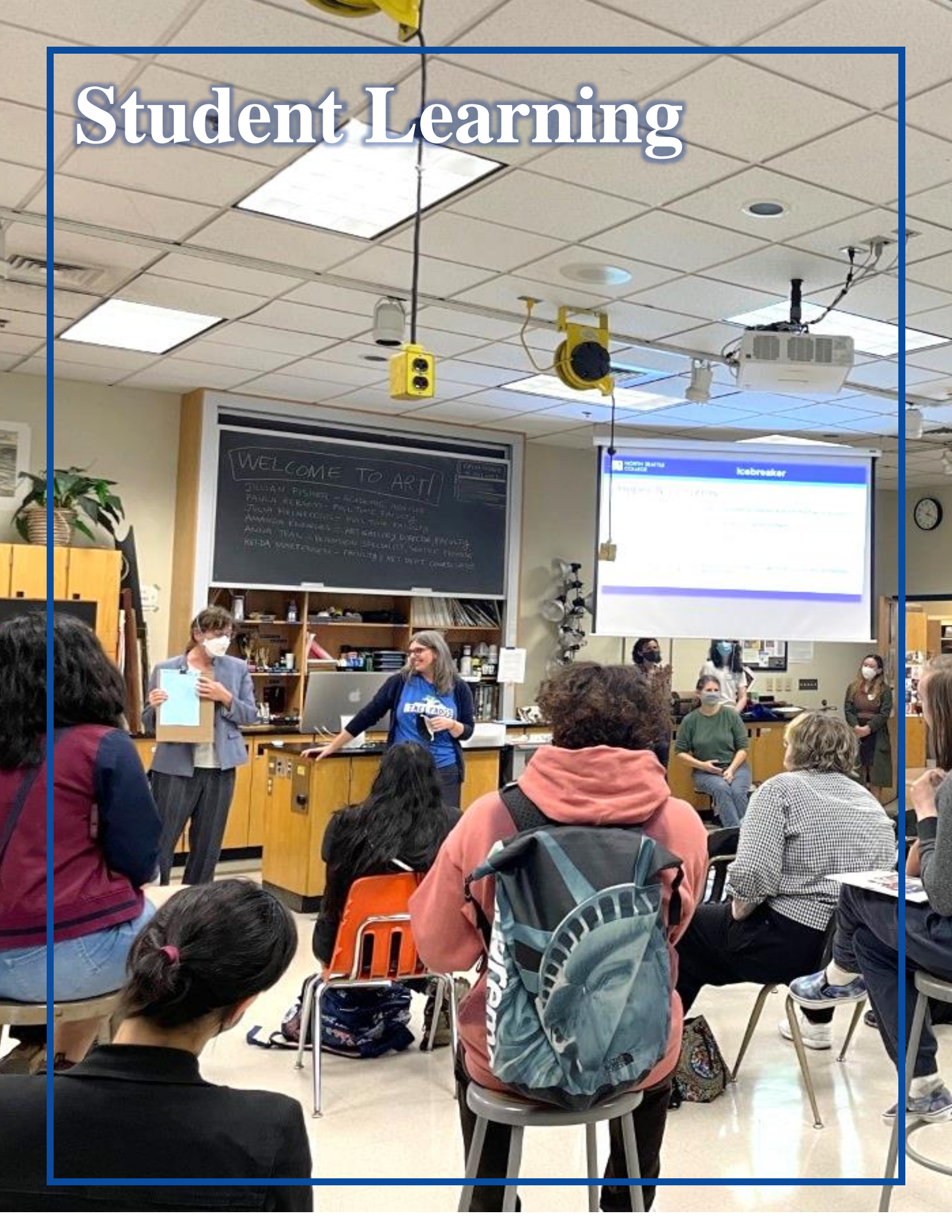
Two major influences will play a large role in how North moves forward under Standard 1.B.4. The first is the continued exploration of how North, South and Central can work even more effectively and efficiently together. North is already seeing the benefits of the collaborations between the IRE staff of the three colleges and the district office. With each IRE staff member bringing unique skills and expertise, all colleges benefit from the work they produce. Second, the

technological advances in data research and tools will provide North with better ways to monitor the external and internal environments. Through it all, North will maintain a curiosity that drives the desire to learn from the internal and external environments to make the institution even more successful.

**Exhibits:**

- [NSC Office of Institutional Effectiveness](#) (webpage)
- [North Seattle College Committees](#) (webpage)
- [North Seattle College Admissions](#) (webpage)
- North Seattle College [Workforce Instruction](#) (webpage)
- [ECE BAS program](#) (webpage)
- [Fire Science AAS-T program](#) (webpage)
- Letter to NSC from King County Fire Chiefs Assn Supporting Fire Science Program (pdf box)
- NSC Contract with City of Seattle Fire Department (pdf box)
- [Computer Science BS program](#) (webpage)
- Climate Justice Across the Curriculum (pdf box)
- [Louis Stokes Alliance for Minority Participation \(LSAMP\) program](#)
- [Pacific Northwest National Laboratory \(PNNL\)](#)
- Instructional Support Program Review Committee (pdf)
- Instructional Support Program Review Committee Report to North Seattle College Executive Team 2020 (pdf)
- Data Dashboard Example Course Enrollment (pdf box)
- Data Dashboard Example Grade Distribution (pdf box)
- Data Dashboard Example Success Over Time (pdf box)
- Data Dashboard Example Enrollment by Team (pdf box)
- Data Dashboard Example Population by Weekday (pdf box)
- NSC Student Achievement Indicators Disaggregated Data (pdf box)
- NSC Annual Grants Report 2020-2021 (pdf box)

# Student Learning



## 1.C STUDENT LEARNING

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### STANDARD 1.C.1 - PROGRAM CONTENT

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

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Students enroll at North to prepare for college and/or complete their High School education, transfer to a four-year school, train (or retrain) for a career with an Associate of Applied Science degree or certificate programs, continue their education beyond an Associate degree with a Bachelor of Applied Science degree, or stay involved in lifelong learning through credit and/or Continuing Education.

### Areas of Study Framework

Following the promising practices of Guided Pathways, all degrees and certificates are now grouped into umbrella categories called “Areas of Study.” The Areas of Study framework encompasses both the instructional and student services divisions and dictates a great deal of how the college interacts with the students both new and continuing. The shift to an Areas of Study framework is a districtwide approach and, in addition to the benefits at the college level, it allows students to more seamlessly consider their education across all the Seattle Colleges. Not only are these categories consistent across the Seattle Colleges, but they are also consistent with Seattle Public Schools, NSC’s feeder K-12 system. As described in later sections, this Areas of Study framework has allowed for innovative changes in the advising, funding and orientation of students.

For North, currently, there are seven Areas of Study, to which the students are introduced and in which the faculty and staff work.

- Arts, Design, and Graphics
- Business and Accounting
- Education and Human Services
- Health and Medical
- Science, Technology, Engineering, and Math (STEM)
- Skilled Trades and Technical Training
- Social Sciences, Humanities, and Language

While North has maintained more traditional organization of the degree and certificate programs, the Areas of Study approach has inspired cross-divisional collaborations (e.g. IT and Computer Science, language and Early Childhood Education, and sciences and medical programs). More formally, it has encouraged the building of intentional crosswalks that create even more opportunities for students to continue their education at North through the baccalaureate programs.

## **Workforce Instruction Division**

The Workforce Instruction Division (WID) and the Professional/Technical programs within the WID have established and assessed learning outcomes consistent with and aligned with North Seattle College's Essential Learning Outcomes.

A significant change for many of North Seattle College's professional/technical programs is the migration from Associate of Applied Science (AAS) to the Associate of Applied Science Transfer (AAS-T) degree. Both the AAS and AAS-T degrees are generally 90 quarter credits, with the AAS-T including up to 30 credits of general education courses. This inclusion of general education courses in the AAS-T serves to ensure competencies aligned with North Seattle College's ELOs in Communication, quantitative reasoning (Problem Solving), global awareness and cultural sensitivity (Responsibility). As an example, the [Business AAS-T degree](#) requires Composition 1, a US Cultures/Global Studies course, Math 116, and a Natural World (science) course in addition to the business curriculum.

Similarly, the [Bachelor of Applied Science programs](#) at North Seattle College require 60 general education courses that meet the [distribution requirements](#) set by the Washington State Board of Community and Technical Colleges (SBCTC). These general education courses ensure that while the BAS degrees are career training and preparation programs, they ensure graduates are meeting learning outcomes and competencies aligned with North Seattle College's ELOs of Inquiry, Problem Solving, Communication, and Responsibility.



## Academic Transfer Divisions (“Math and Sciences” and “Arts, Humanities and Social Sciences”)

North has always featured strong academic transfer degree programs that culminate in Associates of Arts, Science, and Business degrees. These degree programs challenge students to think and create to achieve the learning outcomes at the class, program and institutional level. North has always pursued innovation in its transfer degree programs with best practices like interdisciplinary study, integrated learning, original undergraduate research, and relevant social issues. When coupled with the foundational study demanded of students, North successfully prepares students to continue their learning in the baccalaureate programs of their choosing. As described earlier, North is very successful in transferring students to local and national institutions.

Recently, North has coupled the academic transfer degree programs with innovative student support programs often associated with external funding. Programs funded by the National Science Foundation, as well as other agencies, provide faculty and students with the support they need to complete the foundational courses as well as complete original research projects. Often these programs are dual partnerships with the academic transfer and EDIC programs. North has always pushed toward the cutting edge of EDIC curriculum for its students. Described in this report in other sections are programs like LSAMP, the Climate Justice Initiative, and Coordinated Studies programs, which highlight the rigor and originality established by academic transfer programs and demanded of North students.



## Basic and Transitional Studies

The division of Basic and Transitional Studies has three pre-college, open-access programs, all of which support 1.C.1. These are English as a Second Language (ESL), Adult Basic Education/Adult High School Completion (ABE, GED, and High School+), and Integrated Basic Education and Skills Training (I-BEST). The ESL program is designed for immigrant and refugee students. It has six levels ranging from basic literacy to college readiness, and North runs the full sequence every quarter. ESL is one of the larger programs in the college with more than 700 students/quarter, and the populations are diverse with many Spanish, Chinese, Amharic, Tigrinya, Somali, Arabic, and Vietnamese speakers. Core classes are rigorous at 10 credits each and instructors teach integrated skills: reading, writing, listening and speaking. The outcomes to the core classes are skills-based and tied to the Career and College Readiness Standards (CCRS),

the adult version of the common core. The content of core classes can vary, but always focuses intently on getting students prepared for life, work, and college. The supplemental classes are 5-credit classes that focus on a particular skill or content area, such as digital literacy, or our I-BEST “onramps.”

The Adult Basic Education program has three sub-programs: ABE, GED, and Adult High School Completion (HS+) with outcomes that tie to the College and Career Readiness Standards (CCRS). In ABE Math, North offers the pre-college math pathway (ABE 81 – Basic Math, ABE 84 – Algebra 1, ABE 85 – Algebra 2, and ABE 98 – Intermediate Algebra). This option works well for students who need to finish high school, who have studied math in another language, who need to brush up on old math skills, or who haven’t yet received financial aid. The ABE English pathway consists of ABE 40 and ABE 50. ABE 50 is clustered with English 98 and is rigorous at 10 credits. Because the ABE math and English have equivalency with their math and English counterparts, students more easily transition from ABE into college level English and math. The GED program consists of prep courses that support students who want to earn a GED. We provide students with free practice tests and tests. GED students often transition into our third sub-program, High School+. High School+ allows students to earn a high school diploma from North Seattle College by retrieving credits from previous high school transcripts, awarding credit for work and/or prior learning (such as a passing score on a GED test), and earning credit in either our high school portfolio classes or by taking college level classes for both high school and college credit.

North currently has four Integrated Basic Education and Skills Training (I-BEST) pathways: Electronics, IT, Early Childhood Education, and Accounting/Business. The I-BEST pathways allow students who are not yet “college ready” to begin a workforce training pathway sooner while getting extra support in team-taught classes at the same time. ABE students and ESL students starting in level 4 are eligible for I-BEST programs. These classes prepare students by exploring the specific pathway, as well as the larger field and career options. Instructors in these onramps also pre-teach content-related vocabulary and math skills that will be needed for success in the various pathways. A student’s transition into I-BEST is additionally supported by our full-time I-BEST navigator who helps with Workforce funding and educational planning.

### Continuing Education

North has long maintained a Continuing Education program that combines lifelong enrichment learning, non-credit career learning, and a number of certificate programs not taught in the for-credit divisions. As the website highlights, “From Accounting for Small Business to Zumba,” North’s Continuing Education program has a program for any lifelong learner. In a challenging budget climate, North made the difficult decision to require Continuing Education to be a self-support program, and the program has successfully made the transition.

Continuing Education has always maintained strong connections to the for-credit programs. As examples, when North could no longer offer the Adult Family Home and Phlebotomy for-credit certificates, Continuing Education adapted the programs so that students could still complete the curriculum and earn their credentials as family-home caregivers or phlebotomists. Additionally, Continuing Education provides some programs that complement for-credit classes and extend the students’ learning and mastery. Successful ceramics, music, and IT offerings are but a few



examples of these partnerships in which the students can continue in the same environments and sometimes with the same faculty as for-credit students.

## North Seattle College's Faculty

North's faculty members are well qualified to share their knowledge. Ninety percent of full-time faculty hold a master's degree or higher. And North instructors are here because they love to teach and care about students' futures. Diversity in North's classrooms — a cross-section of ages, educational backgrounds, ethnicities and life experience — enriches the college experience for everyone. Disaggregated data on NSC's faculty can be found in the exhibits.

## Moving Forward

North is student-centered and mission-driven to ensure that all students thrive and reach their fullest potential. As an institution committed to antiracism, North is action-oriented and intentional in dismantling systemic barriers that prevent students of color from succeeding and excelling. In all instruction programming, North is committed to developing and maintaining relevant and rigorous curriculum. From college prep to baccalaureate programs, North will maintain an instructional inventory of programs that serve current and future students. In a rapidly changing environment, the commitment to relevance and applicability has never been more needed.

### Exhibits:

- [North Seattle College Mission](#) (webpage)
- [Seattle Colleges Programs page](#) (webpage)
- Bachelor of Applied Science (BAS) degrees in: [Application Development](#), [Computer Science](#), [Early Childhood Education](#) and the business programs [Accounting with International Accounting](#), [International Business](#), [Residential and Commercial Property Management](#), and [Bachelors of Science in Computer Science](#) (webpages)
- North's [6 transfer degrees](#) (webpages)
- North's [34 associate of applied science degrees](#) (webpages)
- North's [40+ professional certificates](#) within 33 different program (webpages)
- [Adult Basic Education](#), [High School+](#), [GED® preparation](#) (webpages)
- [English as a Second Language](#) (webpage)
- [Running Start](#) (webpages)
- North Seattle College Completion Rates (pdf box)
- Organizational Charts for North Seattle College (pdf box)
- Organizational Charts for Seattle Colleges (pdf box)
- NSC Faculty Demographics (pdf box)
- [Seattle Colleges Positions with a Diversity Spotlight](#) (webpage)
- [Seattle Colleges Mission, Vision, Values](#) (webpage)

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## **STANDARD 1.C.2 STUDENT LEARNING OUTCOMES**

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

## **STANDARD 1.C.3 PUBLICATION OF STUDENT LEARNING OUTCOMES**

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

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### **Student Learning Outcomes**

North's degrees, certificates and credentials are based on student learning outcomes that start at the course level and feed through program outcomes to institutional essential learning outcomes. Each credit-bearing course has established course learning outcomes stated in the Master Course Outline (MCO). Each MCO must pass through the multidisciplinary Curriculum Assessment Standards (CAS) committee, which works with the faculty or faculty team to provide support and guidance on how each course-learning outcome is assessed and how it applies to the course curriculum, program curriculum, and college ELOs. An example MCO and the course learning outcome mapping is included in the exhibits.

Learning outcomes are also defined at the program level and are sandwiched between course-level and institutional-level learning outcomes. As a reminder, in professional-technical education, "program" is defined as a certificate or degree-bearing program, and in academic transfer and basic and transitional studies, "program" is used to identify discipline-specific programs that may or may not lead to a credential. By using this definition in academic transfer and basic and transitional studies, all faculty can find themselves more connected to the programmatic learning of the students and to the processes of assessment and continuous improvement. This approach is further explained in the standards below, which hold the institution accountable for learning outcomes assessment.

As has been detailed in previous sections, institutional ELOs are the culmination of the learning expected of successful North students. All course-level and program-level outcomes can be mapped to the ELOs through the MCOs and Instructional Program Reviews. Upon successful completion of a degree or certificate at North, a student will have successfully demonstrated mastery of all ELOs in addition to the stated course-level and program-level learning outcomes.

As a reminder, here are North's ELOs:

- **Inquiry** based on information accessed through ethical research
- **Problem Solving** using critical and creative thinking, quantitative and qualitative reasoning, information literacy, and disciplinary and cross-disciplinary knowledge.
- **Communication** in oral, written, and artistic modes of expression, individually and in collaboration with others
- **Responsibility** for understanding and integrating intercultural competence, practicing ethical reasoning and conduct, applying sustainability principles, and demonstrating respect for self and others.

## Publication of Learning Outcomes

The college catalog and online website publishes [North's ELOs](#) making the information accessible to all current and future students, as well as other interested parties. Recommended rubrics are also published on the college website assessment committee page. Additionally, posters sharing all ELOs are posted in all learning spaces on campus. ELOs and Program Outcomes are published in the Canvas learning management system for all faculty. North administration and staff can gain access as well. All three of the assessment and program governing bodies (CAS, PR, and NSAC) are transparent, with detailed Canvas course rooms available for each.

North's MCOs include all levels of learning outcomes, as well as an assignment that maps to the different outcomes. Each course (class) at North has its own MCO. The MCO contains the catalog course description of the class, along with the topical outline for the quarter. From the MCOs, faculty can glean the relevant ELOs and program outcomes. Faculty share the different expected learning outcomes in their course syllabus and through varying assessments.

## Moving Forward

North's learning outcomes will always be of an appropriate breadth, depth, and rigor. North is also committed to maintaining seamless crosswalk maps for all learning outcomes from each course through the relevant program ultimately to institutional ELOs. As learning outcomes are reviewed and potentially revised, so too are the crosswalks to ensure all credentials map to the complete list of ELOs. The commitment also remains that the three primary curriculum governing committees will remain faculty-led and faculty-driven.

### Exhibits:

- [CAS | North Seattle College](#) (webpage)
- [North Seattle Assessment Committee](#) (webpage)
- [Program Review Committee | North Seattle College](#) (webpage)
- [North Seattle College Title III Grant](#) (webpage)
- [Guided Pathways](#) (webpage)
- Guided Pathways brochure (pdf box)

- [Workforce Instruction](#) (webpage)
  - Program Review Mapping of Outcomes Examples (pdf box)
  - Basic and Transitional Studies Innovations to Support Non-Traditional Pre-College Level Students (pdf box)
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## **1.C.4 ADMISSION AND GRADUATION REQUIREMENTS**

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

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North provides its future and current students with defined and equitable learning opportunities and services by communicating admissions and graduation requirements in a way that is inclusive and accessible.

### [Admissions Requirements](#)

North operates an open-door admission policy ([District Policy 305](#)). Consistent with available space and resources, North admits students who:

- Are competent to profit from the curriculum offerings of the district; and
- Would not, by their presence or conduct, create a disruptive atmosphere within the district inconsistent with its purpose; and
- Are 18 years of age or older; or
- Are high school graduates; or
- Have applied for admission under the provisions and qualifications of student enrollment options programs such as Running Start or a successor program or through other local student enrollment option programs. However, an applicant transferring from another institution of higher education who meets the above criteria but who is not in good standing at the time of his or her transfer may be conditionally admitted on a probationary status as determined by the chief administrative officer or his or her designee; or
- Are students age 16 and over who meet the provisions of Title III of the Workforce Investment Act who may then enroll in certain adult basic education classes. Individuals admitted into such classes will be allowed to continue as long as they are able to demonstrate, through measurable academic progress, an ability to benefit from the curriculum offerings.
- If not qualified under subsections above, has filed an appropriate written release from the public, private, or home school he or she is attending or last attended, provided they are at least 16 years of age or older.

## International Admissions Process

As an open admissions institution, international admissions guidelines are transparent and easily accessible on North's website. A unique webpage for international admissions exists where the information on admissions can be translated into more than 25 languages for students. Specific entrance requirements, if applicable, can be found on the program pages throughout the college's website. Once an application is received, an email is automatically sent giving the student their next steps. This e-mail also includes the student's new ctcLink ID number so they can move on to the next steps. College faculty, staff and "one-stop navigators" are also available to provide assistance for prospective students who might need real-time assistance through their admissions process.



## **Admissions Exception**

North does not desire to replace or duplicate the functions of the local public schools; however, persons under the age of 18 may request special admission on a course-by-course basis, provided they have attained at least high school junior standing. Criteria for granting admission are competency at an appropriate academic, artistic, and/or technical talent level and the ability to participate in an adult learning environment. Specific admissions procedures are available in the registrar's office at each campus and at [seattlecolleges.edu/studentrules](http://seattlecolleges.edu/studentrules).

## Graduation Requirements

Graduation requirements are presented on the website and in printed copy through the Advising Office. Degree-seeking students are strongly encouraged to participate in an Open House held each quarter. Students can meet with an advisor to draw up an academic plan and review graduation requirements. These academic plans are available through our Starfish software system which allows students to review their academic plan to stay on track. Important deadlines and changes related to graduation are communicated to students through numerous means, including e-mail, Canvas, Starfish, the student's ctcLink portal and the college's website.

Graduation requirements are found on the Graduation page within the College catalog and on our website which is linked above. The process of applying for graduation includes:

- Students apply to graduate through ctcLink Student Self-Service Portal. The [ctcLink Reference Center](#) contains instructions on how to apply.
- Advisors and/or faculty coordinators work with students to review the graduation application.
  1. To track the status of graduation applications, students can log into ctcLink Student Self-Service.
- The [Commencement Ceremony webpage](#) contains information on how graduating students can participate in the annual Seattle Colleges commencement celebration.

### **Exhibits:**

- [Admissions Requirements](#) (webpage)
- [District Policy 305](#) (webpage)
- [CtcLink Student Self-Service Portal](#) (webpage)
- [International Admissions](#) (webpage)
- [Admissions Exception](#) (webpage)
- [Graduation Requirements](#) (webpage)
- [ctcLink Reference Center](#) (webpage)
- [Transcripts](#) (webpage)
- [Commencement Ceremony](#) (webpage)

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### **STANDARD 1.C.5 ASSESSING THE QUALITY OF LEARNING**

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

### **STANDARD 1.C.6 INSTITUTIONAL LEARNING OUTCOMES**

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies

include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

### **STANDARD 1.C.7 ASSESSMENT AND SUPPORT OF STUDENT LEARNING**

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

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Since the 2016 Year 7 visit, North faculty, administration, and staff have worked hard to create a faculty-driven assessment- and program-review culture. Instructors gather information about student learning in many ways, both formally and informally, formatively, and summatively. Beyond the typical assessments of students in classes such as quizzes, tests, written and practical assignments, instructors rely on their professional skills to assess student learning in real time in the classroom. For example, teachers monitor students' morale, interest level, and involvement. Student attendance also serves as a gauge for how a course is going. For courses that function in cohorts, instructors may consult with one another about progress. For courses that work in series, instructors may rely on their colleagues to let them know how their course is doing within the sequence. For courses that belong to professional-technical domains, instructors also rely on industry standards and watch how students perform to meet those standards. Instructors being intentional about gathering information about student learning is a critical part of the assessment process.



[NSAC](#) supports faculty to document information they are already gathering about student learning. Understanding what the information means is important both within and across courses. Faculty may already be analyzing their own assessment information within their courses, but we also need to make sense of this information in a larger context. NSAC leads on analyzing

assessment information across courses and producing clear, usable reports, such as the annual Teaching Improvement Practices Report (TIP).

The most important step in the assessment process is one that frequently gets the least attention. Reinvesting the information, once it is analyzed and disseminated, is the way improvement happens. This process also needs to be documented and tracked so we can recognize our growth over time or make changes to our approaches. Individual instructors are constantly updating and refining their course materials, class activities and assessments, and their approach to teaching. They are engaging in the assessment cycle on their own, and our hope is to help them capture that effort and expand it to the Instructional or Institutional level. CAS, PR, and NSAC support faculty to document how they are reinvesting assessment information into their courses and classrooms and compile this information across Instruction.

## Learning Outcomes

### Essential Learning Outcomes (Institutional-Level Outcomes)

In 2016, NWCCU evaluators recommended that North reevaluate the institution-wide ELOs. At the time of the 2016 visit, North had twelve ELOs. CAS, with representation from all college divisions, from the Administration and from students, rewrote and streamlined the ELOs for the college. NSAC and PR were included in the process through ICAC meetings with respective leaders from each committee offering input at the monthly ICAC meetings.

North Seattle College serves a diverse student population with a wide variety of educational backgrounds and goals. As a learning community, we foster and promote the following essential learning outcomes (ELOs):

- **Inquiry** based on information accessed through ethical research
- **Problem Solving** using critical and creative thinking, quantitative and qualitative reasoning, information literacy, and disciplinary and cross-disciplinary knowledge
- **Communication** in oral, written, and artistic modes of expression, individually and in collaboration with others
- **Responsibility** for understanding and integrating intercultural competence, practicing ethical reasoning and conduct, applying sustainability principles, and demonstrating respect for self and others

Once CAS finalized the new ELOs, NSAC worked to create sample rubrics for each of the four new ELOs. NSAC utilized the American Association of Colleges & Universities' [VALUE rubrics](#) with modified language to reflect the assessment culture of North Seattle College. These rubrics were created as a tool with which faculty can start their evaluations of learning.

Posters that include all four institutional-level outcomes have been hung in every teaching space on campus. NSAC provides Assessment 101 trainings to faculty at the following events:

- Faculty Academy onboarding of new faculty,



- Program Coordinator meetings once a year,
- Quarterly Development Day once or more a year, and
- Individual divisions or programs upon request.

### **Program-Level Outcomes**

For the purposes of instructional Program Review and the development and assessment of Program Learning Outcomes, North considers a program to be a named program offering a degree and/or certificate, a grouping of courses with common goals, methods or scope, a specific course of study, a known discipline, major or department. The goal is for students, advisors, faculty and administration to think of programs in the same terms. For instance, a student may want to “major” in biology. The Biology Department offers a grouping of courses that share the same program learning outcomes. Biology courses (“BIOL” or “BIOL&”) align the student goals with the educational plan written by advisors. This is an effort to make the student experience clear and defined. Biology faculty are also responsible for a departmental program review, rather than a small part of a larger and more generic report for the Associate’s of Arts or Associate’s of Science Degrees. This approach keeps the program focus more clearly defined and greatly benefits the student’s experience and the faculty’s ownership.

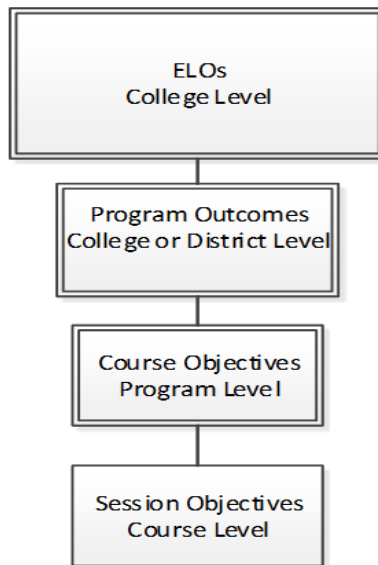
### **Course-Level Outcomes**

NSAC’s mission is to support faculty to improve teaching and learning primarily at the course level. This begins with course objectives. Course objectives are proposed by faculty and approved through the Committee on Curriculum and Academic Standards (CAS) within each course’s Master Course Outline (MCO). Writing course objectives using assessable language is a critical step in the assessment process. Assessable language means statements that identify the knowledge, skills and behaviors students will be able to demonstrate by the end of the course. NSAC works with CAS to support faculty who are revising their MCOs in writing course objectives using assessable language.

Courses are made up of a series of lessons and function within programs (which may consist of sets of courses, certificates, degrees, professional-technical certifications, etc.) and the institution. Although NSAC focuses primarily on courses, it is important to situate courses within their larger context through mapping.

Mapping tracks students’ learning trajectories from individual class sessions, which are situated within courses (and which may or may not have explicitly stated objectives), to course objectives, which are situated within programs, to program outcomes and ultimately to institution-wide Essential Learning Outcomes (ELOs). In principle, an instructor should be able to map a particular learning activity within a class session all the way up to a relevant ELO. NSAC works with faculty to consider how their class sessions and learning activities support the course objectives. NSAC works with Program Review to support faculty in linking course objectives to program outcomes and ELOs through this mapping process.

Mapping Process:



### **Degree-Level Outcomes**

If a student achieves all the learning outcomes at the course, program and institutional levels for required classes for a degree, the student will have achieved all the degree level outcomes. As of the writing of this report, VPIs and Assessment leaders from all three of the Seattle Colleges have opened discussion on degree-level outcomes to better align analysis and efforts.

### **Teaching Improvement Practices (TIP)**

The TIP is a mechanism used at North Seattle College as a means by which faculty can record and document their ongoing assessment practices and evaluate their teaching to promote improvements in student learning at the course, program, and institution-level. The TIP survey is administered via Canvas by the North Seattle Assessment Committee (NSAC), a committee that is composed of faculty representatives, members of the Administration, and students. An analysis of the TIP is written in an annual report, outlining trends and sharing pedagogy techniques among all programs. NSC utilizes the TIP to help fulfill its mission under the core theme of Excelling in Teaching & Learning, objective 2.01: “increase documented achievement of essential learning outcomes, program learning outcomes, and course learning outcomes.”

The TIP process supports this core theme and exemplifies mission fulfillment in the following ways:

- Faculty connect their teaching and learning activities with college’s Essential Learning Outcomes (ELO), program-level outcomes, and course-level learning outcomes;
- Faculty are motivated to re-examine the ELO, program-level outcomes, and course-level outcomes of their classes as stated in the Master Course Outlines (MCOs);
- TIP responses identify curricular and/or pedagogical changes, which in turn completes the assessment cycle by using the evidence-based improvement plans;

- TIP findings are shared in a variety of ways throughout the College such as a published annual report, a packet of submissions to the dean of each instructional division, among faculty via presentations and discussion groups during faculty development; and
- The TIP process is faculty led with wide-spread faculty buy-in.

Since 2016, North has put forth a continued effort to build a culture of assessment. In this culture, assessment becomes the norm and a valued part of planning and teaching. The TIP is one mechanism North uses to provide written and shared data on assessment and mapping of learning outcome goals.

North has seen the commitment to a culture of assessment truly exemplified during the COVID-19 pandemic. The collection method for TIP data had been relatively consistent since the 2014-2015 academic year. However, circumstances in Winter/Spring 2020 were anything but normal because of the pandemic. In 2020-2021, almost all classes stayed in the online modality throughout the academic year. Changing and maintaining these new teaching modalities has been very difficult for many, resulting in new challenges and greater workloads for faculty. On the positive side, this provided many examples of new teaching and assessment methodologies for TIPs. On the negative side, workloads increased and Zoom exhaustion set in for many faculty members. Also, enrollment declined as the pandemic progressed, so classes were canceled. This affected priority-hire workload.

The move to working 100% online came quickly in 2020 and remained the primary modality in the 2020-2021 academic year. NSAC, its Co-Chairs, and Deans agreed to reach out to faculty to do TIPs but not as aggressively as we had in prior years, given all that had transpired. Despite continued extenuating circumstances, NSC faculty participation in the TIP process remained impressively strong. In fact, both full-time faculty and part-time faculty reached all participation goals.

Over the past seven years, North has seen as high as a 334% increase in the number of TIPs submitted and a 360% increase in the number of faculty participating in TIPs. Even in extraordinary times, most North faculty prioritized completing TIPs, highlighting a part of North's assessment culture. Although growing assessment is itself an admirable feat, North also measured participation relative to set goals. The participation goals set in 2017-2018 were re-examined by NSAC and were determined to be realistic for full-time (FT) faculty (85%), but unreasonably high for priority hire (PH) adjunct faculty, who are not contractually obligated to participate in college work beyond their own classrooms. As a result, in 2018-2019, 85% participation remained the goal for FT faculty, but the goal for PH faculty participation was decreased from 70% to 50%. In 2018-2019, North Seattle College faculty exceeded the participation goals set for the TIPs in the 2018-2019 academic year. In 2019-2020, when faculty were forced to move 100% online mid-year without warning because of COVID-19, no changes to goals were made as there simply was not time to do a full revision. In 2020-2021, NSAC decided to maintain the TIP participation goals of 85% for FT faculty and 50% for PH faculty. In the 2020-2021 academic year, both full-time and priority-hire faculty exceeded goals for participation. Assessment goals were met for both FT and PH faculty in 2018-2019 and were close despite extraordinary circumstances in 2019-2020. Goals were exceeded in 2020-2021.

TIPs are analyzed in five ways:

1. Participation (number of TIPs and participation percentage)
2. Essential Learning Outcome (ELO) addressed
3. Type of change
4. Themes
5. New opportunities.

The TIP report is provided online in the TIP Canvas shell and has also been regularly presented to faculty at the yearly President's Day meeting to kick off each new academic year, thereby closing the loop on the previous year's TIP process. NSAC has provided Assessment 101 courses and help with TIPs at:

- Faculty Academy
- Tenure Track Faculty Series
- Faculty Coordinator Quarterly meetings
- Faculty Development Day
- Faculty "TIP and Sip" where faculty break into groups across the different divisions and programs to share ideas that are working, and not working, in the classroom.

The administrative co-chair and the faculty co-chair of NSAC work on the TIP Report during the summer quarter, analyzing trends and considering what works in the classroom. Pedagogy techniques and assessment mapping examples are shared within the text of the report. The finalized Report is shared with the appropriate Vice President and linked in both the TIPs Canvas shell and the NSAC shell. All faculty and Deans have rights to both Canvas shells. Additionally, the TIP Report is shared on President's Day each Fall before the beginning of the new Fall quarter, thus closing the previous academic year's TIP analysis. NSAC conducted a review year in 2021-2022, examining its goals and methodologies for gathering data. TIPs were not collected for the academic year.

### **Instructional Program Review**

Instructional Program Review is a process in which every instructional program (as defined above) assesses their program in a report format and then presents their report at a presentation in front of the PR Committee. This committee is a supportive, peer-led and non-evaluative body designed to demystify and encourage the process of self-review within programs. The committee has written and published an easy-to-navigate canvas course, in which faculty can access all the steps and supporting documents they will need for their report. All reports and presentation slides are archived in this online learning platform as a resource.

Each instructional program writes a report and presents once per cycle, occurring every three years. The PR committee also takes two quarters to review its own role and process. During this time, the committee reflects on feedback heard from participating programs and revisits the process and guiding questions to ensure relevance. The committee's aim is to keep the process meaningful for all participating faculty and programs. In the first cycle of this current program review process, from Fall 2016 to Spring 2018, 44 out of 44 programs completed a review and

presentation. In the current cycle, from Fall 2019 to Spring 2023 (extended due to COVID-19), 39 out of 39 programs have completed their review.

The goal is to continue achieving 100% participation among all instructional programs and to support faculty in doing so. Streamlining faculty access to data is an ongoing effort, one that is supported in full by the Vice President for Instruction and the Office of Institutional Research. In the Summer Quarter 2022, the Office of Institutional Research developed a Tableau dashboard which has made it even easier for faculty to access the data they need to make data-driven decisions and narratives around their program's focus and outcomes.

Instructional Program Review at North is now used as an exemplary model in which other colleges have introduced on their campuses. See this video made by South Seattle College in which North Seattle College's program review model is used: [https://youtu.be/oKgqukK\\_MGM](https://youtu.be/oKgqukK_MGM).

Even in these deeply challenging times in education, faculty have reported appreciating this opportunity to look deeper into their programs and better understand what they do well, where they can grow or offer more options, and what specifically they hope to accomplish in the next three years leading up to their next report. The guiding questions for the report encourage self-reflection and evidence-based self-assessment of one's program. Guiding report questions are provided in the PR Canvas shell.

## Moving forward

North faculty and administration have worked extremely hard since the last accreditation cycle and created exemplary plans and processes for establishing student learning outcomes and assessing those on a regular and frequent basis. With this faculty-led approach, overall faculty buy-in has also been exemplary. Moving forward, North is committed to maintaining the faculty ownership of these learning outcomes and assessment processes. Built-in reflection time for the learning outcomes and processes will ensure that both remain current and relevant for the students.

### Exhibits:

- [Curriculum and Academic Standards Committee](#) (webpage)
- [North Seattle Assessment Committee](#) (webpage)
- [North Seattle College Program Committee](#) (webpage)
- North Seattle College Essential Learning Outcomes and sample rubrics (pdf box)
- North Seattle College Program Outcomes (pdf box)
- Master Course Outline Blank Form (pdf box)
- CAS MCO Revision example (pdf box)
- CAS MCO Supplemental example (pdf box)
- MCO AIA401 International Accounting New Course Outline (pdf box)
- North Seattle Assessment Plan for 2021-2022 (pdf box)
- North Seattle Assessment Plan for 2022-2023 (pdf box)
- Teaching Improvement Practice Blank Questionnaire (pdf box)
- Teaching Improvement Practice Report 2019-2020 (pdf box)
- Teaching Improvement Practice Report 2020-2021 (pdf box)

- Blank Program Review Form (pdf box)
- Instructional Program Review Mapping of Outcomes Examples (pdf box)
- Instructional Program Review Examples: Reflection on Mapping Outcomes (pdf box)
- Instructional Program Review Action Items Examples English Program (pdf box)
- Instructional Program Review Examples: Reflections on Mapping Outcomes (pdf box)
- North Seattle College Program Review Participation 2016-2023 (pdf box)
- Program Review Completion Infographic (pdf box)
- Title II and Guided Pathways brochure (pdf box)
- [ECE BAS program](#) (webpage)
- [Fire Science AAS-T program](#) (webpage)
- Contract with Seattle Fire Department (pdf box)
- NSC Computer Science Bachelor of Science Program Proposal (pdf box)
- NSC Letter of support from King County (pdf box)
- NSC Residential and Commercial Property Management BAS Learning Outcomes (pdf box)
- Basic and Transitional Studies Innovations to Support Non-Traditional Pre-College Level Students (pdf box)
- Course Success Data Dashboard Training (pdf box)
- Data Dashboard Example Course Enrollment (pdf box)
- Data Dashboard Example Grade Distribution (pdf box)
- Data Dashboard Example ECE IBEST Enrollment and Demographics (pdf box)
- Data Dashboard Example Population by Weekday (pdf box)
- Data Dashboard Example Success over Time (pdf box)

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## **STANDARD 1.C.8 TRANSFER CREDIT & CREDIT FOR PRIOR LEARNING**

**1.C.8** Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

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North's [transfer credit](#) and [credit for prior learning](#) policies and procedures are clearly defined, published and accessible on the college's website. The college offers transfer of credit and credit for prior learning for a variety of options. Current processes are ingrained in faculty assessment and collaboration with the registrar, transcript evaluator, area-appropriate dean, and the Vice President of Instruction.

### [Transfer of Credit](#)

Transfer of credit is evaluated on a case-by-case basis. To have credits evaluated, students must have completed their admissions application and are given the next step to have official copies of

their transcripts sent to be evaluated using the online form which identifies their academic intent. Courses are evaluated based on the requirements of the degree or certificate listed by the student.

### [Credit for Prior Learning](#)

Over the past several years, Seattle Colleges' administration and faculty worked together to redefine these policies and procedures after a review of current practices. The BOT-approved [revised policies and procedures](#) are more effective and practical for both students and faculty. Credit for prior learning is evaluated based on the knowledge, skills and abilities a student has gained through prior learning in relation to the specific course outcomes. To initiate the evaluation process, students must first meet with the faculty lead for that specific course and fill out an Academic Credit for Prior Learning Request so the credits can be included on their student's transcript. The college transcribes academic credit for prior learning under the following categories: standardized testing, credit for Advanced Placement, other higher education equivalent, course challenge, extra institutional learning, and prior experiential learning.

#### **Exhibits:**

- [Transfer of Credit](#) (webpage)
- [Credit for Prior Learning](#) (webpage)
- [Seattle Colleges revised policies and procedures](#) (webpage)

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## **STANDARD 1.C.9 - GRADUATE PROGRAMS**

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

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This standard is not applicable to North Seattle College.

# Student Achievement





## 1.D STUDENT ACHIEVEMENT

### STANDARD 1.D.1 STUDENT RECRUITMENT & ORIENTATION

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

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Student recruitment is a collaborative effort connecting multiple areas of the college. Almost every area of the college has a role in this effort. From marketing of programs and services to direct recruitment to connection of students to support services to admission and enrollment, many units in the college come together to make this happen. The collaboration also has the benefit of keeping all areas in contact and aware of each other. For all of these efforts a variety of modalities is used.

While some recruitment continues to be broad and comprehensive, more direct marketing and recruitment has emerged over the past seven years. Instructional programs such as Baccalaureate Degree Programs, language-based cohorts, STEM undergraduate research, ESL, High School Completion, et al. have taken more narrow and focused approaches to marketing and recruitment based on the student populations they serve. Additionally, a growing number of student support programs ([AANAPISI](#), [TRiO](#), [Seattle Promise](#), et al.) perform their own focused recruiting based on their student populations.

Admission and enrollment are also coordinated between Student Services, Enrollment Services, and other support programs. As mentioned previously, these efforts are largely centered in the Launch Pad, North's new [One-Stop student service center](#). Critically, admission and enrollment are not just focused on getting students registered for classes and programs based on areas of study, more than ever it is also about connecting students to the support services they need to be successful. Throughout the pandemic, North has intentionally developed and grown support in basic student needs, financial supports, and counseling interventions.

Through information sharing with peer colleges and lessons learned in the GP efforts, a redesigned student orientation was developed that is no longer an "information dump" and instead creates a sense of belonging by allowing students to learn about their area of study, make connections with staff, faculty and fellow students, and focuses on "just in time" information. The first in fall 2021 saw more than 400 students attend.

Additionally, through GP best practices, North is working with its sister colleges to develop and pilot "First Year Experiences" for groups of students. As part of the FYE, an integrated classroom experience was developed for a cohort of students taking linked courses: information

literacy, college success, and introductory English. This resulted in an 80% pass rate and 67% retention rate for students in the cohort. Further development and refinement of FYE is underway to be able to sustainably scale up the opportunity for even more students.

## **Moving Forward**

While getting students recruited, admitted, and registered is still at the core of the efforts for a traditional approach, North, like many colleges, has realized the role played in the whole of the students' lives. To help students truly be successful, the continued growth and development of supports like the Mental Health Grant, Basic Needs' support, and identity-based student success programs (e.g. LSAMP, TRiO, AANAPISI) will need to remain at the forefront of our efforts. The added governmental support during the pandemic played a huge role, and as the country moves out of this pandemic, North will work harder than ever to sustain the additional support the students need. Finally, North will remain focused on creating "First Year Experiences" based on promising practices gleaned from peer institutions that provide the focused information and experiences students need to meet their stated educational goals.

### **Exhibits:**

- [AANAPISI](#) (webpage)
- [TRiO](#) (webpage)
- [Seattle Promise](#) (webpage)
- North's [One-Stop student service center](#) (webpage)
- Counseling Grant data (pdf dropbox)

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## **STANDARD 1.D.2 STUDENT ACHIEVEMENT INDICATORS**

Consistent with its mission and in the context of and, in comparison with, regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post-graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

## **STANDARD 1.D.3 PUBLICATION OF STUDENT ACHIEVEMENT INDICATORS**

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels, and be used for continuous improvement to inform planning, decision making, and allocation of resources.

## STANDARD 1.D.4 STUDENT ACHIEVEMENT INDICATORS FOR IMPROVEMENT

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

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North has established student achievement indicators that support mission and more specifically, core theme fulfillment. These indicators are measured at least yearly and disaggregated by race, ethnicity, and gender for the overall institution, as well as several grants (e.g., Title III and AANAPISI). In addition, these measures are used to further our shared EDIC goals, closing the achievement gap for historically underrepresented students of color. The indicators (and progress toward) are widely shared with the campus community through campus meetings, professional development trainings, and through the Guided Pathways work. These are consistent with statewide requirements including the statewide SAI funding model and GP essential practices.

Using the three Core Themes as the framework, the college-specific "Mission Fulfillment Report" defines the objectives and indicators that provide the measures of student success for the institution. Where possible, these indicators are disaggregated to multiple categories. These indicators have been compared against peer institutions regionally and statewide. Relevant to Standard 1.D, and primarily contained with Core Theme 1 "Advancing Student Success," North establishes objectives within and measures the following student achievement indicators:

- Increase SAI points
- Increase fall to winter retention rates for full and part-time students
- Increase percentage of students reporting they are meeting or definitely meeting their educational goals
- Increase the percentage of professional-technical completers who are employed in any field after leaving the college
- Increase the number of students who complete a degree or certificate
- Increase the equity of academic success of all student groups

Additionally, North evaluates itself against the goals and indicators contained within the overall "[Seattle Colleges' Strategic Plan Scorecard](#)" as part of the annual review process and reports to the BOT.

### Publication of Indicators, Progress, and Overall Transparency

College-specific and districtwide indicators and progress are published and updated on the college and district websites. Contained in larger reports measuring the entirety of mission fulfillment, these reports are shared with the college community and the districtwide report is presented to the BOT annually in public meetings. As one of 34 CTCs in the State of Washington, indicators of student success and mission fulfillment are also published on the [SBCTC Data Dashboard](#) website.

As of November 2022, the Seattle Colleges shared the launch of a new [Data Dashboards SharePoint site](#) available to its employees. This site gives employees access to Seattle Colleges dashboards, training opportunities, and resources all in one convenient place. Going forward, as new dashboards and resources are created or updated, faculty and staff will be provided information through this Data Dashboards SharePoint site. Currently, the site contains includes access to data on

- Current and historical enrollment
- Employee survey results
- Program Success
- English Placement
- SBCTC dashboards

## **Use of Student Success Data Toward Resource Allocation and Continuous Improvement**

Through a variety of mechanisms, the disaggregated student success data is used in decisions of resource allocation and continuous improvement. Resource decisions through the former Budget Advisory Committee were heavily dependent on success indicators and data. Presenters were required to justify resource allocation change decisions with success data. Faculty consider indicators of student success in the Instructional Program Review process and make resource allocation recommendations to budget managers through their reports and presentations. The Program Viability process includes consideration of these indicators when decisions of program closure and/or expansion are being made. Decisions of annual full-time faculty hiring also include discussion of instructional program success using the indicators and progress toward overall goals.

More recently, the Title III-funded GP efforts have allowed North to make funding available to faculty through “100-day Projects.” These creative faculty short-term projects are intended to impact students inside and outside the classroom. Examples of recently funded projects include eliminating textbooks to provide open educational resources, infusing equity-based practices into introductory English courses, and examining job description language for faculty to increase the diversity in faculty candidate pools.

## **Moving Forward**

North is embracing the new technologies that allow for the democratization of data up and down the institution. The expansion of the use of data dashboards has opened the data sets up to new populations who before had to make data requests and wait for data sets to be pulled by the IRE staff. Removal of this bottleneck has contributed to the use of data in assessing effectiveness, as well as making future decisions about resource allocation and continuous improvement. Faculty and staff are excited about the potential in this area and look forward to further expansion.

**Exhibits:**

- [North Seattle College Office of Institutional Effectiveness](#) (webpage)
- [Seattle Colleges Data Dashboards Sharepoint Site](#) (webpage)
- NSC Student Achievement Indicators Disaggregated Data (pdf box)
- Data Dashboard Example ECE IBEST Enrolment and Demographics (pdf box)
- Data Dashboard Example Course Enrollment (pdf box)
- Data Dashboard Example Grade Distribution (pdf box)
- Data Dashboard Example Success Over Time (pdf box)
- Data Dashboard Example Enrollment by Team (pdf box)
- Data Dashboard Example Population by Weekday (pdf box)

## CONCLUSION - MOVING FORWARD



With the “Evaluation of Institutional Effectiveness Report” and “Policies, Regulations and Financial Review,” North Seattle College documents how the college completed this most recent seven-year accreditation cycle. Included in the reports are an articulation of our shared Mission, Vision, Values, and the college’s unique Core Themes and how North strives to fulfill them. The EIE report also identifies the specific, assessable indicators and other identifiers the institution uses to measure our progress toward goals. Throughout, evidence is provided for how the institution pushes for continuous improvement.

Working with the NWCCU through this seven-year cycle, North has responded to the recommendations and suggestions from peer evaluators. Partnership with NWCCU has contributed to the growth of the institution as it strives to offer the best for its students in pursuit of their academic and career goals. Evidence of the responses is detailed in this report and in the annual reports submitted to NWCCU including assessment of student learning, documentation and review of policies and procedures, and maintenance of excellent instructional programs and student support services.

In the 50+ year life of North Seattle College, the past seven years have likely been the most challenging. A combination of internal and external variables has pushed North to adapt at an unprecedented pace. Briefly, the major variables contributing to change include elevation of EDIC initiatives, the COVID-19 pandemic, conversion to ctcLink as an IT infrastructure, declining enrollments (due to pandemic, politics, and economic conditions), budgetary challenges, changing needs and demands of both current and future students and served communities, impact of changes from the K-12 system, changing needs of industry and higher

education partners, and a reorganization of the Seattle Colleges District due to structural deficits. There is no denying that this has been challenging and has stressed the institution and its students and employees. The focus on mission fulfillment with an equity mindset has stayed at the forefront through all the disruptions from the classroom to the boardroom and all rooms (and Zooms) in between.

North's commitment to its students and communities through mission fulfillment and continuous improvement has never wavered. In fact, this commitment and change have in many cases gone hand in hand. For instance, the renewed and reinvigorated commitment to the more underserved students has led to structural changes that elevated equity, diversity, and inclusion. The creation of Associate Vice-President and then Associate Vice-Chancellor positions with fully staffed offices at both college and district levels centered the EDIC mindset in all aspects of the college. This led to North becoming a "guided pathways" college, which led to North securing a Title III grant that provided the resources necessary to plan and implement change. All this has led to the evolution from EDIC efforts that relied on individuals embracing an EDIC mindset to the institution as a whole formalizing an EDIC mindset through organizational change, resource allocation and attention to detail.

While change has been the norm through the seven years, there is emerging evidence that stabilization may be on the horizon. The past two quarters hint at a rebound of enrollments, and through tremendous efforts, the fiscal challenges of the past four years may be lessening. As the institution settles into new priorities and initiatives and renewed commitments, the novelty begins to wear off and employees and students become more comfortable with an emerging new normal. Ironically, one constant of this new normal will be the continuous need for change at a much greater pace. Technology and other motivators for change appear to be occurring much more quickly demanding resiliency and flexibility of individuals and institutions. Recognizing this, North has also prioritized mental and emotional well-being of its employees and students. The work of the Counseling Department in collaboration with the EDIC leaders will continue to be crucial as we move forward.

Intentionally, the accreditation process also provides motivation for change. The story of how North now assesses student learning and assesses itself is one of the major successes of the past seven years. Evidence is provided throughout the EIE of changed assessment practices and processes and commitments to them by faculty and staff. While still a work in progress, the institution takes a great deal of pride in how far it has come in ensuring its students are learning and documenting those efforts. Built into those processes are deliberate periods when the processes themselves are assessed and potentially revised. The continuous improvement feedback loop espoused by NWCCU is ever present in these practices and processes.

It is impossible to fully capture all the great work accomplished by the students and employees at North over the past seven years. To that end, however, North submits this EIE along with the PRFR to provide the team of peer evaluators with a fully transparent review of the institution through the seven-year process. These documents, coupled with the visit in May, should provide the NWCCU a comprehensive view of North Seattle College. All faculty, staff and students look forward to meeting with the evaluators and receiving feedback to assist the institution in its journey.

# APPENDIX 1: Response to Questions from the Spring 2022 NWCCU Policies, Regulations and Financial Review Report

## Governance

*2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.*

Missing Evidence: Board calendar for revising policies and procedures

Response for 2.A.1: The Seattle College District Board of Trustees establishes and exercises broad oversight of institutional policies. [District 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. This includes the authority “to adopt every declared ‘policy’ of the District,” including Section 100 whose policies pertain to the Board itself. The District office maintains a tracking database to ensure periodic review, and revision as necessary, of all policies. Each vice chancellor is responsible for ensuring that policies within their area(s) are reviewed on a rotational basis. There is not a specific process timeline for revising policies and procedures for all policies. These policies should be reviewed by the policy owner each quarter with revisions made as needed.

See more details at the webpages noted below:

- [Seattle Colleges’ Board of Trustees](#) (webpage)
- [Seattle Colleges Policies and Procedures](#) (webpage)
- [Seattle Colleges Academic Calendar](#) (webpage)

*2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

Missing Evidence: Leadership organization charts, curriculum vitae of executive leadership

*2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.*



Missing Evidence: Curriculum vitae of President

Response for 2.A.2 and 2.A.3: The Organization Charts and Curriculum Vitae are attached as pdfs through the box.com dropbox created and managed by NWCCU.

The list below is provided for NWCCU in the box.com dropbox shared with NSC.

**Exhibits:**

- Organizational Chart for Seattle Colleges (pdf box)
- Organization Chart for North Seattle College (pdf box)
- Dr. Chemene Crawford’s Curriculum Vitae (pdf box)

**Academic Freedom**

No requests were made for additional evidence.

**Policies and Procedures**

No requests were made for additional evidence.

**Institutional Integrity**

*2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

Missing Evidence: Policies/Procedures/for reviewing published materials (print of websites) that assures institutional integrity.

Rationale: While NSC satisfies the standard, the review committee did not receive evidence of policies or procedures from reviewing published procedures to assure institutional integrity

North has policies and procedures established by “channel of communication” which are illustrated in an attached exhibit. The table contained in the exhibit provides details on the process as well as the strengths and weaknesses for each channel.

**Exhibits:**

- [North Seattle College Marketing and Communications](#) (webpage)
- North Seattle College Channels for Communication (pdf box)

## Financial Resources

*2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.*

Missing Evidence: Policies/procedures that articulate the oversight and management of financial resources, latest external financial audit including management letter, cash flow balance sheets, audited financial statements, tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments, Significant contracts/grants, endowment and giving reports, investment revenue

*2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.*

Missing evidence: Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds.

The [Washington State Legislature's Revised Code of Washington \(RWC\) 28B.50.090](#) grants overall authority for financial management of the community and technical colleges to the State Board for Community and Technical Colleges (SBCTC). North Seattle College demonstrates financial stability with sufficient cash flow and reserves to support its programs and services in accordance with Washington state regulation agencies which provide oversight and direction for specific financial management requirements:

- SBCTC establishes [policies and procedures](#) for the system regarding capital budget planning and submission, and management of tuition and fees
- The Office of Financial Management provides direction for accounting and administrative procedures through the State Administrative and Accounting Manual.
- The State Department of Enterprise Services also governs many fiscal matters, such as purchasing and risk management.
- The Office of the Attorney General and the State Auditor's Office issue rulings, opinions, and procedures that apply to various administrative and fiscal operations of the College.

### Sufficient Cash Flow

North Seattle College's operations are not dependent on any one source of funding. Funding for the Fiscal Year includes state allocated funds; tuition and fees; contracted learning; and locally generated funds from self-supporting units. Like all ctc's in Washington State, North is supported by two primary flows of general operating funds: tuition and the system-wide state appropriation that is coordinated on an annual basis by SBCTC. In 2016, SBCTC revised its allocation methodology to provide a more equitable, transparent process for distributing state funding. This allocation model is based on each college's attainment of student achievement and enrollment goals along with a minimum operating allowance. The remainder of state funding comes through earmarks and provisos, given to colleges for specific purposes.

In the Seattle Colleges, the state funding is provided to the District as a single entity. The District then develops its own distribution model. The distribution model pools the tuition and state appropriations, then redistributes them among the three Colleges and the Seattle District Office. The distribution is primarily based on FTEs for each college, as adjusted by three-year averaging. Earmarks and provisos that come to the College directly are distributed to the College directly. The goal of the distribution model is to smooth out the financial, and enrollment, variances that occur between the three Seattle colleges so the colleges can meet community needs.

## **Human Resources**

*2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.*

Missing evidence: Organizational Chart

The Organizational Charts for the Seattle Colleges and for North Seattle College specifically can be found in the Appendix 1 dropbox at box.com (provided by NWCCU).

### **Exhibits:**

- Organizational Chart for Seattle Colleges (pdf box)
- Organization Chart for North Seattle College (pdf box)

## **Student Support Resources**

*2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.*

Missing Evidence: Samples of publications and other written materials that describe educational programs, information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Description of unique requirements for employment and advancement in the occupation or profession

When relevant, North provides current or future students with materials describing educational programs including eligibility requirements for licensure or other means of entry into the profession. In particular, there is a focus on unique requirements needed for employment and advancement. Current or future students may also learn about and discuss this information with the applicable faculty program coordinator or their Academic Advisor. For Professional-Technical programs, the TACs and PABs provide updated information for their programs. Additionally, the Guided Pathways focus has refined how North presents the

information to the students. Examples of these publications are posted on the programs' webpages and can be made available to the evaluators.

**Exhibits:**

- Fact Sheet Flyer for Students from NSC (pdf box)
- Snapshot of North Seattle College (pdf box)

*2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.*

The national cohort default rate for the fiscal year 2019 is 2.3%; North Seattle College's default rate is 1.2%. More information on cohort default rates can be found online at:

<https://fsapartners.ed.gov/knowledge-center/topics/default-management/official-cohort-default-rates-schools>

**Library and Information Resources**

No requests were made for additional evidence.

**Physical and Technology Infrastructure**

No requests were made for additional evidence.

## **APPENDIX 2: NWCCU Distance Education Policy– Verification of Student Identity and Regular and Substantive Interactions**

Per the US Dept of Ed, NWCCU is expected to demonstrate that a candidate and Member institutions have appropriate policies, procedures, and expectations for Distance Education. Institutions must provide evidence which will be reviewed by NWCC. Evidence from E-Learning must include verification of student identity and ways in which NSC is demonstrating, documenting, and reviewing regular and substantive interactions with students.

A checklist is provided.

1. Institutions must include policies and procedure for ensuring that students who register in Distance Ed classes is the same student who participates in corresponding classes
2. Policies and procedures make it clear that these processes protect student privacy
3. Notifications to students at the time of registration of any additional charges associated with verification processes
4. Academic policies and procedures for instructors to implement requirements from regular and substantive interactions in Distance learning courses or programs

Two more issues to address:

1. Evidence that Distance Ed programs are consistent with the mission and learning objectives of face to face classes
2. Institutions that offer courses or programs via multiple delivery modalities ensure student outcomes and levels of student achievement are comparable across modalities.

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North strives to meet our Mission and Values by providing quality education no matter what modality students take courses in. Courses are created with approved course outcomes as noted earlier in this report, and it is expected that those outcomes will be met no matter how the courses are taught. The institution incorporates into its online learning programs methods of meeting the stated institutional goals for the student experience at the institution. Program descriptions inform how online programs may be completed and how the online learning environment is supported.

Admissions requirements are the same for all students. No exceptions are made based on modality. North eLearning inspires community engagement and inclusive learning environments through the use of emerging technologies with expanded training and mentoring opportunities provided for faculty during the Covid epidemic. Our Mission is to serve the college community by providing training, research, and flexible support services. Through creative problem solving,

collaboration, and reflection, North provides an environment for growth in teaching and learning in an effort to best support our students, faculty and staff.

Seattle Colleges has a district-wide committee responsible for reviewing online and hybrid course offerings data specific to success. Enrollment numbers for online and hybrid courses are readily available and provided to division deans to help determine future offerings. Development and ownership of plans for online learning are shared by instructional deans, eLearning, the Vice President of Instruction, and districtwide when appropriate. Plans for online learning are developed responsively to budget and technology planning to ensure adequate support for current and future offerings.

All courses go through a course approval process no matter the modality. Through this process, the Master Course Outlines are determined and approved by CAS. Once approved, all sections of the course are expected to meet these approved outcomes. Faculty work with their division deans to determine course offerings for all modalities. Deans follow the union contract to evaluate faculty. The same evaluation process is followed for all faculty no matter the modality they teach in, as most of our faculty teach in multiple modalities. Faculty can choose to work with publishing companies and other partners to support their teaching in alignment with the approved course outcomes.

The institution's Learning Management System (LMS), Canvas, provides tools and features that encourage student-to-student, student-to-content, and student-to-faculty interaction. Faculty are provided access to training, templates, and other resources that share best practices for teaching online and hybrid courses. Online courses are listed on ctcLink, and students can filter by these classes as well. Faculty are strongly encouraged to take an orientation course before teaching online to learn how to use our institution's LMS. Faculty are encouraged on an ongoing basis to refresh their knowledge and skills for teaching online via iterative trainings and collaboration with eLearning.

Online and Hybrid courses follow the same evaluation process as the face-to-face courses within the institution. The academic deans work with the eLearning department to provide online/hybrid course reviews, design support, and training specific to online/hybrid modes of delivery. Students are surveyed and otherwise consulted regarding their experiences of the online learning environment. Data gathered contributes to decisions on trainings for faculty and strategies for course improvements. The institution tracks comparative completion rates by modality, incorporates the data into decision making around course offerings, and provides best practices guidance by modality type for faculty and students.

The eLearning Department provides technical support to students via the phone, drop-in and by appointment office visits, email, and an electronic ticketing system. Students can submit tickets 24/7. Online Students have access to an online orientation course within the LMS they can access 24/7. In all courses, online students have the [Student Support](#) link that takes them to our student support services, which are available to all students.

Faculty are hired by the division deans and are required to meet the same requirements as any other faculty teaching the course in the face-to-face environment. Faculty are strongly encouraged to meet with the Instructional Designer and to take an orientation course specific to our LMS and teaching online before being able to teach online or hybrid courses. The eLearning Department provides technical support to faculty and students via the phone, drop-in or by

appointment office visits, email, and electronic ticketing system. The institution has an eLearning Department with a qualified instructional designer, technical support staff, and a division dean.

The eLearning Department actively seeks input from and provides information to faculty, students, and instructional deans to help define and develop strategies and resources necessary to support the development and implementation of online and hybrid courses. The eLearning Department provides technical support to students via the phone, drop-in and by appointment office visits, email, and an electronic ticketing system. Students can submit tickets 24/7.

Online Students have access to an online orientation course within the LMS they can access 24/7. In all courses, online student have the [Student Support](#) link that takes them to our student support services, which are available to all students. Online courses are listed on ctcLink, and students can filter by these classes as well. These courses are updated based on the division's adding their courses in our Student Management System. The eLearning Department website includes a [student support webpage](#).

**Exhibits:**

- [NC-SARA](#) (webpage)
- Interregional Guidelines for the Evaluation of Distance Education Council of Regional Accrediting Commissions analysis (pdf box)
- [Student Support](#) (webpage)
- [Starting Your eLearning Class](#) (webpage)