

	Criteria	Rating			
		<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
Requirements	Short Term Request	Request is <i>clearly</i> a short-term request. It has a clear timeline and/or plan to draw down funds by June 30, 2027.  Example: Purchase 3-D printer by October 2027	Request is a short-term request, but does not have a clear timeline and/or plan to draw down funds by June 30, 2027.  Example: Purchase 20 laptops, but no deadline mentioned	Request is not a short-term request. It will need sustained funding to deliver outcomes.  Example: Fund an additional Financial Aid staff position	Information was missing
	Financial Need	Request <i>cannot</i> be paid for by existing funding sources and budgets.	Request <i>could</i> be paid for by existing funding sources and budgets, but it would be a hardship to the applicant/department.	Request <i>could and should</i> be paid for by existing funding sources and budgets. Allocated funds for this purpose already exist.	Information was missing
SCD GOAL 1: Culturally and Socially Responsive Teaching and Learning, SCD GOAL 2: Holistic and Inclusive Student Experience OR Proposed Core Theme: Centering Students OR Core Theme: Advancing Student Success, Excellence in Teaching & Learning	Excellence in Teaching and Learning	Request <i>clearly and directly</i> aims to improve teaching and learning. It shows how the investment will tangibly and sustainably improve student teaching and learning.  Example: Fund a 6-month AI-Learning Academic for faculty	Request <i>somewhat</i> aims to improve teaching and learning. It hints that teaching and learning will improve, but doesn't clearly show the connection between the investment and student outcomes.  Example: Furnish a nice faculty lounge to meet with students	Request <i>does not show</i> that it improves teaching and learning. It is not connected to teaching and learning and/or the connection to teaching and learning is not clear.  Example: New popcorn machine for student lounge	Information was missing
	Outreach & Recruitment	Request <i>clearly and effectively</i> contributes to outreach & recruitment.  Example: Instructional program A reviews it's student demographics compared to stock photos on website. Program A concludes that stock photos on the website do not accurately reflect the population they serve. They request funding to update stock photos in line with student demographics.	Request <i>somewhat</i> contribute to outreach and recruitment but it <i>doesn't clearly</i> benefit or justification.  Example: Program A has five year old stock photos. Program A requests funding for new stock photos.	Request <i>does not show</i> that it contributes to Outreach & Recruitment  Example: Program A requests a travel stipend to an out-of-state conference in order to promote the program (despite never enrolling a single student from said location).	Information was missing
	High Impact Engagement & Support	Request <i>intentionally</i> used student input to identify the underlying problem, and students were involved in co-creating the intervention. Problem is well defined and appropriate evidence is cited to justify the adoption of the intervention.  Example: Program faculty identify low pass rates in a gateway course. Faculty propose to create a new co-requisite course to help students succeed. The co-requisite model is chosen because of student survey data suggesting more class time would help with class content.	Request <i>somewhat</i> used student input to identify the underlying problem, and students were <i>superficially</i> involved in co-creating the intervention. Problem is <i>vaguely</i> defined and/or limited evidence is provided to justify adoption of the intervention.  Example: Program faculty spend multiple departments meetings identifying problem areas in a course's curriculum. The department intervenes by changing the course syllabus. Some faculty anecdotally ask students about the changes prior to adoption. Faculty do not consider prior assessment results in modifications	Request <i>does not</i> consider student input to identify the underlying problem, and students are not involved in co-creating the intervention. Problem is poorly defined and/or no evidence is provided to justify adoption of the intervention.  Example: Program faculty decide to cancel all offerings for a course in spring quarter because pass rates are lower compared to fall and winter quarters.	Information was missing

	Criteria	Rating			
		<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
<b>SCD GOAL 1: Culturally and Socially Responsive Teaching and Learning via Foster strong partnerships with community and industry to ensure our academic programming meets the needs of our community and students. Proposed Core Theme: Thriving Communities OR Core Theme: Building Sustainable Community</b>	<b>Diversify Resources</b>	Request <i>clearly and effectively</i> identifies a new opportunity for the college to diversify resources.  Example: Roy Flores Wellness Center request a temporary part-time staff to coordinate a new pickle ball league in partnership with the YMCA. The YMCA assists with marketing and outreach, the college commits to providing appropriate space and staffing.	Request <i>somewhat</i> identifies a new opportunity for the college to diversify resources, but planning information is incomplete.  Example: Roy Flores Wellness Center requests a temporary part-time staff to start a pickle ball league because students checking in repeatedly ask staff about renting pickle ball equipment. No marketing or outreach plan is included.	Request <i>does not</i> credibly identify a new opportunity for the college to diversify resources.  Example: Roy Flores Well Center requests a temporary part-time staff position to start a pickle ball league because all their neighbors like pickle ball.	Information was missing
	<b>Build &amp; Deepen Connections</b>	Requests <i>clearly and effectively</i> supports connections with a new community partner, or improves upon an existing partnership. It clearly demonstrates how the campus community will be more involved and invested as result.  Example: A student services program wants to improve representation of BIPOC students in STEM programs. The program consults local high school enrollment data to identify local schools with large BIPOC populations, and intentionally partners with 1-2 schools to set up summer bridge programs with high school staff, ACO staff, and college staff/faculty jointly co-facilitating.	Request <i>somewhat</i> supports connections with a new community partner/imrpvoes on an existing partnership, but doesn't clearly demonstrate how the campus community will be more involved or invested as a result.  Example: a student services program wants to set up a summer bridge program from STEM. High schools are chosen based on geographic proximity. The bridge program does not involve high school staff in planning or facilitation.	Request <i>does not</i> support connections with a new community partner or improve an existing partnership.  Example: Purchase new couches for The Grove	Information was missing
<b>Instructional and Instructional Support Program Review/Department Goals</b>	<b>Address or support the Department's submitted Program or Unit goals?</b>	Requests <i>clearly and effectively</i> aligns with goals from a program/unit goals from it's review.  Example: Marketing and Communications Program Review sets a goal of increasing multilingual marketing materials in Spanish and Mandarin. Marketing and communications requests a budget line for translation services.	Requests <i>somewhat</i> aligns with goals from a program/unit goals from it's review.  Example: Marketing and Communications Program Review sets a goal of increasing the visibility of North Seattle College. They request a budget line to buy billboard space on the West Seattle Bridge.	Request <i>does not</i> align with goals from it's unit/program review, or it did not complete it's review.  Example: Institutional Research did not complete it's program review in 2024-25.	Information was missing
	<b>Impact the overall health and vitality of the program/unit?</b>	Requests <i>clearly and effectively</i> demonstrates how the request contributes to the health of the program/unit.  Example: facilities requests one-time funds to perform preventative maintenance on HVAC heating and cooling systems.	Requests <i>somewhat</i> demonstrates how the request contributes to the health of the program/unit.  Example: parking requests one time funds to plant native plants in the street barrier along Meridian.	Requests superficially demonstrates how the request contributes to the health of the program/unit.  Example: Institutional Research requests funds to buy computing resources to make Tree Frog Crypto Tokens (aka StarCoin).	Information was missing
<b>TOTAL SCORE (Max: 21)</b>					