



NORTH SEATTLE COLLEGE

One of the Seattle Colleges

2017

Year One Report

Prepared for the Northwest Commission on Colleges and Universities





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**2017
Year One Self-Evaluation Report**

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February 16, 2017

**Dr. Warren Brown, President
Dr. Kristen Jones, Vice President for Instruction
Accreditation Liaison Officer**

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North Seattle College does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, gender identity, veteran or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant, or disability. The college is committed to preventing and stopping discrimination, including harassment of any kind and any associated retaliatory behavior.

INSTITUTIONAL OVERVIEW

The College

Organizational context: North Seattle College is one of three independently-accredited colleges that comprise the Seattle College District. The college and the district are part of a statewide system of 34 individual colleges within 30 community and technical college districts. Providing learning opportunities for 46,009 students in 2015-16, the Seattle district is one of the largest post-secondary educational entities in the State of Washington.

Administrative structures: Administratively, North Seattle is divided into four areas of responsibility: the President's Area, Instruction, Student Development Services, and Administrative Services. Each of the latter three areas is led by a vice president who reports to the college president.

Instructional Programs: North Seattle's educational offerings are organized within four instructional divisions: Arts, Humanities, and Social Sciences; Basic and Transitional Studies; Workforce Instruction; and Math and Science. The college offers three Bachelor of Applied Science (B.A.S.) degrees, six two-year transfer degrees, 26 professional technical degrees, and over 70 certificate programs. It offers pre-college courses in English and mathematics, Adult Basic Education and GED preparation, English-as-a-Second-Language, and High School Completion including High School 21+. In Fall Quarter 2016 the college employed 93 full-time tenure-track faculty and 269 part-time faculty to teach its credit-bearing courses. In the same quarter the college employed 144 classified staff, 59 professional staff, 33 exempt staff, and over 260 part-time hourly and student workers. Reduction of state funding coupled with loss of tuition revenue from being under-enrolled has led the college to take many positions off of state funding and transfer them to fee budgets.

The college enrolled 5,884 state-funded students in Fall Quarter 2016. Female students comprised 62 percent of the total, and of those who reported ethnicity, 45 percent were students of color. Part-time students accounted for 71 percent of the total, and 53 percent worked while going to school. Among students attending North Seattle for the first time, 65 percent had attended another college prior to enrolling at North, and 1,757 had previously earned a bachelor's degree or above.

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

As part of a district – wide effort, North Seattle College is seeking to increase efficiencies by increasing the faculty – student ratios in course sections offered.

Since its inception in September 2015, the college's Strategic Enrollment Management (SEM) Council has done the following: reviewed external scan data; reviewed internal data; identified key metrics; and set objectives around metrics such as improving student retention for both full – time and part – time students; increasing student achievement initiative (SAI) points; acquisition of new student FTEs; and increasing the number of completers of degrees and certificates.

Key Partnerships: A unique service center, the Opportunity Center for Employment and Education (OCE&E), opened on the North Seattle College campus in May 2011. The OCE&E provides integrated

educational, vocational, employment and supportive services through a partnership of multiple community-based agencies and community colleges. Housing approximately 120 professionals, these organizations are working together to provide seamless employment and educational services and public assistance benefits to the unemployed, the underemployed, students and their families.

Statewide Context

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

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

State Budget Reductions: A variety of factors have led to reduced state funding, including the new state funding allocation model and continuing enrollment declines. At the same time, there have been increases in operating costs due to a variety of factors, including increases in the Seattle minimum wage, increased costs for unemployment compensation and merchant services, and costs that are shared across the Seattle District, including the rollout of a new statewide student data infrastructure (ctcLink) and the costs associated with implementing a District Nursing program including three District administrative positions (dean, associate dean, and program manager).

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

In 2014-15 the presidents developed a new allocation model which the State Board adopted in September 2015. The model is being phased in over a four-year period. It includes these key features: (1) five percent of the annual state appropriation is dedicated to performance funding via the Student Achievement Initiative; (2) each college receives an annual Minimum Operation Allocation of \$2.85 M; (3) incentive allocations are offered for basic education, applied baccalaureate degrees filling skill gaps, STEM courses, and programs leading to certificates in high demand professions; and (4) enrollment targets will be adjusted annually using a rolling three-year average. FTES will be redistributed from under-enrolled to over-enrolled colleges. This final feature presents a challenge to North Seattle College, since during the last four academic years the college has not reached its enrollment targets.

PREFACE

Student success is at the heart of every instructional, student affairs, and budgetary decision made at North Seattle College. Even in the face of diminishing resources, NSC continues its pursuit of student success.

Institutional Changes since Institution's Last Report

Continued Budget Issues

North Seattle College and the Seattle College District are working under continued pressure of budget shortfalls. These budget shortfalls have been caused by decreased funding as a result of decreased enrollment, decreases in state funding, and increases in expenditures from cost of living allowances and the rise in the minimum wage in Seattle, Washington.

In June 2016, as part of efforts by the Seattle College District to adjust for revenue shortfalls, North Seattle College made nearly \$400,000 in permanent budget cuts and used reserve account funds to deal with an additional \$200,000 + in budget shortfalls.

As of October 27, 2016, the Seattle College District is facing a permanent budget shortfall of \$5.2 million for the current 2016-17 academic year. Additionally, the district is anticipating a cumulative budget shortfall of \$8 - \$10 million over the next four years. This budget shortfall is a conservative estimate in that it does not include increasing operational costs, negotiated agreements, and further enrollment softening.

As of January 2017, North Seattle College needs to find at least \$1.2 million dollars in savings to balance its budget for the 2016 – 2017 academic year. While North Seattle College has been able to find some permanent budget savings, the college has also addressed a portion of its budget issues by using reserve, carry – over funds. This, however, is clearly not a long – term solution to the college's budget issues.

Leadership Changes

Dr. Shouan Pan joined Seattle Colleges in July 2016 as its 10th chancellor. He spent the previous eight years as president of Mesa Community College in Mesa, Ariz. His other executive roles include provost of Broward College-South Campus; executive dean of Instruction and Student Services at Florida State College at Jacksonville; dean of Student Life at Community College of Philadelphia; and assistant professor of Educational Psychology and Recruitment and Retention Administrator at Northern Arizona University.

Ms. Andréa Johnson become the new vice president for administrative services in December 2015.

Mr. Joe Barrientos became the new vice president for student services at North Seattle College on August 1, 2016, replacing Ms. Marci Myer who retired on August 1, 2016 after an eighteen year career at North Seattle College.

Dr. Cathy Lee Arcuino became the new Executive Director of International Programs at North Seattle College on February 6, 2017. This position had been vacant since July 29, 2016.

New Strategic Plan

The previous North Seattle College Strategic Plan was a five-year plan that went through 2016 and coincided with the college's Seven-Year accreditation visit, which occurred in April 2016. Recognizing that the end of the plan's timeframe would be approaching, President Warren Brown tasked the college's Executive Team, an external consultant, and a college-wide participatory governance team, known as College Council, with collecting input from the campus community and drafting goals and objectives for a new seven-year plan that is aligned with North's next Seven-Year accreditation visit in 2023.

Starting in August 2015, the Executive Team reviewed the Seattle College District Strategic Plan, data from external scans, and the college's mission, vision and values. Leadership expressed support for the college's Core Themes and overall mission and values, but felt a future plan would benefit from fewer and better defined objectives, greater employee involvement in drafting the plan, and improved measures for accurately measuring and tracking progress on specific goals.

Over the course of a year, significant input was collected on the new plan, including feedback from students, faculty and staff, district employees, as well as members of the greater North Seattle community, during numerous meetings and forums.

These groups also supported preserving North's Core Themes but encouraged streamlining the number of goals and objectives identified in a new plan. Over the course of this period, it also became increasingly important to align North's goals with the Seattle College District Strategic Plan and to incorporate suggestions from North's accreditation visit.

The new 2016 – 2023 strategic plan is the result of a year's worth of open, thoughtful and invaluable feedback from campus employees, students and our community.

Responses to topics previously requested by the Commission

In a letter dated July 14, 2016 that was sent to North Seattle College president Warren Brown, Ed.D., the Commission requested it would like "...the College [to] submit an addendum to its Spring 2019 Mid-Cycle Self – Evaluation Report to address Recommendations 1,2,3,4, and 5 of the Spring 2016 Year Seven Peer - Evaluation Report." The Commission added that it "... finds that Recommendations 1,2,3,4, and 5 of the Spring 2016 Year Seven Peer - Evaluation Report are substantially in compliance with the Commission's criteria for accreditation, but in need of improvement."

MISSION AND CORE THEMES

a) Executive Summary of Eligibility Requirements 2 and 3

North Seattle College (NSC) is in compliance with the Northwest Commission on Colleges and Universities' eligibility requirements as stated below:

Eligibility Requirement Two – Authority

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

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

In 2012, the college was approved by the State Board for Community and Technical Colleges (SBCTC) and the Northwest Commission on Colleges and Universities (NWCCU) to offer a B.A.S. Degree in International Business. In 2014, similar approvals were received for a second B.A.S. in Application Development, and in fall 2015 approvals were received for a third B.A.S. in Early Childhood Education. The Washington State Board for Community and Technical Colleges (SBCTC) and the Commission have approved North Seattle College offering an additional B.A.S. degree in property management; recruiting of students in this program is contingent on acquisition of funding.

Eligibility Requirement Three – Mission and Core Themes

The college devotes its institutional resources to achieving its mission of Changing Lives through Education by offering comprehensive educational programs in a highly supportive learning environment. The college has articulated the essential elements of its mission in three core themes—Advancing Student Success, Excelling in Teaching and Learning, and Building a Sustainable Community—which were developed through a year-long participatory process and approved by its governing board in February 2011. In 2016 the College added the word “sustainable” to its third core theme. This was in part attributable to the role played by Student Leadership which felt strongly that North Seattle College provide a sustainable learning community.

Standard 1.A: Mission

North Seattle College's Mission Statement

The college devotes its institutional resources to achieving its mission of *Changing Lives through Education* by offering comprehensive educational programs in a highly supportive learning environment.

Interpretation of Mission Fulfillment

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

Complementing and supporting the mission are the college's vision and values statements:

- Our Vision: North Seattle College is a progressive educational resource, actively engaged with its community and known for innovation and responsiveness.
- Our Values: In promoting continuous learning and growth, we practice
 - Caring: We care about and support our students, employees and community.
 - Collaboration: We work together to accomplish common goals.
 - Diversity: We create a richer environment by embracing diverse cultures, ideas, perspectives and people.
 - Innovation: We support new approaches and creative endeavors.
 - Integrity: We demonstrate honesty, sincerity and accountability.
 - Quality: We strive for excellence in all that we do.

Articulation of an Acceptable Threshold, Extent, or 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.

For core theme objectives that have more than one indicator, North Seattle College must meet or exceed performance goals on all indicators in order to receive credit for having met the objective. For example, Objective 1.01 (Increase Student Achievement Initiative Points) has four separate target indicators:

- Points Per Student
- All Points
- Completion Points
- Retention Points

In order for North Seattle College to receive credit for meeting objective 1.01, it would need to meet or exceed goals on all four of these indicators.

STANDARD 1.B: CORE THEMES

North Seattle College has identified three core themes, each of which is defined by a set of objectives and accompanying indicators that are tied to the College’s mission, thereby providing a method for evaluating mission fulfillment. The core themes of North Seattle College are:

Core Theme One: Advancing Student Success

Core Theme Two: Excelling in Teaching and Learning

Core Theme Three: Building a Sustainable Community

Core Theme One: Advancing Student Success

Title and Description of Core Theme One: At North Seattle College, we see **Advancing Student Success** through creating college structures and student experiences that aid in student development leading up to their academic goals.

Core Theme One: Advancing Student Success		
Objective	Indicator(s)	Rationale
1.01 - Increase student achievement initiative (SAI) points	Points per student	Washington state is increasingly emphasizing performance – based funding for community colleges.
	All points	
	Completion points	
	Retention points	
1.02 - Increase retention rates (full – time and part – time students)	Fall to Winter	Retention is a critical component of student success.
	Spring to Fall	
	Fall to Fall	
1.03 - Increase the % of students reporting that they are “meeting” or “definitely meeting” their educational goals at the college	% answering top two choices on survey	Students who report they are meeting or definitely meeting their goals at the college are more likely to obtain a meaningful credential.
1.04 - Increase the % of professional-technical completers who are employed in any field within nine months of leaving the college	2015-16 85% 2016-17 85%	A key measure of the success of a professional – technical program is that its students are able to find employment after leaving North Seattle College.
1.05 - Increase the number of students who complete a degree, certificate, or transfer within four years	2015-16 - TBD 2016-17 - TBD	NSC places tremendous value on completion and strives to inspire students so they can achieve their educational goals.

Core Theme One: Advancing Student Success		
Objective	Indicator(s)	Rationale
1.06 - Increase the equity of academic success among all student groups	North Seattle College will conduct sub-analyses to compare academic success objectives 1.01 through 1.05 for relevant subgroups.	In an increasingly diverse society, it is critically important that all students are able to achieve their educational goals, regardless of their background.
	North Seattle College Councils will act on the results of sub-analyses to close achievement gaps across relevant subgroups.	

Core Theme Two: Excelling in Teaching & Learning ← [Three (3) pages maximum per Core Theme]

Title and Description of Core Theme Two: At North Seattle College, we see **Excelling in Teaching and Learning** by embodying a “learning college” culture. We believe that as a learning college every area and program of the college contributes to the learning process. We focus on learning and not instruction as a structure. Additionally, teaching and learning is a reflexive and shared process where, regardless of our role in the institution, we are both teachers and learners at the same time.

Core Theme Two: Excelling in Teaching & Learning		
Objective	Indicator(s)	Rationale
2.01 - Increase documented achievement of essential learning outcomes, program learning outcomes, and course learning outcomes	Percent of Full-time Faculty and Priority Hire Faculty submitting TIP forms annually: 16-17 75% Full - time; 60% Priority Hire 17-18 85%% Full - time; 70% Priority Hire	In order to determine if our pedagogy is effective in helping students achieve learning outcomes, it is necessary to measure it.
	Assessment of Essential Learning Outcomes (ELOs) 16-17 - New ELOs developed and approved by	

Core Theme Two: Excelling in Teaching & Learning		
Objective	Indicator(s)	Rationale
	Curriculum and Academic Standards (CAS) Committee 17-18 Targets TBD in 16-17	
	Percent of instructional programs completing Program Review during the academic year in which their program is assigned 16-17 80 % 17-18 100 %	In order to determine if a given instructional program is effectiveness in meeting its objectives, we must undergo a systematic program review process.
	Assessment of Essential Learning Outcomes (ELOs) 16-17 - New ELOs developed and approved by Curriculum and Academic Standards (CAS) Committee 17-18 Targets TBD in 16-17	In order to have continuous improvement of our pedagogy, it is critical for faculty members to engage in thoughtful reflection of what is or is not effective in helping students' general learning outcomes.
2.02 - Increase student satisfaction with meaningful learning experiences	TBD	It is important to obtain student feedback on the degree to which they perceive their experiences at North Seattle College have contributed to achieving learning outcomes.
2.03 - Increase documented achievement of non-instructional programs through review and assessment of goals	2016-17 – establish process and targets 2017-18 – (targets TBD in 16/17)	Non – instructional programs play a key role in creating a positive student experience. In order to monitor and measure the effectiveness of these programs it is important to conduct systematic review of their performance.

Core Theme Two: Excelling in Teaching & Learning		
Objective	Indicator(s)	Rationale
2.04 - Increase external recognition of institutional excellence in teaching and learning	Set baseline in 2016 - 17	External recognition is one measure of the success of an institution's functioning
	Set target for 2017-18 in June 2017	
2.05 - Increase % of employees who report applying new knowledge derived from professional development activities to their work	2016 – 17 establish baseline	Being able to apply new knowledge obtained through professional development is a key measure of the success of employee training activities.
	2017 – 18? %	

Core Theme Three: Building a Sustainable Community

Title and Description of Core Theme Three: At North Seattle College, we see **Building a Sustainable Community** as an important ethical standard driven by the “triple bottom line.” Thus, before the college engages in an internal or external community program or service, we will determine the social, fiscal and environmental impact of the college’s actions.

Core Theme Three: Building a Sustainable Community		
Objective	Indicator(s)	Rationale
3.01 - Increase the development of an equitable and inclusive college campus	2016-17 - Establish Diversity Action Plan targets	In an increasingly diverse world, it is important for all students and employees to feel welcome and embraced by their institution.
	Increase percent of employees demonstrating cultural competency	
	2017- 18 - TBD	
3.02 - Increase engagement of strategic partnerships that support “the triple bottom line”	2016-17 Identify strategic partners	In a time of reduced funding from state sources, it is increasingly important for institutions of higher learning to engage their strategic partners in activities that will benefit their students.
	2016-17 Communication Plan targets TBD	
	2017-18 – Targets TBD	
3.03 - Increase State-funded, contract-funded,	<u>Targets:</u> 2016-17 – meet target 3,665 (all FTE)	Without revenue from enrollment, in the form of tuition, fees, and state – support, North Seattle College cannot achieve its mission.

Core Theme Three: Building a Sustainable Community		
Objective	Indicator(s)	Rationale
and Continuing Education enrollments	2017-18 – meet target TBA (all FTE)	
	Individual targets (TBD) for <ul style="list-style-type: none"> • Running Start • International • Continuing Education 	
3.04 - Increase the development of the college’s sustainability efforts in resource utilization, curriculum, and campus culture	2017 STARS Silver	STARS (Sustainability Tracking, Assessment & Rating System™) is a widely recognized measure of campus sustainability efforts. This system enables North Seattle College to infuse sustainability into everything we do as an institution.
	2020 STARS Silver	
	Sustainability Action Plan targets TBD	
3.05 - Balance operational plans and fiscal capacity for institutional effectiveness	Clean audits	Clean audits of financial statements is necessary to create confidence that North Seattle College is being a good financial steward.
	5-10% reserve balance	A reserve fund is both an accreditation requirement and a means of helping North Seattle College to make up for short – term budget deficits.
	2016-17 – develop long term financial plan	Long – term financial planning will enable North Seattle College to be in a less reactive mode in terms of budget issues.
	2017-18 – targets TBD	

CONCLUSION

North Seattle College faces many financial challenges in the years ahead. There are unknowns that could exacerbate the budget deficit, including results of collective bargaining agreements, external factors that could impact international enrollment, and other forces as yet unforeseen. However, North Seattle College remains committed to the success of its students.

Between now and the submission of the Spring 2019 Mid – Cycle Self – Evaluation report to the Commission, North Seattle College will fully address the five recommendations made in the Spring 2016 Year Seven Peer – Evaluation Report. These recommendations have been assigned to leadership at the College, as shown in the following table:

Recommendation	Leader
1. The evaluation committee recommends that the College document, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes.	Kristen Jones, VP - Instruction
2. The evaluation committee recommends the College results of core theme assessments and results of assessments of programs and services are used for improvement by informing planning, decision making, and allocation of resources and capacity.	Andréa Johnson, VP - Administrative Services
3. The evaluation committee recommends that the College use the results of its assessment of student learning to inform academic and learning support planning and practices that lead to enhancement of student learning achievement; and that results of student learning assessments are made available to appropriate constituencies in a timely manner.	Kristen Jones, VP - Instruction
4. The evaluation committee recommends the College engage in regular, systematic, participatory, self - reflective, and evidence – based assessment of its accomplishments and uses assessment results to make determinations of quality, effectiveness, and mission fulfillment.	Stephanie Dykes, Executive Director - Institutional Effectiveness
5. The evaluation committee recommends the College document and regularly evaluate its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment and effectiveness; and use the results of its evaluation to make changes, as necessary, for improvement.	Andréa Johnson, VP - Administrative Services



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