



NORTH SEATTLE COLLEGE

One of the Seattle Colleges

—
2019
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Mid-Cycle Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities.





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**North Seattle College
Mid-Cycle Self-Evaluation Report**

Submitted to the Northwest Commission on Colleges and Universities

Feb. 26, 2019

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List of Supporting Materials attached in Appendix

- North Seattle College Mission Fulfillment Report for 2017-2018
- North Seattle College Core Themes and Objectives
- North Seattle College Assessment Plan for 2017-2018 and 2018-2019
- Essential Learning Outcomes and Sample Rubrics
- Teaching Improvement Practice (TIP) Annual Reports
 - 2014-2015
 - 2015-2016
 - 2016-2017
 - 2017-2018
- Example of TIP form template
- Example of faculty completed TIP form
- Instructional Support Program Review Report for 2017-2018
- Example of Completed Instructional Support Program Review Form
- North Seattle College - Annual Diversity Report – January 2019

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.

Introduction

North Seattle College (NSC) is a member institution in the Seattle College District (SCD), along with Seattle Central College and South Seattle College. Each member institution in the Seattle College District is individually accredited by the Northwest Commission on Colleges and Universities (NWCCU). North Seattle College's most recent seven-year accreditation visit took place in April 2016.

The SCD has a single Board of Trustees, which provides oversight to each member college, as well as the district office. Starting with the 2018-2019 academic year, the SCD has developed a Board-endorsed district-wide strategic plan. All member colleges have adopted the district mission statement as their own.

SCD has a Chancellor, to whom the three institutional Presidents report. The SCD began a process called Achieving System Integration (ASI) during the 2016-2017 academic year. ASI is a process identifying areas of overlap among the three member institutions and ways to streamline these operations. To date, some of the achievements of the ASI initiative include:

- Consolidation of the IT function at the district office
- Consolidation of Web Services
- Consolidation of HR offices and functions
- Consolidation of institutional foundations and advancement functions at the district level (with the exception of the South Seattle College Foundation)
- Reviewing various course prerequisites at each of the member institutions in an effort to have the same course prerequisites regardless of which college a student enrolls

Since NSC's last seven-year accreditation visit, a number of changes have occurred at key leadership positions at the college, as follows:

- Vice President for Student Development Services
- Vice President for Instruction
- Associate Vice President for Equity, Diversity, and Inclusion
- Director of Budget and Business Operations
- Director of Campus Security
- Director of Facilities
- Director of Advising
- Director of Student Leadership and Multicultural Services
- Director of Disability Services
- Executive Director of Advancement

These transitions have created some challenges in maintaining consistent focus on college goals and objectives. Additionally, the work of some committees at NSC has been subsumed under larger district-wide initiatives, as in the case of the Strategic Enrollment Management Council and the Guided Pathways Committee.

Part I: Overview of Institutional Assessment Plan

North Seattle College links its mission (Standard One) with mission fulfillment and sustainability (Standard Five) through its institutional assessment plan, known as the “Institutional Effectiveness Plan.” This plan includes the district-wide mission statement that has been adopted by the colleges of the SCD, as follows:

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

The institutional effectiveness plan at NSC is built around the college’s three core themes, which have remained unchanged during the transition to the district-wide strategic plan and mission statement. Each core theme has multiple measures. The college’s core themes and objectives are shown in the attached appendix.

Description of Process at North Seattle College for Assessing Mission Fulfillment

In its Year One Accreditation Report to the NWCCU, NSC 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.”

For core theme objectives that have more than one indicator, NSC must meet or exceed performance goals on all indicators in order to receive credit for having met the objective.

Parties Involved in Assessment of Mission Fulfillment at North Seattle College

At NSC, multiple entities are involved in assessing mission fulfillment. Faculty members are involved in numerous ways, including participation on committees and in the Teaching Improvement Practice (TIP) process. Faculty at NSC are involved in the following committees and in the following ways:

Faculty Involvement in Assessment at North Seattle College	
Committee	Function
North Seattle Assessment Committee (NSAC)	Manages TIP process, which measures highlights ways in which faculty assess student achievement of learning outcomes and respond with changes in their teaching practices.
Curriculum and Academic Standards Committee (CAS)	In 2016-2017 revised college-wide Essential Learning Outcomes (ELOs). Also, reviews new course applications for mapping of course outcomes to ELOs and, where applicable, to program outcomes
College Council	Reviews findings from employee engagement and student engagement surveys and makes recommendations to senior college leadership
Diversity and Inclusion Council for Equity (DICE)	Supports and advocates for the strategies, vision and values around diversity
Program Review Committee	Manages the three-year cycle of academic program review

The Executive Team is involved in directing the college's ongoing assessment process at NSC. The Executive Team consists of the campus president and the president's direct reports and the Executive Dean for Career and Workforce Education, who reports to the Vice President of Instruction. At regular meetings of the Executive Team, members frequently discuss institutional effectiveness plan objectives and indicators used to measure these objectives.

Additionally, NSC has an accreditation steering committee which meets regularly to provide leadership to the college on accreditation matters. The committee is chaired by the Executive Director of Institutional Effectiveness, and includes the College President, the Vice President for Instruction, the Vice President for Administrative Services, the Vice President for Student Development Services, and the Director of Communications.

All NSC employees have an opportunity to provide feedback through the annual employee engagement survey. Additionally, all students have an opportunity to provide feedback through an annual student engagement survey, consisting of either the CCSSE (Community College Survey of Student Engagement) or a survey developed internally.

The Department of Institutional Effectiveness contributes leadership in the assessment process at NSC by providing numerous necessary services, including data extraction, survey development and administration, developing and managing assessment processes (such as program review for instructional support areas), and report writing.

Board of Trustees Involvement with North Seattle College Institutional Effectiveness Plan

Each year, the Board of Trustees reviews each member college's institutional effectiveness plan. Beginning with the 2017-2018 academic year, the Board of Trustees checks each institutional effectiveness plan for congruence with the district strategic plan.

Validity of North Seattle Core Themes and Objectives

The three core themes and core theme objectives are valid. The core themes represent key elements of the educational environment of NSC. The objectives in turn have validity in that they do in fact measure each core theme.

However, NSC has had to modify the indicators for several objectives as the college has dealt with numerous changes, including turnover of key positions, consolidation brought on by the ASI process, and ongoing budget challenges. For example, with the consolidation of the NSC Education Fund into the overall district foundation and advancement process, NSC has had to rethink what it means to have strategic partners, which is an indicator in core theme three (Building a Sustainable Community).

Satisfaction with Core Themes and Indicators

NSC is satisfied that its core themes and indicators are providing sufficient evidence to assess mission fulfillment and sustainability. NSC has used these three core themes (with minor modification to core theme three) in the current accreditation cycle.

Since the 2016-2017 academic year, NSC has gone through regular reviews of its core theme objectives and indicators. This has led to modifications, as noted in its Mission Fulfillment Report.

The NSC Executive Team continually reviews its core theme indicators for appropriateness. For example, a historic indicator of core theme three (Building a Sustainable Community) has been to apply for a

Sustainability Tracking, Assessment, and Rating System™ (STARS) award. However, given that this is a one-time award, NSC has recognized the need for ongoing measures, which will be reflected in the college’s goals for the 2018-2019 academic year and onward.

Another core theme indicator that has needed revision is the core theme three (Building a Sustainable Community) indicator that deals with increasing engagement of strategic partnerships. This indicator was originally intended to be measured through the efforts of the NSC Education Fund. This had to change as a result of the consolidation of the Education Fund with other foundations at the district level. To address this change, and to strengthen and build new partnerships, the college created a new Assistant Director of Public Affairs and Community Relations position. This individual will work across the campus to develop the appropriate measurements and targets for this indicator.

Another example of a change in indicators that has resulted from a change in personnel is the indicator dealing with the “development of an equitable and inclusive college campus.” In July 2018, the new Associate Vice President for Equity, Diversity, and Inclusion began work at NSC. This person replaced the former Director of Equity, Diversity, and Inclusion. Since starting at NSC, this new Associate Vice President has been establishing programs, goals, and metrics. Part of the development of metrics has included revision of the institutional effectiveness plan indicators to measure this objective. Under the leadership of this new associate vice president, NSC has achieved new energy in examining disaggregated student achievement data to identify achievement gaps by ethnicity and race.

Part II: Examples of Mission and Core Theme Operationalization

In accordance with guidelines of the NWCCU regarding mid-cycle accreditation reports, NSC would like to present the following “two representative examples of how it has operationalized its mission and core themes progressing from objectives to indicators to outcomes to mission fulfillment.”

Example A: Teaching Improvement Practice (TIP) Process

The Teaching Improvement Practice (TIP) is a mechanism for instructors at NSC to record and document their ongoing assessment practices and evaluate their teaching to promote improvements in student learning at the course and/or program level. NSC faculty have been submitting TIPs in this current form for four years.

TIP History & Summary of Results

The following tables illustrate TIP submission and faculty participation over four academic years. As with many large projects on a college campus, the results from year to year are influenced by both direct and indirect actions.

Faculty Type	# of TIPs by Academic Year			
	2014-2015	2015-2016	2016-2017	2017-2018
TIP Reports	29	77	115	92

Faculty Type	# of TIP Participants by Academic Year			
	2014-2015	2015-2016*	2016-2017	2017-2018
Full-time	14		63	61
Part-time	21		88	49
Totals	35	84	151	110

* *Breakdown of FT vs PT faculty was not recorded in 2015-2016*

In 2014-2015, there were 27 individual TIPs and 2 group TIPs submitted by faculty across the college. At that time, the college was counting TIP submissions and not the number of faculty participating. Fortunately, we kept the raw data and have been able to go back and count the number of faculty participating. Through this effort, we counted 35 total faculty involved in TIP submissions.

As a result of the Year 7 self-study and accompanying visit, in 2015-2016, the North Seattle Assessment Committee (NSAC) shifted to counting the number of faculty involved in completing a TIP rather than just the number of TIPs submitted. In 2015-2016, there were 84 faculty participating in the TIP assessment process across all divisions, marking a significant increase in participation. This increase was largely due to faculty becoming more familiar with the still relatively new process, increased outreach, and NSAC supporting group TIP submissions. In addition, NSAC reviewed the questions included in the TIP Canvas form to fine tune and maximize results (See Addendum). NSAC also created the North Seattle Assessment Plan, part of which includes a common vocabulary for assessment related terms (a best practice of the American Association of University Professors, AAUP, <https://www.aaup.org/article/establishing-culture-assessment#.XGyHA7h7k2w>) and yearly TIP goals and outreach efforts to be completed as “annual deliverables.”

In 2016-2017, NSAC co-chairs created the tradition of sharing TIP findings in a presentation for faculty at the annual President’s Day All Faculty meeting in September, thereby **closing the loop** on the past year’s TIP process and opening up the process for the new academic year. Also in 2016-2017, NSAC, along with the instructional deans, implemented a massive TIP outreach plan per the NSC Assessment Plan to support faculty in this process. Such efforts included assessment-based educational forums vis a vis the Faculty Academy and the Tenure Track series. As the data shows, the outreach efforts were successful, with 151 faculty participating in TIPs that year, almost doubling results from 2015-2016 and continuing the growth trend.

In 2017-2018, NSAC expanded its TIP outreach efforts further to include newly created Faculty Collaboration days as well as developing several *TIP Times in the TLC* where Faculty could be assisted by representatives of NSAC while submitting their TIPs. NSAC continued to work along with Instructional Deans to promote participation and a culture of assessment. According to the number of actual submissions, faculty participation in TIPs dropped from 2016-2017, though the numbers of participants still exceeded those in 2014-2015 and 2015-2016. Several explanations for this decrease were pinpointed. They include technical difficulties and unintended consequences of several decisions made outside of the NSAC, as explained below.

We know that at least 20 faculty from the Basic and Transitional Studies Division worked together on group TIPs in a division meeting. Unfortunately, these TIPs were never received by the committee due to technical issues with submission. To preserve data integrity, the committee chose not to include these submissions in the total. As a result, NSAC implemented several new actions to reduce the chance of submission error, such as through increased communication with division deans, clarifying language on the form describing how to submit, and sending out confirmation emails once a TIP is received.

In addition to technical issues, several college decisions were made that impacted the number of faculty submissions. As part of the 7-year accreditation visit recommendations, NSC streamlined its institution-wide Essential Learning Outcomes (ELOs). These new ELOs were rolled out in January 2018. Due to this

change, Master Course Outlines (MCOs) need to be updated with these new ELOs. Many faculty indicated that they preferred to focus on the work of updating the MCOs with the new ELOs in 2017-2018, rather than submitting TIPs.

Another issue was that the new district-wide faculty contract required that full-time faculty submit an Education, Experience, and Professional Development (EPPD) form around the same time the faculty TIP was to be submitted in June. Many faculty reported feeling overwhelmed with workload at the end of the academic year. Given the choice between a required (EPPD) and an optional (TIP) submission, more faculty submitted the required EPPD documents only. To try to prevent this moving forward, Deans have agreed to the TIP process being included as part of the Professional Development process; thus, doing them can be written into the EPPD itself.

A negotiated contractual factor impacting part-time faculty participation was the elimination of an incentive for part-time faculty to earn a salary bump for participating in Increased Professional Responsibilities (IPR). With the elimination of IPR, part-time faculty were disincentivized to participate in activities beyond the classroom, such as participation in assessment activities and TIPs.

Taking all of these factors into consideration, NSAC has made adjustments for 2018-2019. NSAC leadership began the academic year by sharing the annual TIP report at an all-faculty meeting. In conjunction with the Faculty Development Coordinator, a TIP showcase was held for the first time in Fall 2018 to allow several Faculty to share their TIPs so that faculty can discuss best practices and assessment. As noted before, mechanisms have been established to prevent future technical issues. The TIP Canvas course-room was opened in January 2019 (a month earlier than in previous years) to allow faculty more time to complete TIPs. Assessment-based learning seminars are continuing, and TIP Times in the TLC have been scheduled. In order to better map learning outcomes, NSAC has also added a question to the TIP which asks with which institution-level, program/degree-level and course-level outcomes the TIP aligns.

Results compared with participation goals:

The TIP participation goals for the 2017-2018 academic year were 85% participation for full time faculty and 70% participation for priority hire part time faculty. In reality, 71% of full time and 65% of priority hire adjunct faculty participated in the TIP process. In addition, 19 non-priority hire adjunct faculty submitted TIPs. In total, 110 faculty members participated in TIPs with a total of 92 TIPs submitted.

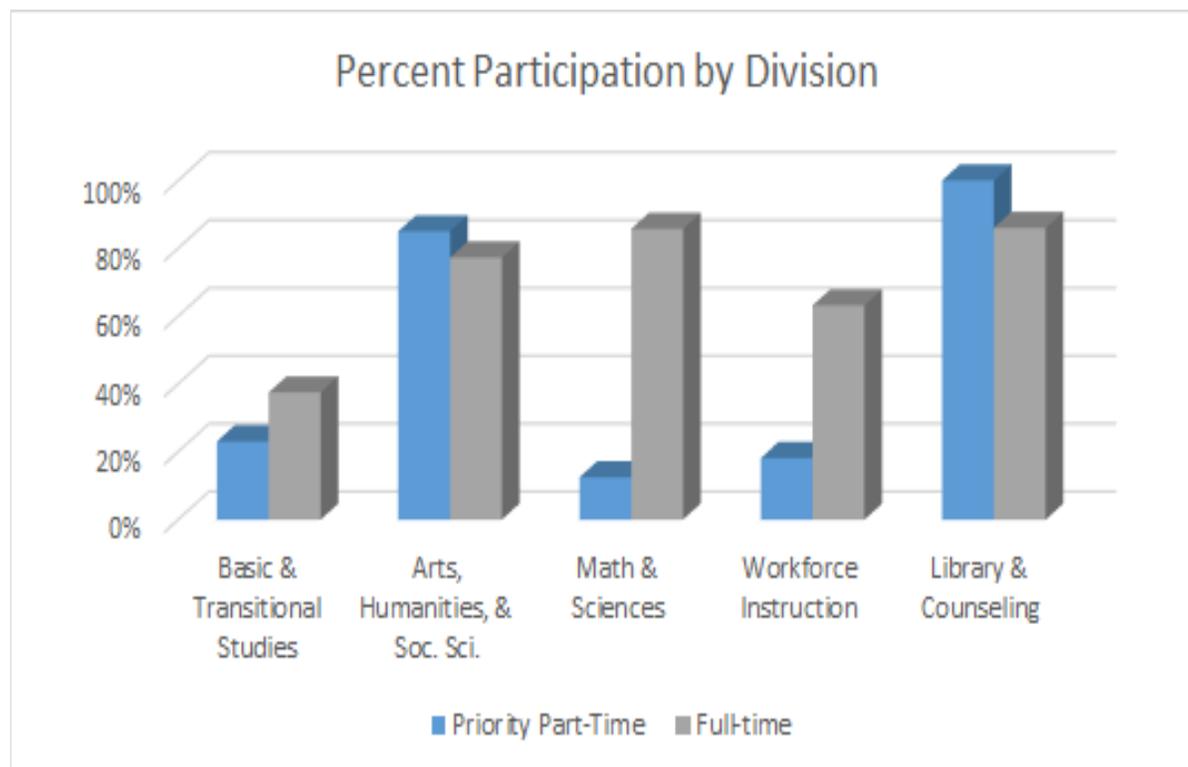
Due to the unanticipated impacts described above affecting the level of the faculty participation, NSAC has recalibrated the TIP participation goals for the 2018-2019 academic year, maintaining a goal of 85% participation for full time faculty (We were only roughly 10 faculty away from this goal in 2017-2018) and reducing the goal for priority hire to a realistic and still aspirational 50%.

Digging deeper: TIP Results from 2017-2018 Academic Year

As described in the Annual TIP Reports attached to this report, TIP submissions were analyzed in multiple ways. Included in this report are two such examples. The first example (number of TIP submissions by instructional division) gives NSAC a snapshot of participation across the college. The second example (ELOs addressed by TIP submissions) present NSAC with data on how NSC assess teaching and learning as framed by the ELOs. In the last part of this "Digging Deeper" section, we describe the role of TIPs in helping faculty assess their practices and the impact of changes they make.

Participation in TIPs by instructional division

Each division participated in the TIP process. Full-time faculty participated significantly in all divisions, while priority part-time faculty participation varied greatly by division. (Note the relatively low rates of participation for Basic & Transitional Studies was due to a technical error discussed later in this report.)



Essential Learning Outcomes (ELOs) Addressed by TIPs

NSC uses ELOs as goals and benchmarks for student learning across the institution, regardless of degree or certificate. As mentioned previously in this report, NSC adopted a new set of ELOs in January 2018. This effort was the result of feedback from NSC's April 2016 year seven report and subsequent site visit. The current list ELOs as a result of this revision is as follows:

- **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.

The NSAC analyzed the TIP submissions based on the ELO addressed by each.

Essential Learning Outcomes (ELO) Addressed by Teaching Improvement Practice (TIP) Forms Submitted – 2017-2018		
ELO	TIPs Submitted	Percent of Total
Inquiry	11	12.0 %
Problem Solving	44	47.8 %
Communication	33	35.9 %
Responsibility	4	4.3 %
Total	92	100.0 %

Almost half of the TIPs focused on the “Problem-Solving” ELO and more than a third of the TIPs addressed the “Communication” ELO. This points to one of two situations: either these two may be the most commonly assessed ELOs, or these were the most commonly selected since faculty have reported that they are the easiest to understand. This data enables NSAC to focus its efforts on assessment of Inquiry and Responsibility for future efforts. As NSAC continues with the TIP process, we will be able to accumulate data and implement a longitudinal analysis.

Evidence of Change Needed & Evidence of Impact

TIPs allow faculty to look at evidence before a change is made (*i.e.* why the change should be implemented) and after the change is made (*i.e.* what was the effect of the change?) Half of the TIPs submitted noted *student performance on a learning activity, demonstration, or assessment* as the evidence that a change in teaching was needed. The other half of TIPs submitted were almost evenly split between *direct feedback from students* and *student behavior (e.g. length of time to complete a learning activity, number of clarifying questions the students asked, etc.)* as the evidence for change needed. This is consistent with prior year’s findings.

Almost 60% of the TIPs submitted noted *student performance on a learning activity, demonstration, or assessment* as the evidence that the change performed made an impact. *Direct feedback from students* was used in 25% of the TIPs submitted, while only 16% referenced using *student behavior (e.g. length of time to complete a learning activity, number of clarifying questions the students asked, etc.)* as the evidence for change needed. This echoes the breakdown of the type of evidence used to determine a change was needed. These findings have been similar since we began analyzing this data.

Evidence that Change in Instruction Was Needed	n	Percent
Student Performance	45	48.9 %
Student Behavior	21	22.8 %
Direct Feedback from Students	26	28.3 %
Total	92	100.0 %

Method of Assessing Impact of Change in Teaching Practice	n	Percent
Student Performance	53	58.2 %
Student Behavior	13	14.3 %
Direct Feedback from Students	25	27.5 %

Method of Assessing Impact of Change in Teaching Practice	n	Percent
Total	91	100.0 %

Type of Change

Three types of changes (almost 75% of submissions) were commonly noted to describe how the identified issue was addressed: modifying a learning activity, trying a new approach to delivery of the material, and adding a new learning activity. These were the main types of changes also noted in last year's TIP report. The other four types of changes (providing real world examples, reapportioning time/effort to topic, reviewing the material, and providing more context or practice) were less common changes used by faculty to address the identified issues.

Type of Change Made to Address Instructional Issue	n	Percent
Tried a new approach to delivery of material	26	28.6 %
Modified a learning activity	20	22.0 %
Added a new learning activity	17	18.7 %
Other	28	30.8 %
Total	91	100.0 %

New Opportunities Discovered

Faculty reported that the change provided an idea for new opportunities. In almost even numbers, faculty reported that three types of opportunities arose: the change resulted in an idea for another change for the same course; gave an idea for changes to another course; and/or the change suggested a topic for discussion or investigation with colleagues.

New Opportunities Resulting from Change	n	Percent
Gave you an idea for additional changes to this course	34	37.4 %
Gave you an idea for changes to another course	29	31.9 %
Suggested a topic for discussion with colleagues in your program / discipline	25	27.5 %
Suggested a topic that an interdisciplinary group of faculty could productively examine	2	2.2 %
Uncovered a topic for a faculty retreat	1	1.1
Total	91	100.0 %

Example B: Program Review for Instructional Support Areas

In its year seven review in April 2016, NSC received the following recommendation:

“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.”

This recommendation was the impetus for initiating the program review process for instructional support areas of the college.

The NSC Executive Team discussed and revised a format for use by instructional support areas to use in their program review process at its retreat in August 2017. The Executive Team additionally decided that all instructional support areas (100 %) would participate in this process during the 2017-2018 academic year.

The Department of Institutional Effectiveness conducted research to develop a draft form for use by all instructional support areas at NSC. This draft was based on forms used at sister institutions within the Washington Community and Technical College System, as well as from phone interviews conducted with senior leadership from several other Washington community and technical colleges. The draft form went through numerous rounds of review by the NSC Executive Team before the form was finalized.

The instructional support program review form has two main sections, as follows:

Part 1: This is comprised of self-study elements (analysis of services and customers, SWOT analysis) and goal setting for each work team, including the assessment measures that would be used to determine if instructional support area work team objectives had been met or not during the academic year.

Part 2: Statement of instructional support work team goal completion and identification of barriers to completion, enablers of completion, and plans for use of results for future work team planning.

Work teams that completed part one were categorized as “participants” in the instructional support program review process. Work teams that completed parts 1 and 2 were categorized as “completers.”

Findings from Analysis of 2017 – 2018 Instructional Support Program Review Report

Of the 29 instructional support areas identified by the Executive Team, the great majority (93.1 %) participated in the instructional support program review process for the 2017-2018 academic year.

Participation by division in the instructional support program review process is shown in the table that follows.

Instructional Support Program Review Initial Submission Status by Division						
Division	Submitted Initial Form?					
	Yes		No		Total	
	Percent	n	Percent	n	Percent	n
Administrative Services	100.0 %	5	0.0 %	0	100.0 %	5
Instruction	100.0 %	4	0.0 %	0	100.0 %	4
President’s Office	60.0 %	3	40.0 %	2	100.0 %	5
Student Development Services	100.0 %	15	0.0 %	0	100.0 %	15
Total	93.1 %	27	6.9 %	2	100.0 %	29

Of the 27 instructional support areas that participated in the instructional support program review process for the 2017-2018 academic year, over half (51.9 %) completed all parts of the program review document.

Instructional Support Program Review – Final Report Submission Status	n	Percent
Completed all parts	14	51.9 %
Did not provide final section regarding work team goal attainment (Incomplete)	7	25.9 %
Turnover at Department Manager Position – Final Section not Submitted	4	14.8 %

Instructional Support Program Review – Final Report Submission Status	n	Percent
Achieving System Integration (ASI) – Department merged at district level	2	7.4 %
Total	27	100.0 %

Half of instructional support area work team objectives addressed the core theme “Building a Sustainable Community.”

Core Themes Addressed across all Work Team Priorities Across all Instructional Support Program Review Form Submitters	n	Percent
Advancing Student Success	26	38.2 %
Excelling in Teaching and Learning	6	8.8 %
Building a Sustainable Community	34	50.0 %
Multiple Core Themes Selected	2	2.9 %
Total	68	100.0 %
<i>Note: Instructional Support area work teams could list up to 3 priorities (goals) for the 2017 – 2018 academic year</i>		

Across all 68 work team priorities, the most frequently addressed North Seattle Institutional Effectiveness Plan objectives were:

- 1.02 Increase retention rates (17.6 %; n = 12)
- 3.03 Increase State-funded, contract-funded, and Continuing Education enrollments (13.2 %; n = 9)

The following North Seattle Institutional Effectiveness Plan objectives were not addressed by any instructional support area work team priorities:

- 1.04 Increase percent of professional-technical completers who are employed in any field within nine months of leaving NSC
- 2.01 Increase documented achievement of essential learning outcomes, program learning outcomes, and course learning outcomes
- 2.04 Increase external recognition of institutional excellence in teaching and learning

Across the instructional support areas that completed program review forms for the 2017-2018 academic year, two thirds of the work team priorities (66.7 %) were achieved.

Work Team Priority	Work Team Priority Achieved		Work Team Priority <u>Not</u> Achieved		Total	
	Percent	n	Percent	n	Percent	N
1	71.4 %	10	28.6 %	4	100.0 %	14
2	71.4 %	10	28.6 %	4	100.0 %	14
3	50.0 %	4	50.0 %	4	100.0 %	8
Total	66.7 %	24	33.3 %	12	100.0 %	36

Enablers of work team priority completion included collaboration, communication, and training.

Barriers to work team priority completion included staffing issues and lack of communication.

Plans for use of program review results for future planning included process improvement and to **increase the usage of data and research in decision-making.**

Part III: Year Seven Action Priorities

NSC is committed to fulfilling its mission of preparing each student for success in life and work. With that mission in mind, NSC is focused on the priorities below.

Teaching Improvement Practices (TIPs)

Looking ahead to 2023, the NSAC will:

- Monitor its TIP participation goals to determine what is realistic
- Investigate barriers to TIP completion, as well as ways to overcome those barriers
- Revise the TIP form to map learning outcomes at each level (*i.e.* course, program, and ELO)
- Update the content of the TIP form, as necessary
- Continue to provide support to faculty members, especially those who are revising their master course outlines (MCOs)
- Continue to provide assessment education opportunities

Program Review for Instructional Support Areas

Beginning with the 2018-2019 academic year, NSC will create a system of program review for instructional support areas in which a three-year cycle of review will be developed. In this three-year cycle, one-third of all instructional support area work teams will go through a formal program review process. The Department of Institutional Effectiveness will work with the Instructional Program Review Committee to learn what processes it uses to develop its three-year program review cycle, including what work teams do in the years in which they are not scheduled for formal review.

This three-year cycle of instructional support area program review should have several benefits to NSC, including:

- Greater opportunities for Institutional Effectiveness to provide focused consultation to instructional support area work teams
- More predictability for instructional support area work teams regarding when they will go through the formal program review process
- A more manageable work load for Institutional Effectiveness staff members

Mission Fulfillment and Data Utilization

During 2017-2018 for a number of reasons, including turnover in key positions, it was a challenge to obtain information from key stakeholders in order to have a basis for determining how NSC was meeting its core theme objectives.

Also during this time period, NSC revisited a number of core theme objective indicators to assess their appropriateness. In many cases this led to reducing the indicators to a more manageable number.

As NSC moves forward from the 2017-2018 academic year, the hiring of key staff members such as the new Associate Vice-President for Equity, Diversity, and Inclusion and the new Assistant Director for Public Affairs and Community Relations should enable the college to have a greater focus on core theme indicators.

Making College Constituencies Aware of Mission Fulfillment Effectiveness

The college has strong data collection. By focusing its institutional effectiveness human resources on what higher priority tasks, the college should be able to generate data and insights more rapidly, which in turn will lead to faster assessment of core theme objective indicators.

Moving forward from the 2017-2018 academic year, NSC will increase efforts to make all stakeholders aware of the results of assessment of core them objective indicators. This should lead not just to greater awareness of mission fulfilment successes, but also to the reinforcement of the idea that NSC has a culture of assessment.

Conclusions

Core Theme Objective Indicator Revision

North Seattle College is in the process of reviewing and revising its core theme objective indicators in order to more accurately reflect the realities in which it is working to achieve its mission. These revised indicators reflect mainly (a) changes in key personnel and (b) declining enrollments of both domestic and international students. In the case of some indicators that are measured by surveys, the indicators are on an upward trajectory, while others are held flat for the next two academic years.

Examples of proposed revisions of core theme objective indicators are shown in the table that follows.

Core Theme	Objective	Indicator	Rationale for Revision
Student Success	Increase student achievement initiative (SAI) points	Total number of SAI points	SAI points are awarded for milestone achievements of state-funded students. Unfortunately, the number of state-funded students enrolled at North Seattle College continues to decline.
Excelling in Teaching & Learning	Increase % of employees who report applying new knowledge derived from professional development activities to their work	Top two box scores on the North Seattle College employee engagement survey	For the 2018-2019 academic year, the goal of a top – two box percentage of 78.0 % reflects a slight increase over the 2017-2018 top two box percentage
Building a Sustainable Community	Increase State-funded, contract-funded, and Continuing Education full – time equivalent enrollments (FTEs)	FTE enrollment by enrollment type	While North Seattle College has seen increases in FTE enrollment by certain student types), decreases in state-funded and international enrollments have outweighed these increases. Revised enrollment goals for 2018-2019 and 2019-2020 are based on the expectation of continued declines in enrollment and in the course loads of students who are enrolled.

TIPs as an example of assessment activity and culture:

Since our Year 7 self-study and accompanying visit, North Seattle College and the North Seattle Assessment Committee have created a culture of assessment and supported the assessment of student learning outcomes at the institutional, program/degree, and course levels. With the creation of our Assessment Plan we now offer education goals and a common vocabulary for assessment related terms.

NSAC has included the TIP process in the Annual Assessment Plan. It has reviewed the questions in the TIP itself (See example in addendum), adding and modifying questions as needed. NSAC has created faculty ownership of the TIP assessment program with support from administration by encouraging and supporting it for professional development. Not only are TIPs submitted, but faculty now share their TIPs in a variety of ways, including via the annual report and TIP showcase.

Moving forward, NSAC will continue to examine the TIP process from the preceding academic year so that modifications can be made if needed to maximize clarity and participation as we have diligently done since the 2016-2017 academic year. We will work diligently to achieve our revised 85% full-time faculty and 50% priority-hire faculty TIP participation goals. As we continue to move forward with collecting data in the TIP, we will look at longitudinal analysis opportunities. NSAC will continue to provide informational forums about assessment and TIPs and will be responsive to proposals for new endeavors related to assessment.

Program Review for Instructional Support Areas:

In the 2018-2019 academic year and in subsequent academic years, North Seattle College will continue to hone its process for conducting program review for instructional areas. This will include the following actions:

- Meeting with the chair of the instructional program review committee to determine what
 - Process is used to create its three – year rotation whereby one – third of the academic programs undergo formal program review every year
 - Instructional departments do when they are not undergoing the formal program review process
- Determining how the program review process (for both instructional and instructional support areas) relates to annual department action planning
- Provide training for instructional support areas regarding the program review process, including how to
 - Complete the instructional support area program review form
 - Write work team objectives that are measurable and tied to institutional core themes and institutional effectiveness plan objectives
- Continue to research other institutions to determine how they conduct program review for instructional support areas

Looking ahead to 2023, North Seattle College will likely continue to face many large challenges and changes, some of which include: declines in enrollment and funding, increases in expenses, roll-out of new state-wide data management system (ctcLink), implementation of Seattle Pathways, and a greater number of recent high school graduates on campus due to the new Seattle Promise Scholarship (which guarantees tuition for Seattle Public High School graduates' first 90 credits towards an associate degree.)

Some of these challenges, specifically declining enrollment and funding, are universal challenges affecting community colleges around the nation. Others, such as the rollout of the new data management system, are unique to our state.

Within these changes listed above, we also see enormous opportunities. The college particularly welcomes the opportunity created by the Seattle Promise and Seattle Pathways program, the latter which, thanks in part to a \$2.2 million Title III grant, will enable the college to build on its efforts to move toward a guided pathway model that's centered on equity. While NSC will have its own spin on the pathways model, the college will be part of a larger Seattle Pathways framework being developed across the district.

The college is well positioned to meet the challenges, changes and opportunities that we face head-on. Despite previously mentioned turnover, key leadership roles have been filled and new positions strategically created to help NSC continue its assessment of mission fulfillment. The Institutional Effectiveness Plan, coupled with our District Strategic Plan, provide a roadmap with clear objectives for creating and sustaining a future that keeps student success at its center. This roadmap enables all parts of the campus, from the high-level strategic planning, to unit-level planning, to see themselves in the plan and to integrate core themes and indicators into daily work.

We believe this report provides an honest and reflective appraisal for NWCCU on our successes and challenges to date, and how we plan to adapt as we move toward our Year Seven assessment. North Seattle College looks forward to its mid-cycle accreditation visit on April 8 and 9, 2019, and to the feedback we will receive to help position the college for a successful year seven accreditation visit in the spring of 2023.



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