Addendum to North Seattle College's "Year 6: Policies, Regulations, and Finances Review" based on feedback and questions from the NWCCU.

2.A.4. The links under College Council website do not appear to be working (https://northseattle.edu/committees/college-council). Could you please supply additional information related to the missing links? We were able to locate some information at: https://webshares.seattlecolleges.edu/webshares/CollegeCouncil/2019%20-%202020/

The College Council website and link have been fixed https://northseattle.edu/committees/college-council. The information the evaluators need should now be available.

2.E.1. Could you please discuss further your current and recent enrollments, state funding, audited financials, and operational budgets to demonstrate a greater sense of financial well-being and the ability to fulfill your mission?

As of June 30, 2020, state audit financial findings found the financial statements to present fairly in all material aspects, the respective financial position of the business-type activities and the aggregate discreetly presented component units of the college and the respective changes in financial position and, where applicable, cash flows thereof for the year ended in accordance with accounting principles generally accepted in the United States of America.

Since the peak of enrollments approximately ten years ago, North's enrollment has mirrored those of many colleges in a downward trend. Initially this downward trend was due to economic conditions in the country, state and more specifically, Puget Sound region. The international student decline led to a severe drop in international student enrollments starting in 2018. With the higher tuition paid by international students, this enrollment decline was particularly challenging to the overall finances of the college. Most recently, the pandemic conditions have exaggerated the overall enrollment decline, and even more so, the Running Start enrollments. On the positive side, the advent of the Seattle Promise scholarship program has led to a significant increase in the number of students attending North directly after graduating high school.

Current FY22 state allocation is expected to be $26,465,784. Declining enrollments has significantly impacted the student:faculty ratio during the past decade and has been compounded by the Covid-19 pandemic from approximately 24:1 to now approximately 17:1. Budget planning for AY 2022-2023, has resulted in reductions in administrative and executive positions and the number of class sections offered. With these reductions in expenses, the operational budget is sufficient to fulfill the mission of the college.

As North emerges from the pandemic, the focus is two-fold: continue to adjust to current financial situation, and push to increase enrollments. For the first focus, North has made appropriate changes in staffing and other expenses. With approximately 80% of all finds going to personnel, the declining revenues has led to reductions in positions and class sections like those described above. The push to increase enrollments includes increased attention to student groups that show potential for growth and investing in new programs and revising existing programs based on the needs of the students and

community. Examples of this include the expansion of the Seattle Promise scholarship program, new programs in Fire Science and Computer Science, and revisions in Early Childhood Education, Business, and Social Justice programs to name a few.

2.G.6. Could you please share more about the effectiveness of your advising systems and how they are evaluated?

North Seattle College's Advising Department utilizes surveys and data tracking methods for continuous improvement and effectiveness. Outlined below are some of the key ways that Advising has been assessing the effectiveness of advising interventions and systems.

Advising Survey

All students who met with an advisor via appointment and drop-ins are sent an email from the director at the end of each week with an invitation to provide anonymous feedback of their advising experience via Microsoft Forms. The survey consists of 15 questions tied to advising learning outcomes, the advising experience, knowledge of advising systems and tools, and the understanding of their program requirements. It also includes three demographic questions about gender, age, and race/ethnicity, and takes about 3 minutes to complete from a computer, phone, or other electronic device.

The survey results are collected and used to improve advising services and provide feedback to advisors. For example, 80% of respondents from Winter 2022 stated that they were "Very Satisfied" or "Extremely Satisfied" with their overall experience in Advising. Roughly 80% also stated that as a result of meeting with their advisors, they "Strongly Agree" or "Agree" that they have a better understanding of the courses required for their degree or certificate at NSC. The survey also provides an open-ended question to solicit additional feedback to improve the education planning process.

Educational Plan Check

Students pursuing a degree or certificate of at least 45 credits are reached out to complete an education plan with an advisor by the end of the student's second quarter of enrollment at the college. These education plans are created to support retention and completion, with aims to help students understand all requirements for their credential at North as well as any requirements needed to transfer on to a university early in their college career. In addition, education plans aim to increase students' success in earning their degree or certificate and either entering the workforce or transferring to university.

In Fall 2020, Advising began using the Starfish retention tool to track and flag students who are enrolled in their first quarter at North. While education plans are currently drafted in a separate tool, Advisor Dashboard, using Starfish to assign the tracking item allows students to be more aware of this process, and shares information with relevant staff. The Education Plan Check process is done by week three of each quarter and advisors run reports of their caseloads to identify first term students. Advisors manually place tracking items on students who meet the criteria, and Starfish sends an email notification with a call-to-action of scheduling an appointment to create an education plan.

This process has evolved over the years in response to new technologies; past surveys show positive student feedback and students have appreciated being asked to meet with an advisor to complete an education plan. Our most recent data shows that 23% of all credential-seeking students have education plans on file. With the recent implementation of ctcLink and Starfish technologies, we are examining how to refine our data collection processes and how to effectively implement this proactive advising strategy using ctcLink and Starfish to increase the impact of this intervention.

Ed Planning 101 Presentations & Survey
Since 2013, Advising has collaborated with the English Department and the Faculty Counselors to provide Education Planning Presentations in ENGL& 101 and HDC classes each quarter to present general information about the components of an Education Plan, why they are important for student success, and how to work with advisors to create an Education Plan. Through student data, ENGL& 101 and HDC classes were identified as classes most commonly taken by students in their first year of attendance at North and would provide the largest pool of newer, degree- or certificate-seeking students whom this information would benefit most.

Identical surveys are given before and after the presentation to measure students' understanding of three learning outcomes. In the last survey prior to the COVID 19 pandemic, 445 respondents reported an overall increase in knowledge of learning outcomes:

1. "I know how to access Degree Audit to determine what courses I need to complete my degree/certificate."
    a. Strongly Agree and Agree responses increased from 48% to 83% from pre- to post-presentation surveys.
2. "I know how to determine if a course I need requires a prerequisite."
    a. Strongly Agree and Agree responses increased from 76% to 91% from pre- to post-presentation surveys.
3. "I understand how to access my Educational Plan."
    a. Strongly Agree and Agree responses increased from 61% to 86% from pre- to post-presentation surveys.

This educational planning advising strategy was negatively impacted by the pandemic with in-person classes moving to virtual causing many faculty to understandably prioritize spending class time on course content versus guest presentations. As we move out of the pandemic environment, Advising is exploring ways to reimagine this educational planning strategy.

Tracking Student Traffic
In addition to surveys, Advising consistently tracks when and how students are accessing the department, which has proven necessary throughout the COVID-19 pandemic and flip to remote operations. During this time, the Director of Advising has worked with the Executive Dean of Student Success to review the data regularly and adjust to hours of operation, drop-in and scheduled appointment availability, and modality of appointments to support student traffic and flow. For example, data collected on virtual student drop-ins over the 2020-2021 period has helped to create a more optimal schedule of availability that includes a focus on afternoon and evening virtual services. Likewise, tracking the in-person traffic during the gradual return to campus in 2021-2022 helped to inform staffing and open hours of on-campus operations to best support students' schedules.

Looking Ahead
With so much change in 2020-2022 due to remote operations and a major shift in technology to the ctcLink PeopleSoft system, NSC Advising continues to assess interventions and systems to make continuous improvements and proactively respond to students' needs. This iterative process will include continuing to collect data and survey students whenever possible, regular sharing out and review of data, and disaggregating data to further analyze for potential racial equity gaps.