Seattle Central College
Ad Hoc Report

Prepared for the Northwest Commission on Colleges and Universities

March 10, 2021

Seattle Central College

1701 Broadway

Seattle, WA 98122

TABLE OF CONTENTS

INTRODUCTION

Seattle Central College completed a Mission Fulfillment Self-Evaluation Report in the fall of 2019 and underwent an on-site peer evaluation by the Northwest Commission on Colleges and Universities (NWCCU) on October 28-30, 2019.

The NWCCU reaffirmed Seattle Central College's accreditation status on January 8-10, 2020. The college received 13 commendations and 6 recommendations. The Commission found Seattle Central to be out of compliance with the NWCCU Standards for Accreditation for the following:

The Commission recommends that Seattle Central College:

Use the results of student learning outcomes assessments to inform planning and practices that enhance and improve student learning. Assessments and improvements, based on assessment, are to be readily available to appropriate constituencies in a timely manner. (2020 Standards: 1.C.7).

This ad hoc report describes the actions Seattle Central College has taken to address the Commission's recommendation. The report begins with a discussion of how student success data is being used to develop our strategic and operational plans. This is followed by a review of how assessments of student learning outcomes have led to curricular and pedagogical changes at the college, as well as the steps we have taken in the past year to assess student learning outcomes more systematically. The report concludes with a description of how student success data is being used in conjunction with student learning outcomes assessments to make changes that will move us towards the goals laid out in our strategic and operational plans.

This report includes links to Tableau dashboards. Please use the following credentials to access the dashboards referenced in the report:

Username: NWCCU_Guest

Password: NWCCU_2021

STRATEGIC AND OPERATIONAL PLANS

Seattle Central College is guided by two closely aligned plans—the Seattle Colleges Strategic Plan and the Seattle Central College Operational Plan. The district's Strategic Plan lays out goals, strategies for achieving the goals, and the metrics that are used to evaluate progress. Seattle Central's Operational Plan provides the college's detailed plans for achieving the goals established in the Strategic Plan. In our last accreditation cycle, Seattle Central was working with four Core Themes in addition to the Strategic and Operational plans. While these Core Themes and indicators were worthwhile, we believe that we can make more meaningful changes by replacing the previous Core Themes with the four goals in our Strategic Plan (Appendix A). In doing so, we will reduce the number of indicators from 68 to 16, allowing us to look more closely at disaggregated data to identify and respond to equity concerns as we track our progress towards these goals and make meaningful decisions to improve student learning based on student learning outcomes.

We measure our progress towards the goals in our strategic plan through the metrics provided in the Seattle Colleges Strategic Plan Scorecard, a dashboard that is available to constituents on the Seattle Colleges website. These data are sourced from the Washington State Board of Community and Technical Colleges. Two goals in the strategic plan--*Student Success* and *Equity, Diversity, and Inclusion*--relate to the assessment of student learning outcomes. The Strategic Plan Scorecard provides evidence of student learning outcomes through retention, completion, and math progression rates. Improvements of student retention and completion rates are the end-goal of assessment work. The metrics of student retention and completion provide valuable insight into how the college is serving students well and how we might improve.

Every year, college leaders come together for the President's Summer Retreat to review the college's progress towards our goals and consider how to lead the college forward. The group reviews the metrics provided in the Seattle Colleges Strategic Plan Scorecard and engages in discussions about the work to be done in the upcoming years. The dashboard below presents the most recent measures of our *Student Success* and *Equity, Diversity, & Inclusion* goals along with our targets and actual results for each measure.
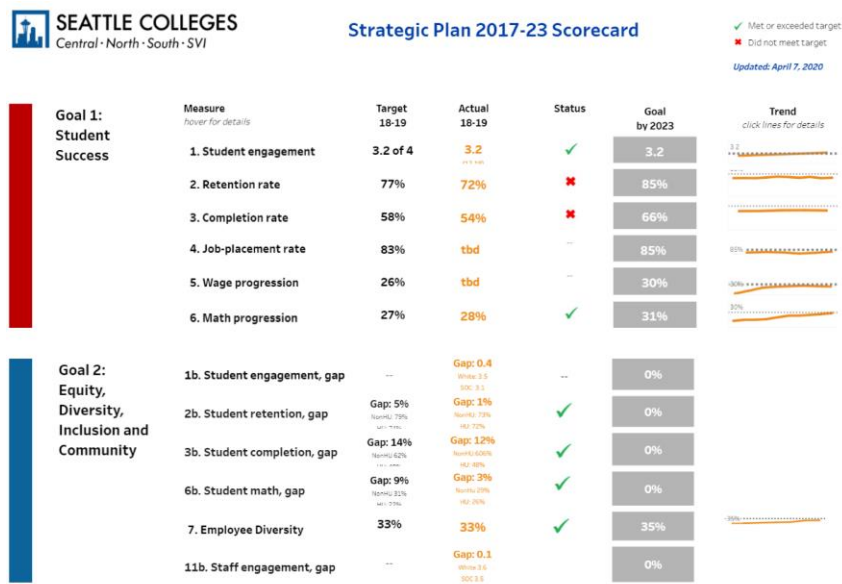
During the summer of 2020, college leaders came together at the President's Summer Retreat to begin the process of revising the Operational Plan for 2020-2023. A sub-committee of the College Council was then tasked with finalizing the Operational Plan. In addition to the Strategic Plan Scorecard, this committee examined data from the First Time Entering Student Outcomes Dashboard, which includes student success, retention, and momentum data that are disaggregated by race, ethnicity, and gender. Two examples of these data are shown below. The first data set compares retention rates for historically underserved students of color (HU-SOC), Black males, White students, and all students at the college. These data show that the retention rate for Black and African American males was 74% in 2019-2020, compared to 81% for all students in the college. The second data set provided shows rates of math completion during students' first year of college. These data show that 17% of Black males successfully completed math courses in their first year during 2019-2020, compared to 35% of White students.

First Fall - First Winter Retention

Math Year 1
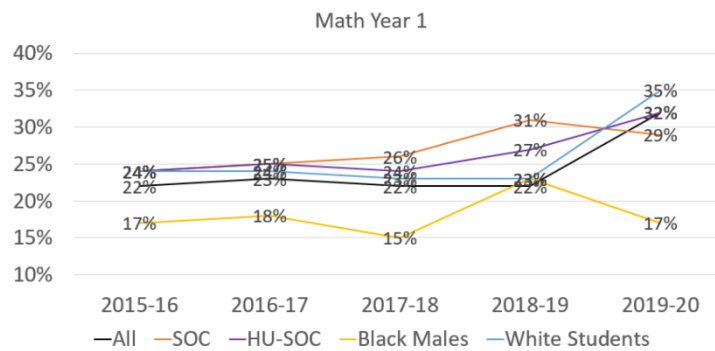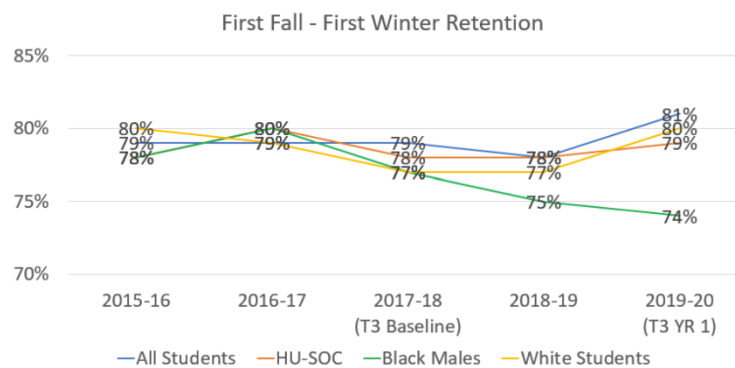
In part due to reflecting on these data, college leadership identified racial equity as the most important concern for the college to address in the coming years. Proposed changes for the 2021-2023 Operational Plan put equity at the forefront of Seattle Central's goals and strategies.

The following goals in the Operational Plan are directly related to planning and practices that enhance student learning:

Goal: Student Success

1. Create a set of clear pathways to support and guide students through the educational process.

a. Build opportunities for collaboration between instruction and student services to improve the overall student experience.

Goal: Equity, Diversity, Inclusion, & Community

2. Create an educational environment that is framed by diversity, equity, and inclusion.

a. Deliver diverse educational resources and services focused on equity and inclusion.

b. Promote culturally responsive pedagogy and services by increasing opportunities for professional development in these areas.

c. Reinforce a culture that supports anti-biased, anti-racist curriculum and pedagogy.

Goal: Enhance Teaching and Learning

1. Respond to the needs of students and the community with high-quality innovative instruction.

c. Revitalize curriculum and course offerings to provide vibrant and responsive programs.

2. Engage students and employees at all levels and at all locations in developing the organization, programs, and resources.

c. Provide professional development that aligns with strategic priorities and supports engaged employees.

Seattle Central College is committed to making decisions and improvements based on evidence of student learning, both through completion and progression metrics and through direct assessments of student learning outcomes. While completion, retention and math progression data provide measurements of the college's progress towards our goals, direct assessments of student learning outcomes will help us identify opportunities to improve student learning through pedagogical and curricular changes. An effective system of assessing student learning outcomes is key to achieving the goals in our Strategic and Operational Plans.

STUDENT LEARNING OUTCOMES ASSESSMENT

Over the past year, the college has engaged in reflection of our existing assessment system to determine how we could better support faculty as they use the results of student learning outcomes to inform decisions and improve student learning.

Assessment of student learning outcomes is guided by two faculty-led committees—the Instructional Assessment Committee (IAC) and the Program Review Committee (PRC). In recent years, academic departments have gone through a two-step review process every four years.

The first step of the review process was an assessment review by the Instructional Assessment Committee (IAC). As part of the assessment review, faculty completed a form to document the alignment of their course learning outcomes to degree and college-wide learning outcomes and submit the results of learning outcomes assessments. Representatives from the IAC met with programs to provide feedback on course and degree learning outcomes statements and discuss the program's recent assessment work, including any improvements made as a result of their assessment efforts. Following these meetings, IAC representatives authored reports describing each program's work and posted the reports on the Seattle Central website. These reports did not include faculty-reported assessment results.

Programs underwent Program Review one year after their assessment reviews. In preparation for Program Review, faculty gathered information about their programs, including program maps, course syllabi, and curricular changes made as a result of assessment of student learning outcomes. The Program Review Committee met with each department to review enrollment data and trends, discuss learning outcomes and assessment work, and learn about curricular changes and improvements. PRC representatives generated reports to describe the work of each program. These reports can be found alongside the IAC reports on the website.

Faculty representatives serving on the IAC and PRC have noted that faculty are assessing student learning outcomes and making improvements in response to assessment results, but that the assessment process is often not well-documented because we have not had a system in place for collecting this information from faculty and making it available to constituents in a timely manner.

The IAC and PRC have identified the need to create a clear system for documenting faculty assessments of student learning. To inform this effort, committee members looked to the work of departments in our institution that have created their own effective systems for documenting assessments and using the results to improve student learning. The examples below highlight select departments that have developed effective systems for reporting student learning outcomes assessments, and the lessons and opportunities for improvement the IAC and PRC committees can take from their work as they build out a system of assessment for use college wide.
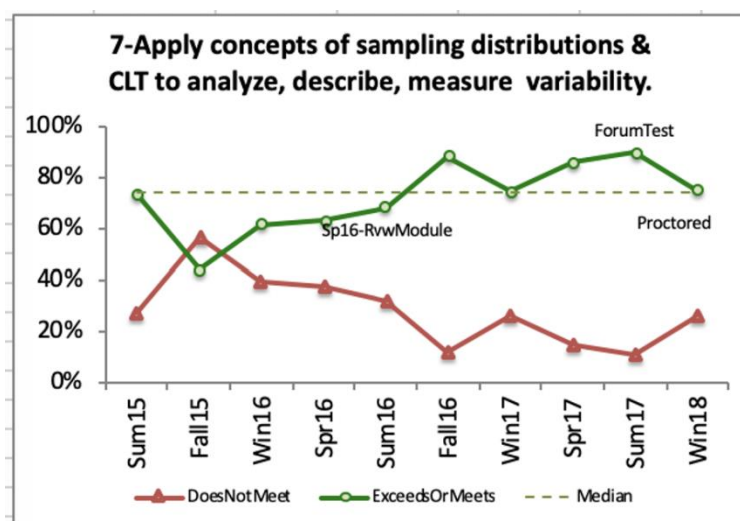
Math

The Math department at Seattle Central College provides an excellent example of using student success data to make program improvements that increase student success. In 2014, the department examined the rates at which Seattle Central students' progress from developmental mathematics courses through completion of college math requirements. As a result of their research, the department decided to revise their curriculum so that students can complete math requirements more efficiently.

Prior to their curriculum revision, students who placed in developmental math completed a four-course sequence: MATH 081, MATH 084, MATH 085, and MATH 098. Seeking to reduce the number of credits needed to complete developmental math, the department reviewed learning outcomes in math courses that meet Quantitative/Symbolic Reasoning degree requirements and mapped required skills backwards to develop learning outcomes for three new developmental math courses: MATH 087, MATH 088, and MATH 096. The department further developed two pathways for completing developmental math—one for students entering STEM fields, and one for students entering non-STEM fields. The pathway for students entering non-STEM fields reduced the number of credits needed to finish developmental math.

The Math department also uses direct assessments of course learning outcomes to improve teaching and learning. Several math courses use WAMAP, an online assessment tool and learning management system that provides detailed information about students' mastery of course learning outcomes. Math department faculty closely track student performance on course learning outcomes in order to identify areas for improvement. When an intervention is developed to improve learning of a particular outcome, faculty continue monitoring the data to assess the success of the intervention.

The example below shows assessment results of a course learning outcome in MATH 146, Introductory Statistics. Faculty began documenting the number of students who met or exceeded expectations on the outcome in the Summer of 2015. To improve student learning on the outcome, faculty created a review module in the spring of 2016. The number of students who successfully met this student learning outcome increased after the review module was introduced. The chart also documents the introduction of a discussion forum test on the outcome that was added to the curriculum in the Summer of 2017 and the beginning of a proctored exam in 2018.

Faculty in the Math department have received training in Improvement Science and Productive Persistence and have brought that framework to the Math department. Furthermore, the WAMAP system allows faculty to easily observe students' learning on each course learning outcome and track improvements over time.

The Math department's approach to assessment shows the value of a consistent and systematic approach to assessment of learning outcomes. Math faculty are able to identify areas for improvement because they continually report on students' learning and analyze the results.

Chemistry

The Chemistry department, like the Math department, has developed a consistent and effective system for assessment. Chemistry faculty agree upon common assessments to be used in all sections of key courses. The results of these assessments are aggregated so that faculty can monitor how well their curriculum is leading to students' mastery of the learning outcomes.

At the conclusion of CHEM 163, General Chemistry with Lab III, students take the American Chemical Society (ACS) Full Year General Chemistry Exam, a nationally normalized exam. Faculty have been tracking student performance on this exam since 2008. The latest 3-year data analysis showed that 70% of CHEM

163 students scored in the 50th percentile or above on the test, demonstrating successful learning of the course learning outcomes. Concerned about the 21% that scored below the 50th percentile, faculty conducted an item analysis of the exam to identify trends in questions in which 50% or more students answered incorrectly. A trend was found for the topics of thermodynamics (equilibrium calculations, pH calculations, free energy calculations), kinetics (concentration order determination and mechanism), electrochemistry, and nuclear chemistry.

Faculty identified the reasons why these topics may be particularly challenging for students. Thermodynamics and kinetics have been historically challenging for students primarily due to the difficult conceptual linkage of macroscopic measurements to microscopic or particulate behavior. Faculty reviewed how these topics were covered in CHEM 161, *General Chemistry with Lab I*, and CHEM 162, *General Chemistry with Lab II,* and developed online modules to provide additional practice in these concepts. Faculty identified that electrochemistry and nuclear chemistry are likely challenging because less time is devoted to these topics in the curriculum. Faculty considered increasing the attention given to these topics in the curriculum, but determined that this extra time would necessarily come at the expense of crucial topics that provide a more general foundational basis. Faculty decided to develop online modules to supplement these topics in the General Chemistry course sequence. Faculty continue to monitor student progress to determine whether the addition of these online modules was effective.

In another example, evaluated CHEM 161 students' problem-solving skills through the American Chemical Society's First-Term General Chemistry Exam. Though results showed that the majority of students completing CHEM 161 demonstrated successful learning of course learning outcomes, 13.2% did not meet expectations. Faculty questioned whether the math and chemistry prerequisites were set appropriately for the course. They are currently working with the Director of Institutional Research to learn more about how students' previous math and chemistry coursework correlates with success in CHEM 161.

The Chemistry department's approach to assessing student learning outcomes provides valuable information about student learning across multiple courses in their curriculum. Further, Chemistry faculty are committed to aggregating and analyzing the results of their assessments to improve student learning.

Dental Hygiene

The Dental Hygiene department takes a consistent approach to assessment that results in improved student learning. Faculty in the Dental Hygiene department meticulously track students' growth of skills throughout the program. Learning is tracked across courses so that students and faculty can observe a learner's growth as they move through the program. Students are involved in the assessment process as well; students have access to their detailed skills assessments and are regularly asked to reflect on their learning. The results of faculty assessments and student self-reflections are used to direct students to opportunities for building their skills. For example, students have the opportunity to enroll in a Saturday lab class for additional practice and support. These assessment approaches have contributed to a high level of student success; 94.7% of all dental hygiene students passed the National Board Dental Hygiene Exam on their first attempt in 2020.

Dental Hygiene faculty benefit from strong program learning outcomes and a clear set of standards for assessment from the Commission on Dental Accreditation. Though faculty value the assessment process, they admit that the required documentation is onerous. To solve this problem, the department recently purchased Typhon, a software program designed to help faculty report and analyze data more easily.

Seattle Central Institute of English

Seattle Central Institute of English (SCIE) is an English as a Second Language program dedicated to serving international students at Seattle Central College as they develop their English language skills in preparation for college coursework.

SCIE faculty developed a series of summative listening tests to assess the listening comprehension outcomes across the five listening and speaking courses offered in the program. Scores on several of these exams were much lower than expected. In particular, faculty were concerned that only 39% of the students enrolled in CIE 011, *Level 3 Speaking/Listening/Grammar* met the listening comprehension learning outcomes of the course as measured by the exam. These results led faculty to reflect on the assessment measures and how they relate to course materials.

A comparison of the listening passages of the exams and course textbooks revealed notable differences between some tests and the course textbooks. Differences were found in terms of the types of listening text presented (conversations vs. lectures), the length of listening passages, language complexity, and speech rate. Faculty concluded that some of the textbooks used in the Speaking & Listening curriculum were not sufficiently preparing students meet course learning outcomes. The department decided to adopt course texts that better align with course learning outcomes.

These assessments of listening comprehension outcomes also led to some important departmental discussions about assessment. Faculty noted that students demonstrate their learning through various course activities and assignments, and that tests do not always reflect how well students have met course learning outcomes. The department is continuing to explore how to assess student learning in ways that are equitable and meaningful.

SCIE's assessment was time-consuming; it required faculty time to create the assessments, report and discuss the results, analyze the tests and course materials, and implement necessary changes. SCIE was able to do this time-consuming work because the department is supported by a faculty coordinator with released time for organizing this type of work.

Visual Media

The Visual Media department has successfully used assessments of student learning to make meaningful changes to their curriculum. Visual Media students move through their program as a cohort, completing multiple individual and group projects throughout their 2-year program. These projects provide valuable opportunities for faculty to assess student learning.

In the spring of 2019, Visual Media students showcased their [final projects](#) in a capstone course. Faculty assessed student learning and noted that many of the samples of student work could be improved with stronger sound editing skills. Faculty reflected on these results and found areas where sound editing skills could be integrated into the curriculum. Faculty continue to assess student work to evaluate the effectiveness of this change.

The Visual Media program's assessment system is particularly effective for several reasons. First, the program features clear, meaningful degree outcomes that guide course design and instruction. The program is a cohort model, which makes identifying when outcomes should be met more straightforward. The use of a capstone project allows faculty to assess multiple degree outcomes in a way that is authentic and meaningful to students. Finally, faculty are responsive to needed change; they work quickly to close the loop.

Key Takeaways

The work done by these departments provides the following insights into assessment at Seattle Central College:

1. Departments that are doing good assessment work at Seattle Central College have a clear purpose for using assessment to improve student learning. Faculty use the results of assessments to guide curricular changes and teaching strategies.
2. A consistent, systematic approach to assessment helps point faculty to areas of need in the curriculum. Departments that carefully track assessment results over time are able to identify patterns in student learning that they might not have seen otherwise.
3. Assessment is time-consuming, and departments benefit from having a faculty lead who can organize assessment efforts and initiate discussions about assessment results and their implications.
4. Reflecting on assessment results and student learning is essential to improving student learning. Faculty need time to engage in these discussions.
5. Faculty successfully assess student learning in a variety of ways; as such, we need to create a system of assessment that allows for a portfolio of assessment options.
6. Faculty need to look critically at their assessment measures to ensure that assessments are valid and equitable.
7. Faculty benefit from working closely with the Institutional Research department to seek answers to questions raised by their assessment work. This is particularly true in instances in which faculty have questions about students' academic experiences outside of their own classes and departments.

The IAC and PRC have halted all reviews for the 2020-2021 academic year in order to reimagine assessment and program reviews at Seattle Central College. Considering the lessons learned from the assessment work already happening across the college, the committees have taken the following steps:

- Created an [Ensure Learning Template](#) that allows faculty to visualize how learning outcomes are addressed throughout programs, create plans for systematic and regular assessment, set achievement goals, and document assessment results.
- Adapted an [Ensure Learning Planning Tool](#) that faculty can use to plan for effective assessment of student learning outcomes.
- Proposed a [system for faculty to report student learning outcomes assessments](#).
- Designed a pilot for a degree assessment process that engages faculty in discussions about their assessments of student learning outcomes and the potential pedagogical and curricular improvements that can be made based on assessment results.
- Drafted an updated Instructional Assessment Committee website that will include the results of student learning outcomes assessments.
- Determined that future program reviews will include the following elements:
  - Discussion of student learning outcomes assessments and how they have informed decisions that result in improvements.
  - Reflection and discussion of equity concerns raised by the disaggregated data found in the [Course Success Dashboard](#), a dashboard that provides disaggregated data on enrollment, student grades, and program completions. The Course Success Dashboard is available to all faculty and staff through our college-wide Tableau site.

- o Discussions of how faculty are decolonizing their curricula through culturally responsive teaching techniques, equitable assessments that allow students to show their knowledge in multiple ways, and course content that reflects the diverse backgrounds, viewpoints, and experiences.
  - o Identification of critical courses for success, defined as courses in which less than 85% of all students or less than 85% of Black men earned 2.0 or higher over the last three years.
  - o Student feedback in the form of student survey responses.
- Resolved to work more closely with Professional Development leads about professional development needs raised in reviews.

The Instructional Assessment and Program Review Committees are creating systems and structures that will allow faculty to regularly document our assessments of student learning outcomes and engage in meaningful discussions about how we can use assessment results to improve pedagogy and curricula. As these committees engage in this work, they are working closely with faculty and staff engaged in the Guided Pathways initiative in order to institutionalize these assessment practices.

GUIDED PATHWAYS

Guided Pathways is a comprehensive approach to achieving two goals in our strategic plan: *Student Success* and *Diversity, Equity, Inclusion & Community*. Racial equity is at the heart of Guided Pathways; the Guided Pathways mission statement states that, "the ultimate goal of this effort is to dismantle systems that perpetuate racial and social inequity, using inclusive evidence-based practices that promote equity and institutional transformation." Guided Pathways is a framework that guides changes for every part of the student experience at Seattle Central College, from onboarding to advising and beyond.

Guided Pathways work at Seattle Central College is overseen by the Pathways Lead Team, made up of Executive Leadership and Pathways Leads, in conjunction with the Steering Team, a larger group of faculty and staff. These groups regularly examine data on student learning to inform decisions. Pathways work is informed by data on student retention, completion, momentum, and progression in math reported in the First Time Entering Student Outcomes Dashboard from the Washington State Board of Community and Technical Colleges. These data points will be annually examined by the Pathways Guiding team each year. Pathways work is further supported by Seattle Central College's Course Success Dashboard, which provides data on enrollment and student grades in courses. When disaggregated by race, ethnicity and gender, these data reveal that the college does not serve all students equally well. In particular, the data reveal that Black and African American males are not well-served by the institution, as reflected in lower retention and completion rates.

Guided Pathways work at Seattle Central is focused on closing the equity gaps revealed in student outcomes data. Our efforts center on improving outcomes for Black and African American males, with the understanding that policies and practices that work well for these students will benefit all students.

The following Seattle Pathways projects demonstrate how Seattle Central is using disaggregated data about student success in conjunction with student learning outcomes assessments to inform decisions.
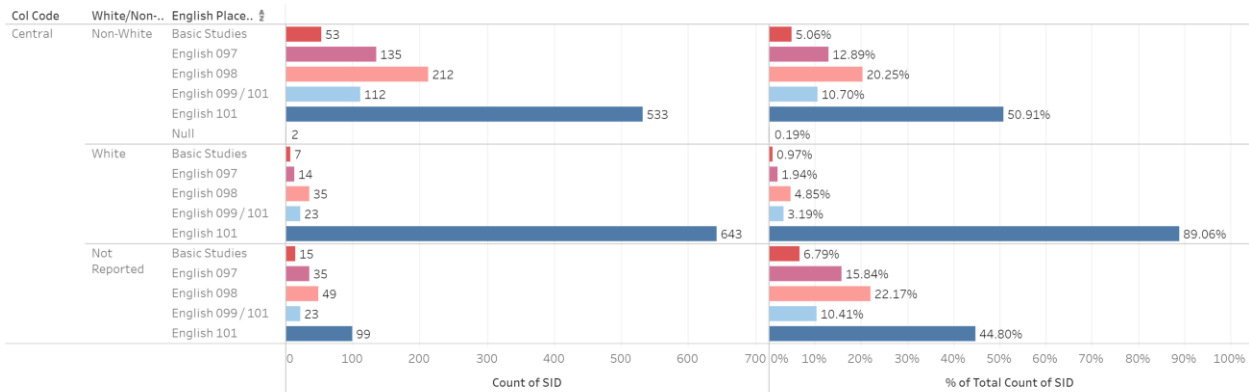
The Black Solidarity Think Tank

The Black Solidarity Think Tank is a Pathways work group dedicated to helping Black and African American men succeed at Seattle Central College. This small group of faculty and administrators are creating a framework that is informed by Critical Race Theory and Institutional Care theories. This equity-minded framework will be used to approach all decisions, projects and policy-making efforts at the college.

The Black Solidarity Think Tank has developed Take Six, a decision-making tool that guides users to consider the racialized impacts of decisions. The decision-making tool directs users to examine data that is disaggregated by race in order to consider how decisions impact historically underserved students. The Take Six tool is currently being piloted by all Pathways work groups and will eventually be used to make decisions at every level of the college.

Directed Self-Placement

Directed Self-Placement (DSP) is a tool that guides students to select their first college English courses. Prior to DSP's implementation in April 2020, new students were placed in English courses according to grades on high school transcripts or by placement assessments. These placement exams produced racial inequity in placements. The data below show the placement results for students who took the Wonderlic assessment. The Wonderlic assessment placed 89% of White students in English 101 compared to 51% of Non-White students.

English Placement for Wonderlic, by White/Non-White

Col Code	White/Non-..	English Place..		
Central	Non-White	Basic Studies	53	5.06%
		English 097	135	12.89%
		English 098	212	20.25%
		English 099 / 101	112	10.70%
		English 101	533	50.91%
		Null	2	0.19%
	White	Basic Studies	7	0.97%
		English 097	14	1.94%
		English 098	35	4.85%
		English 099 / 101	23	3.19%
		English 101	643	89.06%
	Not Reported	Basic Studies	15	6.79%
		English 097	35	15.84%
		English 098	49	22.17%
		English 099 / 101	23	10.41%
		English 101	99	44.80%

Count of SID — % of Total Count of SID

DSP was created to provide an equitable alternative to placement testing. The tool asks students a series of questions about their goals and experiences with reading and writing, both inside and outside of classroom environments. Upon completion of DSP, students receive a course recommendation but remain free to choose the course that they feel is best for them.

A dashboard was created to help the faculty-led DSP work group assess the effectiveness of DSP. The dashboard provides disaggregated data regarding DSP-suggested placements, course enrollments, and student success in those courses. The dashboard will be updated quarterly so that faculty can use it in conjunction with student and English faculty feedback to determine the effectiveness of DSP.

The data below, taken from the DSP Data Dashboard, show the percentage of students who were placed in developmental English courses (BTS, ENGL 098, ENGL 099) and English 101 during the summer and fall quarters of 2020. The data, disaggregated by race and gender, reveals that 75% of Black males who have used DSP have been placed in ENGL 101, compared to 79% of white males and 73% of Asian males.[1]
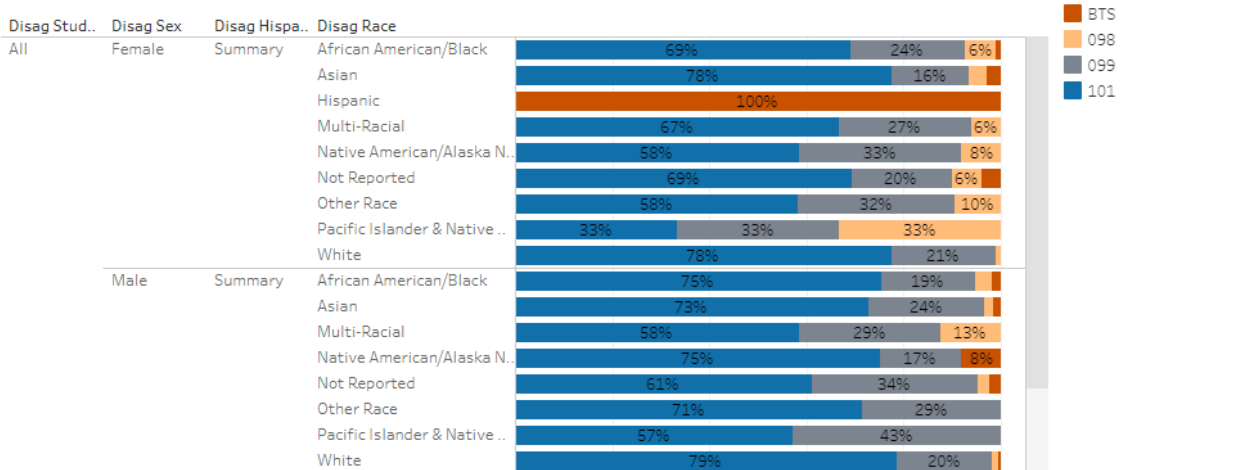
The data below, also from the DSP Data Dashboard, present the scores male students earned in their first English courses following DSP. The data show that 67% of African American and Black males who were placed in English 101 successfully completed the course with scores 2.0 or higher, while 90% of Asian males and 69% of White males did the same.
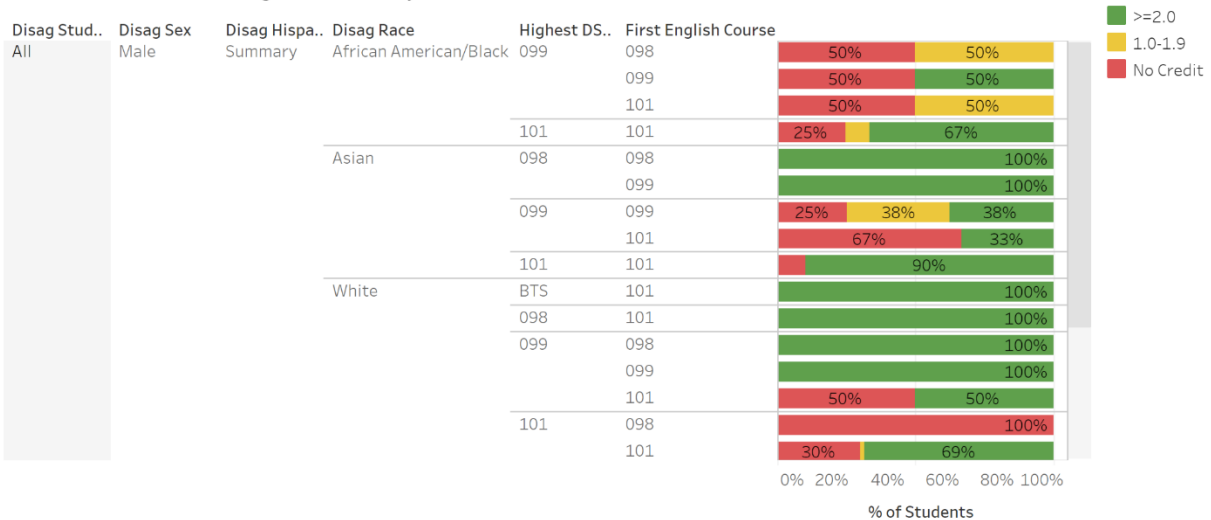
DSP was first used in the spring of 2020. In the spring of 2021, once the tool has been in place for a full year, the DSP work group plans to use the data dashboard to determine how many students are

[1] Some of the results found in these data represent very small numbers and should, therefore, not be used to draw conclusions.

succeeding in the English courses they selected after taking DSP. The work group will consider these data as they reflect on the effectiveness of DSP and consider improvements to the tool.

Program Mapping & Ensuring Learning

Two foundational pillars of Guided Pathways are to clarify educational paths for students and to ensure that students are learning. These pillars are addressed through program maps and assessment plans. We believe that assessment of student learning outcomes can inform program mapping and that, in turn, faculty can build stronger assessment plans when they are able to see how their courses are positioned within students' learning paths.
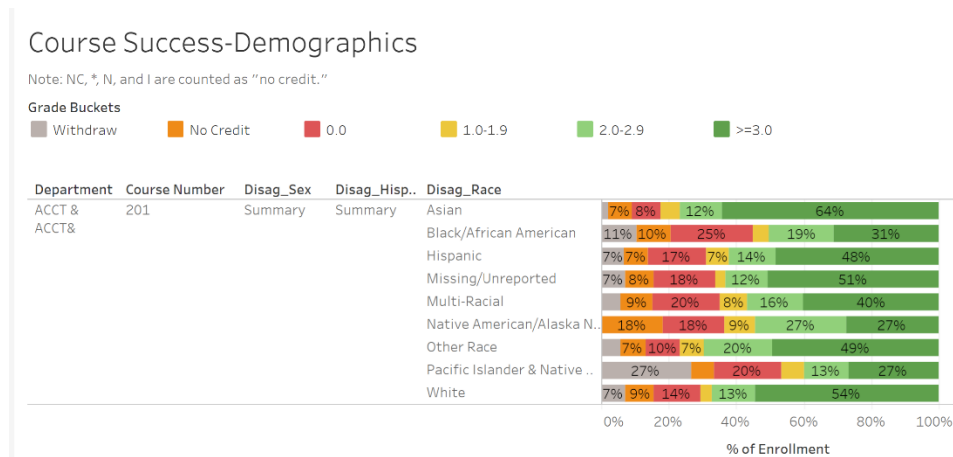
The process of Program Mapping at Seattle Central College guides faculty to consider on the legacy they want to leave for students, reflect on data concerning student learning in their programs, develop sample course sequences for students, create maps that show how degree outcomes are reached across their degrees, and develop plans to ensure learning through assessment of student learning outcomes.

The Associate in Business faculty were the first to go through the mapping process at Seattle Central College. Prior to meeting, faculty in the Associate in Business program formulated questions about student learning in their program, including students' placement in and completion of Math and English courses, and how student success is impacted by beginning the program in the spring rather than the fall. The Director of Institutional Research met with faculty to share data related to those questions as well as to introduce faculty to the data available in the Course Success Dashboard. The Course Success Dashboard shows the grade distribution for each course and can be disaggregated by student demographics including sex and race/ethnicity. The dashboard is updated quarterly and is available to all faculty who have been trained to use it.

Course success data revealed a racial equity gap across many courses in the Associate of Business curriculum. In the example below, data show that only 50% of Black/African American students passed ACCT 201, compared with 76% of Asian students and 67% of White students. Further disaggregation by gender revealed that only 48% of Black students who identify as male were successful in the course.

Course Success-Demographics

Note: NC, *, N, and I are counted as "no credit."

Grade Buckets

| Withdraw | No Credit | 0.0 | 1.0-1.9 | 2.0-2.9 | >=3.0 |

Department	Course Number	Disag_Sex	Disag_Hisp..	Disag_Race						
ACCT & ACCT&	201	Summary	Summary	Asian	7%	8%	12%			64%
				Black/African American	11%	10%	25%		19%	31%
				Hispanic	7%	7%	17%	7%	14%	48%
				Missing/Unreported	7%	8%	18%		12%	51%
				Multi-Racial		9%	20%	8%	16%	40%
				Native American/Alaska N..		18%	18%	9%	27%	27%
				Other Race		7%	10%	7%	20%	49%
				Pacific Islander & Native ..	27%		20%		13%	27%
				White	7%	9%	14%	13%		54%

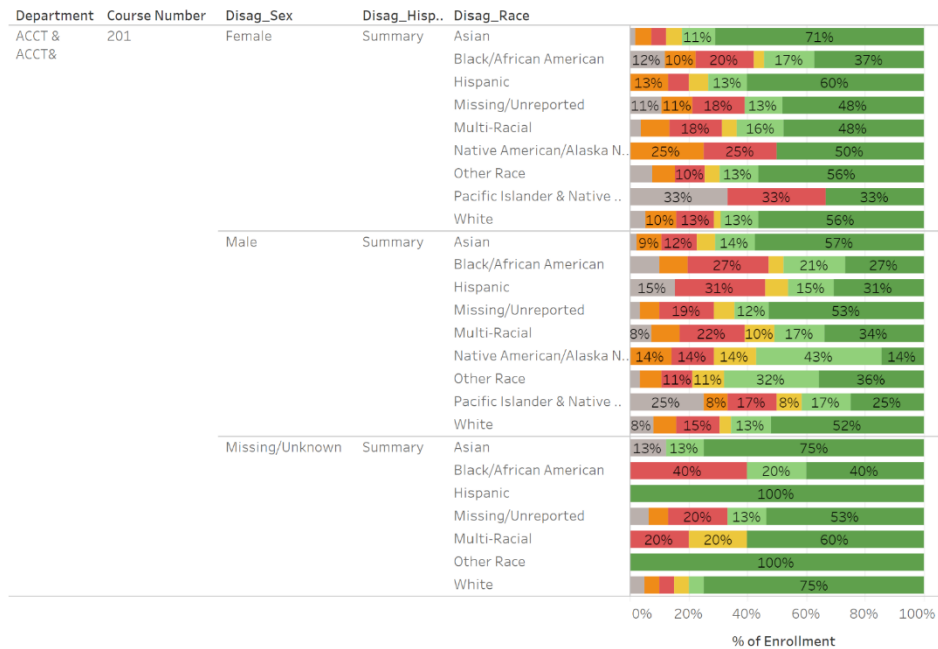0%   20%   40%   60%   80%   100%

% of Enrollment

Course Success-Demographics

Note: NC, *, N, and I are counted as "no credit."

Grade Buckets

■ Withdraw ■ No Credit ■ 0.0 ■ 1.0-1.9 ■ 2.0-2.9 ■ >=3.0

Department	Course Number	Disag_Sex	Disag_Hisp..	Disag_Race	% of Enrollment (bar values)
ACCT & ACCT&	201	Female	Summary	Asian	11% / 71%
				Black/African American	12% 10% 20% 17% 37%
				Hispanic	13% 13% 60%
				Missing/Unreported	11% 11% 18% 13% 48%
				Multi-Racial	18% 16% 48%
				Native American/Alaska N..	25% 25% 50%
				Other Race	10% 13% 56%
				Pacific Islander & Native ..	33% 33% 33%
				White	10% 13% 13% 56%
		Male	Summary	Asian	9% 12% 14% 57%
				Black/African American	27% 21% 27%
				Hispanic	15% 31% 15% 31%
				Missing/Unreported	19% 12% 53%
				Multi-Racial	8% 22% 10% 17% 34%
				Native American/Alaska N..	14% 14% 14% 43% 14%
				Other Race	11% 11% 32% 36%
				Pacific Islander & Native ..	25% 8% 17% 8% 17% 25%
				White	8% 15% 13% 52%
		Missing/Unknown	Summary	Asian	13% 13% 75%
				Black/African American	40% 20% 40%
				Hispanic	100%
				Missing/Unreported	20% 13% 53%
				Multi-Racial	20% 20% 60%
				Other Race	100%
				White	75%

0% 20% 40% 60% 80% 100%

% of Enrollment

Faculty reflected on these data and committed to finding ways to better serve all students. Faculty are currently working with the Associate Vice President of Diversity, Equity and Inclusion to create learning outcomes statements that are rooted in racial equity. They are also involved in campus-wide discussions about building community for BIPOC students, bringing social justice into their curriculum, and practicing equitable assessment and grading practices.

Student success data was also used to make decisions regarding course sequencing. For example, faculty questioned whether student success in the Accounting sequence was impacted by the time of year when students took the first course in the sequence, ACCT 201. The data, shown below, reveal that students who take ACCT 201 in the spring quarter have a lower success rate in the final course of the sequence, ACCT 203. Faculty determined that their sample course sequences should guide students to begin the Accounting sequence in the fall term as a result. In this way, faculty were able to use student success data to make an improvement to their program.

Success in Accounting sequence, by quarter took ACCT 201

Quarter took 201	201 Grade				202 Grade				203 Grade			
	Avg. grade	0.0	< 2.0	>=2.0	Avg. grade	0	< 2.0	>= 2.0	Avg. grade	0.0	< 2.0	>= 2.0
Fall	2.92	13%	5%	82%	2.97	12%	3%	86%	3.03	12%	4%	85%
Winter	2.97	12%	3%	85%	2.98	9%	5%	86%	2.99	14%	4%	83%
Spring	2.96	12%	3%	85%	3.00	11%	2%	88%	2.79	17%	6%	77%
Summer	2.82	16%	6%	78%	3.14	6%	1%	93%	3.00	15%	3%	82%

After reflecting on the data provided through the Course Success Dashboard and from Institutional Research, faculty worked to create a plan to systematically assess student learning outcomes. They began this process by completing an Ensure Learning plan that shows how degree learning outcomes are

addressed throughout the curriculum. A faculty member reviewed the course level learning outcomes and identified which course level learning outcomes aligned with degree level learning outcomes. Faculty then met to discuss the alignment of course and program learning outcomes. Those discussions revealed several opportunities to improve their curriculum:

1. The following degree learning outcome did not seem to be aligned with any course level learning outcomes in the AB degree: "Students use technology for solving business problems, including common computer applications and graphing calculators." Faculty discussed whether the degree outcome was necessary and decided that it would improve student learning if they brought more technology skills into their curriculum. Faculty will revise their course learning outcomes in order to better address this skill throughout the curriculum.
2. The only courses that are aligned to the following degree are Accounting courses: "Students participate in social and teamwork exercises in order to develop skills in cooperation, leadership and peer respect." Faculty considered whether this skill would be best understood as a learning outcome or as an instructional technique and agreed that it should remain a degree learning outcome. They will revise their course learning outcomes so that the outcome is reached through more courses across the curriculum.
3. Only one course, Business Law, includes a course learning outcome related to this degree learning outcome: "Students evaluate a decision or course of action based on ethical theories, or codes of ethics promulgated by professional business organizations." Faculty agreed that this outcome should be taught across the curriculum and will revise their course learning outcomes accordingly.

Faculty engaged in further discussions about how various degree outcomes apply to their courses, how they determine that students are successfully meeting the learning outcomes, and ways to improve learning. At the conclusion of these discussions, faculty were asked to report the results of student learning outcomes assessments in a form. Despite having participated in rich discussions about student learning outcomes assessments in meetings, few faculty members reported their results in the form.
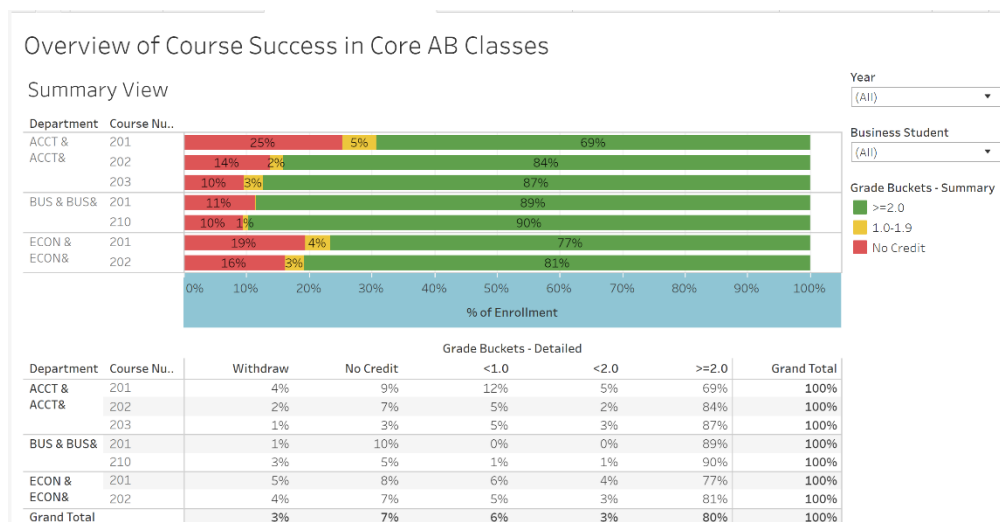
A faculty leader proposed collecting the results of student learning outcomes assessments through small group discussions. The faculty member worked with colleagues and with the Instructional Assessment and Program Review Committees to develop an [assessment plan](#) that involves meeting with colleagues to share their assessment approaches and results and consider how their assessments can inform improvements in the program. This process will be piloted in the Winter of 2021.

The Associate in Business program was the first department to participate in program mapping at Seattle Central. Eventually, all programs at the college will participate in this process. Moving forward, faculty will be prompted to revisit their program maps, course success data, and student learning outcomes assessments as they undergo their regularly scheduled program reviews.

Critical Courses for Success

Critical courses for success are courses that are required for a degree in which less than 85% of all students or less than 85% of Black males earn 2.0 or higher over a period of 3 years. The Office of Institutional Research will generate a [list of critical courses](#) for success every year. Faculty who teach these courses will be invited to participate in a focused assessment project with the Assessment and Accreditation Specialist and other faculty trained in assessment to improve student success. In this process, faculty will reflect on the challenges students face in their courses, assess student learning outcomes in the course, and consider interventions and improvements that will lead to greater student success.

This process has begun with faculty in the Associate in Business program. Six courses in the program have been identified as critical courses for success: ACCT& 201, ACCT& 202, ACCT& 203, BUS& 201, ECON& 201, and ECON& 202.

Overview of Course Success in Core AB Classes

Summary View

Department	Course Nu..		Year
			(All) ▼

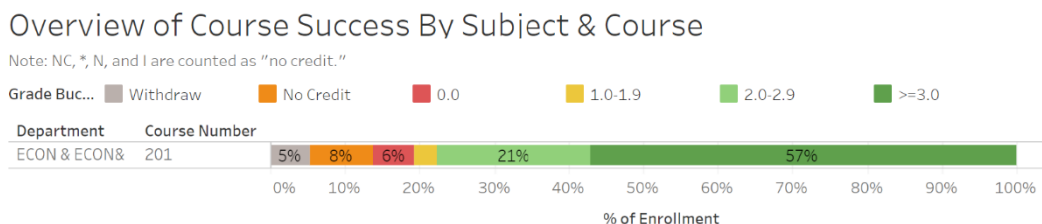| Department	Course Nu..	Withdraw	No Credit	<1.0	<2.0	>=2.0	Grand Total
ACCT &	201	4%	9%	12%	5%	69%	100%
ACCT&	202	2%	7%	5%	2%	84%	100%
	203	1%	3%	5%	3%	87%	100%
BUS & BUS&	201	1%	10%	0%	0%	89%	100%
	210	3%	5%	1%	1%	90%	100%
ECON &	201	5%	8%	6%	4%	77%	100%
ECON&	202	4%	7%	5%	3%	81%	100%
Grand Total		3%	7%	6%	3%	80%	100%

Accounting and Economics faculty, both full- and part-time, were invited to develop an assessment project to identify areas of challenge within their courses and implement interventions to increase the number of students who successfully meet course outcomes. Two Economics faculty members, both part time, agreed to participate in the project.

Participating faculty began with a discussion about the learning outcomes of their shared course, ECON& 201. Through a discussion of their teaching approaches and the challenges their students face, faculty were able to identify a key learning outcome to investigate--"Describe the concepts of supply and demand and their functions in markets." They agreed to assess that outcome during the Fall 2020 term.

After assessing the student learning outcome, faculty met to discuss the results. Faculty shared how they assessed the learning outcome, how they determined that students had met the outcome, and the number of students who had met the outcome. The two faculty members had assessed the learning outcome differently. One instructor assessed the outcome through a multiple-choice exam and reported that 78% of his students successfully showed that they had met the outcome. The other instructor assessed student responses to an open-ended response question and reported that 41% of his students demonstrated that they had met the outcome. Faculty noted that the open-ended response question required students to demonstrate greater depth of understanding compared to the multiple-choice exam questions and considered the level of understanding students should have about supply and demand upon completion of ECON& 201. Faculty provided feedback to one another on their assessment measures and discussed ways to improve student success on the open-ended response question by clarifying instructions, providing opportunities for students to practice answering comparable questions before the exam, and assessing the outcome earlier in the quarter rather than in a final exam. Faculty agreed to continue assessing the learning outcome and set a goal for 80% of their students to successfully meet the learning outcome.

Faculty also raised concerns that when students are unsuccessful in ECON& 201, it is often because of poor attendance and missing assignments. Faculty reviewed student scores in their sections of ECON& 201 over 2019-2020 and found that 18% of the students enrolled in their sections of ECON& 201 did not

pass their course and had not submitted multiple assignments. Many of these students also earned low scores on midterm and final exams, presumably because they had not completed the work leading up to these exams. These numbers align with the course success data of all sections from the same time period, which show that 17% of all students enrolled in ECON& 201 during 2019-2020 earned grades of 1.0-1.9, 0.0, or NC (No Credit), suggesting that missing assignments is a driver of students being unsuccessful in the class.

Overview of Course Success By Subject & Course

Note: NC, *, N, and I are counted as "no credit."

| Grade Buc... | Withdraw | No Credit | 0.0 | 1.0-1.9 | 2.0-2.9 | >=3.0 |

| Department | Course Number | | | | | |
| ECON & ECON& | 201 | 5% | 8% | 6% | 21% | 57% |

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

% of Enrollment

Faculty considered ways to better support students in ECON& 201 and were able to identify several interventions:

1. Restructuring online courses into modules that require them to complete foundational work before moving on to more difficult concepts.
2. Increasing student engagement in online courses by creating more opportunities for interaction, both with classmates and faculty
3. Integrating topics of racial equity into course content in order show how economic principles apply to real-world situations that are meaningful to students.
4. Bringing student voice into the assessment process by asking students to write reflections of their own learning.
5. Getting trained to use Starfish, a scheduling platform that allows faculty to send alerts to students' advisors when a student is in need of help.
6. Working with Starfish representatives to set up an early alert for Economics courses; Starfish normally prompts faculty to send alerts four weeks into the quarter, but faculty noted that students who fall behind in ECON 201 in the first two weeks struggle to catch up.
7. Inviting a TRIO representative to visit ECON 201 to introduce the program and help enroll eligible students.

Economics faculty will continue to assess student learning outcomes in order to determine whether these interventions provided the support students need. At the conclusion of the project, Economics faculty will share their work with colleagues in the Associate in Business program as well as with others in the college.

The work being done to improve teaching and learning in courses identified as Critical Courses for Success demonstrates how the student success data in the Course Success Dashboard can be used in conjunction with faculty assessments of student learning to make meaningful improvements. The Course Success Dashboard helps faculty identify patterns that they can further investigate through direct assessments of student learning outcomes.

CONCLUSION

In accordance with the NWCCU's Accreditation Standard 1.C.7, Seattle Central College is using student success data in conjunction with assessments of student learning outcomes to shape our institutional goals and plans and to continuously improve student learning.

In the past year, Seattle Central College has taken the following steps to use the results of learning outcomes assessments to inform planning and practices that enhance and improve student learning:

- Reduced the number of Core Theme Indicators from 68 to 16 so that we can make data available to constituents on an ongoing basis, enabling faculty and administrators to use data to make decisions that lead to improvement.
- Reorganized the Office of Institutional Research to work more closely with faculty to provide data needed to inform meaningful assessment of student learning outcomes.
- Hired an Assessment and Accreditation Specialist to support faculty as they assess student learning outcomes and connect faculty with college resources and professional development opportunities in order to make improvements based on their assessments.
- Held a college-wide faculty meeting to discuss the values and principles that should guide assessment of student learning outcomes efforts at Seattle Central.
- Formed a committee to revise the college wide learning outcomes and create a plan for assessing them.
- Halted all assessment and program reviews for the 2020-2021 academic year in order to develop systems and processes for faculty to regularly and systematically assess student learning outcomes.
- Created a [template](#) for developing assessment plans and reporting the results of student learning outcomes assessments
- Adopted a [planning tool](#) to help faculty consider how to develop assessments of student learning outcomes.
- Hosted retreats at which faculty reviewed student success data and created assessment plans for the following degree programs: The Associate in Business, Information Technology, Social and Human Services, and the Bachelor of Applied Behavioral Science
- Drafted [an assessment plan](#) and made plans to pilot the plan with members of the Instructional Assessment and Program Review Committees.
- Organized a pilot project to document student learning assessments and discuss improvements to the Associate in Business program.
- Piloted a process for using student learning outcomes assessments to inform improvements in critical courses for success.

Seattle Central has worked towards making assessments and improvements available to constituents in a timely manner by doing the following:

- Created the [Course Success Dashboard](#), which will be updated quarterly. The Course Success Dashboard will allow faculty and programs to view consistent data at any time.
- Formed a committee to develop a [policy](#) concerning the use of data dashboards and create a training program that will support the use of data for assessment of student learning outcomes.
- Created [a tool](#) that will allow faculty to regularly report the results of their student learning outcomes assessments.

- Drafted a new website for the Instructional Assessment Committee that will include programs' assessment plans and results of student learning outcomes assessments.
- Created an online form that will allow faculty to alert the Professional Development team about professional development needs that arise from their curriculum mapping and assessment work.

Seattle Central College is committed to our mission to "prepare each student for success in life and work" by continuously reflecting on the quality of our programs, services, and curricula. The work described in this ad hoc report demonstrates our commitment to build a culture of assessment in order to provide all of our students with excellent programs, curricula, and services.

Appendix A

Core Themes and Indicators

Measurements of the following Core Theme indicators are available in the [Seattle Colleges Strategic Plan Scorecard](#)

GOAL 1: STUDENT SUCCESS

Indicator 1a. Student Engagement

Student Engagement is measured annually through student responses to the following questions on the CCSSE (Community College Survey of Student Engagement) and Colleges Student Services survey items:
CCSSE survey items:

> "How would you evaluate your overall educational experience at this college?" Scale: 4=excellent, 3=good, 2=fair, 1=poor

> Colleges' student surveys items (non-CCSSE years): "What is your overall satisfaction with your experience at North/Central/South Seattle College"?

Indicator 2a. Retention Rate

Seattle Colleges measures retention rates through the number of students who are retained from fall to winter quarter each year.

Indicator 3a. Completion Rate

Completion rates are measured by the combined rates of a) students who have completed degrees and certificates and b) students who have transferred to a 4-year college without having completed a degree. Completion rates are measured by the fourth year since entry.

Indicator 4. Job Placement Rate

Job Placement Rate is measured by the number of graduates of technical professional programs who have found employment in their industries in the 9 months following graduation.

Indicator 5. Wage Progression

Wage progression is measured by comparing the wages students earn before enrollment in college programs with their wages following graduation from professional technical programs.

Indicator 6a. Math Progression

The Math Progression indicator is measured by the percentage of students who are able to progress from developmental math into college-level math within one-year.

GOAL 2: EQUITY, DIVERSITY, INCLUSION, AND COMMUNITY

Indicator 1b. Student Engagement by Subgroups

Student Engagement by subgroups is measured annually through disaggregation of student responses to the following questions on the CCSSE and Colleges Student Services survey items: CCSSE survey items:

"How would you evaluate your overall educational experience at this college?" Scale: 4=excellent, 3=good, 2=fair, 1=poor

Colleges' student surveys items (non-CCSSE years): "What is your overall satisfaction with your experience at North/Central/South Seattle College"?

Indicator 2b. Retention Rate

Seattle Colleges measures retention rates by examining disaggregated data showing the percentage of students who are retained from fall to winter quarter each year.

Indicator 3b. Completion Rate

Completion rates are measured through disaggregated data showing the combined rates of a) students who have completed degrees and certificates and b) students who have transferred to a 4-year college without having completed a degree. Completion rates are measured by the fourth year since entry.

Indicator 6b. Math Progression

The Math Progression indicator is measured through disaggregated data showing of percentage of students who are able to progress from developmental math into college-level math within one-year.

Indicator 7. Ethnic and Racial Diversity of Faculty and Staff

The Seattle Colleges measure ethnic and racial diversity by examining the proportion of faculty and staff of color in the institution.

Indicator 11b. Staff Growth and Engagement

Staff growth and engagement is measured through responses to the Annual Employee Survey.

GOAL 3: ORGANIZATIONAL EXCELLENCE

Indicator 8. Cost per Completions, Cost per SA Points, Cost per FTEs

This indicator is measured by the cost per completions, cost per total Student Achievement Initiative points, and cost per Full Time Equivalent Students (FTES).

Indicator 9. Stars Points

Seattle Colleges assesses sustainability through the Sustainably Tracking Assessment & Rating System™ (STARS), a transparent, self-reporting framework for colleges and universities to measure their

sustainability performance. These data are available periodically, about once every three years, when STARS assessment is conducted. The data was most recently reported in 2017-2018.

Indicator 10. Conversion Rates

This indicator is measured by the percentage of applicants who enroll in the college.

Indicator 11a. Staff Growth and Engagement

Staff growth and engagement is measured through responses to the Annual Employee Survey.

GOAL 4: PARTNERSHIPS

Indicator 12. Partnerships

As an important engine of economic development, Seattle Colleges values and invests in strategic and ongoing partnerships with educational, business, governmental, labor, and community organizations.

Appendix B
Data Sources Referenced in Ad Hoc Report

[Seattle Colleges Strategic Plan Scorecard](#)

The Seattle Colleges Strategic Plan Scorecard is available through the Seattle Colleges website. It provides each college's progress on the metrics that are used to evaluate progress towards our goals in our Strategic Plan. Updated annually and presented to the Board of Trustees annually

[First Time Entering Student Outcomes Dashboard](#)

The First Time Entering Student Outcomes Dashboard contains progression and retention, credential completion, and post-college outcomes information for five cohort groups: *First Time Ever in College*, *First Time Ever at the Institution*, *Running Start*, *College in the High School*, and *Alternative High School*. The dashboard is available to all college employees and is currently being used to measure progress towards Guided Pathways and Title III goals. We intend to house the information on the Guided Pathways website in the future.

[English Placement Dashboard--2018](#)

Institutional Research created this dashboard for English faculty to view how the Wonderlic placement exam placed students in English courses. The data in the dashboard is disaggregated by race, ethnicity, sex, and economic disadvantage. The 2018 English Placement Dashboard helped inform Directed Self-Placement (DSP)

[English Placement Dashboard--Fall2020](#)

The English Placement Dashboard created in Fall of 2020 focuses on Directed Self-Placement (DSP). The dashboard includes the courses that were recommended to students who completed DSP, the courses they chose to take, and their grades in those courses. The dashboard is available to the DSP work group to help evaluate the effectiveness of DSP.

[Associate in Business Data](#)

Institutional Research provided this data in response to faculty questions about student progress in the Associate in Business program. This data was used to make decisions about course sequencing. This data source informed the creation of the Course Success Dashboard. It includes the following information:

- Demographics of students enrolled in the Associate in Business program
- Course success data, disaggregated by race, ethnicity, and gender, for all courses in the Associate in Business program
- A list of programs that graduates most commonly transfer into
- A list of non-required courses that are commonly taken by Associate in Business students
- The number of students who take all required courses in the Associate in Business program but graduate with an Associate of Arts or Associate in Science degree
- Student success in the Accounting course sequence in relation to the quarter in which students begin the sequence.

- The number of quarters students in the Associate in Business program take to complete their degrees.
- The English and Math courses that students in the Associate in Business program are enrolled in when they enter the program.

Course Success Dashboard

The Course Success Dashboard include enrollment, course success, and program completion data. The course success data can be disaggregated by race, gender, and ethnicity. The Course Success Dashboard is available to all college employees after they complete a training program. The dashboard is being used in Guided Pathways initiatives and will be integrated into the program review process.