

SEATTLE CENTRAL COMMUNITY COLLEGE



YEAR ONE SELF-EVALUATION REPORT

Presented to

The Northwest Commission on Colleges and Universities

March 1, 2013

Seattle Central Community College

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Table of Contents

Introduction.....	1
April 2012 Comprehensive Evaluation Visit	1
Institutional Overview	2
Preface	3
Brief Update on Institutional Changes since April 2012	3
Response to Recommendations/Issues Requested by the Commission.....	4
Chapter One: Mission, Core Themes, and Expectations	5
Executive Summary of Eligibility Requirements 2 and 3	5
Standard 1.A - Mission.....	6
Interpretation of Mission Fulfillment.....	6
Acceptable Threshold and Extent of Mission Fulfillment.....	7
Standard 1.B - Core Themes.....	9
Section 1 - Core Theme 1: Responsive Teaching and Learning.....	9
Section 2 - Core Theme 2: Catalyst for Opportunities and Success	13
Section 3 - Core Theme 3: Diversity in Action	16
Section 4 - Core Theme 4: Communities Engagement.....	19
Conclusion.....	22
List of Acronyms.....	23
Appendices.....	25
Appendix 0.1 - Enrollment: 2007-2008 through 2011-2012.....	26
Appendix 1.1 - 2011-2016 Strategic Plan, Goals and Objectives	27
Appendix 1.2 - Relationship of Core Themes and Objectives to College Strategic Goals and Plans.....	29
Appendix 1.3 - Changes Made in Core Theme Objectives, Outcomes, and Indicators of Achievement.....	30

INTRODUCTION

Seattle Central Community College's comprehensive evaluation visit was in April 2012. The college received six commendations and four recommendations. The college started its new seven-year accreditation cycle in July 2012.

April 2012 Comprehensive Evaluation Visit

General Commendations

1. The Evaluation Committee commends Seattle Central Community College for its commitment to restructure its planning and evaluative systems to conform to the new NWCCU accreditation standards under an accelerated timeline.
2. The Evaluation Committee commends the College for response to difficult fiscal realities while fulfilling its commitment to serve its urban population.
3. The Evaluation Committee commends the College for its development of a culture of inclusion in its interdisciplinary programs, clubs and organizations, student leadership and involvement.
4. The Evaluation Committee commends the College and the associated Seattle Vocational Institute for their successful identification of articulation programs and for their innovative approaches for meeting local industry needs.
5. The Evaluation Committee commends the College and its IT department for its "human focus" in implementing and distributing its services.
6. The Evaluation Committee commends the College and its Curriculum Coordinating Council for its persistent and progressive attention to effective instruction.

Recommendations

1. While SCCC has developed new planning and assessment approaches, they do not appear to be fully implemented nor did the Evaluation Committee find strong evidence that they are completely integrated into the decision-making and resources allocation processes. The Evaluation Committee recommends that the College fully implement the new planning and assessment system and that those systems be meaningfully integrated into the decision-making and resource allocation processes. (Standards 3.B.2; 4.A.1; 4.A.2; 4.A.3; 4.A.4; 4.B.1; 4.B.2)
2. SCCC has spent considerable effort in identifying appropriate, meaningful and sustainable objectives and indicators. However, in several areas, the indicators appear to reflect easily obtainable, rather than meaningful and sufficient measures of achievement for the Core Themes. The Evaluation Committee recommends the College carefully reconsider, realign, and where necessary, re-identify indicators that provide more meaningful measures of the fulfillment of the Core Themes and Mission. (Standard 1.B.2)
3. Although SCCC has identified general education students learning outcomes, the Evaluation Committee could not find a required mechanism that ensures that the appropriate verifiable general education student learning outcomes are incorporated and assessed within each program. (Standards 2.C.2 and 2.C.4 and Eligibility Requirements 11 and 12)
4. The Evaluation Committee recommends that the College review their resource allocation to ensure adequate support for the Applied Baccalaureate in Behavioral Science. The College should also review policies and procedures to involve teaching faculty in all appropriate decisions associated with the degree. (2.C.5)

INSTITUTIONAL OVERVIEW

Seattle Central Community College is one of three colleges in Seattle Community College District VI (SCCD). The college has four locations in the City of Seattle: The main campus is situated in a vibrant urban neighborhood about 10 blocks from downtown Seattle and three satellite sites are located within a radius of approximately five miles from the main campus. The Seattle Vocational Institute (SVI) and the Wood Construction Center (WCC) are in residential areas to the south, and the Seattle Maritime Academy (SMA) is on the city’s ship canal.

Since 1966, the college has served the higher education and workforce training needs of more than 550,000 students. The college is well recognized both locally and nationally for its highly diverse student population and rich learning environment. During 2011-2012, a total of 18,092 students enrolled at the college, of whom 70 percent were state-supported and 57 percent were students of color. Although full-time equivalent student enrollment (FTES) increased 8 percent in 2009-2010 and 3 percent in 2010-2011, this trend reversed in 2011-2012 when enrollment fell below the college’s annual state FTES allocation.

Enrollment patterns vary in different areas of instruction. SVI is considered separately from the main campus for the purposes of appropriation and data reporting. SVI experienced enrollment decrease in 2008-2009; in the following year enrollment increased by 9 percent (to 775 FTES). Since 2010-2011, SVI’s enrollment has been declining. International Education Programs (IEP) and Running Start (RS) produce local revenue outside the state-supported programs. IEP enrollment continues to grow significantly: in 2011-2012, enrollment reached 970 FTES (1,528 headcount) for college level students. Enrollment for 2012-2013 is expected to increase considerably. Enrollment in the Running Start Program has declined during recent years to 221 FTES (headcount 420) in 2011-2012. The 2011-2012 enrollment of the bachelor of Applied Science degree in Applied Behavioral Science (ABS) was 47.6 FTES, exceeding its target of 40. For additional enrollment data, see Appendix 0.1- Enrollment: 2007-2008 through 2011-2012.

The table below shows the mix of state-supported programs at the main campus and SVI as well as degrees and certificates offered as of 2011-2012:

Program	Main Campus	SVI	Degree / Certificate
Academic transfer	42%	NA	Associate of Arts (AA), Associate of Science (AS), Associate in Elementary Education (AEE-DTA/MRP), Associate in Math Education (AME-DTA/MRP)
Professional-technical (workforce education)	32% [28 programs]	72% [9 prog.]	Associate of Applied Science (AAS), Associate of Applied Science-Transfer (AAS-T), certificates ~ 13 programs at main campus offer degrees and certificates, 10 offer degrees, and five offer certificates; SVI programs offer only certificates.
Precollege	9%	NA	
Basic skills	17%	28%	
Bachelor of Applied Science	Included in professional-technical	NA	Applied Behavioral Science (ABS)

PREFACE

Brief Update on Institutional Changes since April 2012

Since the major leadership changes in 2010, the administrative environment on campus has stabilized significantly. The college has established new processes and structures to allow more opportunities for staff and faculty to participate in key councils and committees, various short-term and long-term planning efforts, and initiatives for new systems that enhance teaching and learning. Broader engagement has encouraged collaboration, intentional planning for core theme achievement, and shared responsibility for carrying out the *2011-2016 Strategic Plan* in alignment with the core theme objectives. See Appendix 1.1 - *2011-2016 Strategic Plan, Goals and Objectives* for further detail.

Changes in Instructional Deans

Since April 2012, two instructional deans have been hired to fill vacancies in the Allied Health and Basic and Transitional Studies divisions, and an interim dean was hired for the Humanities and Social Sciences division. The executive dean responsible for Continuing Education and Business Partnerships retired in June 2012. This position is currently under review and programs that previously reported to this position are temporarily assigned to other administrators.

New Initiatives and Grants

Initiatives and grants previously reported in the *2012 Comprehensive Self-Evaluation Report* continue at the college. These include Achieving the Dream (AtD), Onsite Scholarship Project (NSF), Ready! Set! Transfer! Project (RST) (NSF), Statway™, and Pathway to Completion. Newly added initiatives and grants in 2012 include the following:

Pathways to Careers

The district received a two-year \$600,000 grant from the City of Seattle's Office of Economic Development to double the number of students who earn the credentials to work locally in four workforce sectors: business technology, healthcare, manufacturing, and transportation/logistics. The grant period is fall 2012 to fall 2014. The three colleges in the district are working with external partners and subject-matter advisory committees to revise curricula so that students can earn a credential, go to work, and return to college for additional "stackable" credentials to increase their skills and income levels.

New Faculty Learning Community Grant (SBCTC)

For 2012-2013, the college has received an additional faculty learning community grant for eLearning and Open Resources for Basic Skills.

Canvas - New Learning Management System (LMS) for E-Learning and Outcomes Assessment

Seattle Central serves as a pilot college to implement the statewide LMS, Canvas. As of January 2013, after a quarter-long effort to provide training and promotion, the college has fully migrated to Canvas. More than 65 faculty have been certified as Canvas users. In addition to using Canvas for e-learning and face-to-face teaching, the college encourages all faculty, staff, and administrators to employ Canvas to collaborate on projects and committee work. Canvas has

strong potential for improving assessment of course and program learning outcomes with results that can be aggregated to broader levels of outcome evaluation.

Strategic Planning and Assessment System

The college is in the initial stages of implementing a new strategic planning system that integrates planning with assessment and links the planning process to resource allocation. This system will provide new tools for all aspects of college planning from the department/division level to the institutional level. The college anticipates improvements to the system that will make it possible to import course- and program-level assessment data from Canvas. This process will provide aggregated data for evaluating the achievement of core theme objectives, outcomes, and indicators of achievement as well as the college and department/division level strategic goals.

Ongoing Planning Efforts

The college regularly reviews and updates its major planning documents, including the *2011-2016 Strategic Plan*, *Information Technology Strategic Plan*, the *Facilities Strategic Master Plan*, and the city-required *Major Institutional Master Plan (MIMP)*.

Response to Recommendations/Issues Requested by the Commission

The Commission has instructed the college to provide a response to Recommendation 2 from the 2012 Comprehensive Evaluation Visit regarding re-identification of indicators of achievement to realign with core theme objectives in this 2013 *Year One Self-Evaluation Report* and include the responses to Recommendations 1, 3, and 4 in the *Year Three Self-Evaluation Report* to be submitted in 2015. Please see Conclusion on page 22 for actions taken in preparation for these recommendations.

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

Seattle Central, a member of Seattle Community College District VI, has been authorized by state statute RCW 28B.50 to provide educational programs and services and to award degrees and certificates as a state-supported community college since 1966. The Board of Trustees, members of which are appointed by the governor, has authority over all three colleges in the district. As per RCW 28B.50.810, Seattle Central was further authorized in 2008 to offer an applied baccalaureate degree program in Applied Behavioral Science as approved by the State Board for Community and Technical Colleges (SBCTC) and the Higher Education Coordinating Board (HECB).

The section for Standard 1.A below details how the college's mission and core themes align with the district's mission statement and its strategic goals for 2010-2015:

District Mission

The Seattle Community Colleges will provide excellent, accessible educational opportunities to prepare our students for a challenging future.

District Strategic Goals, 2010-2015

Student Success – Increase student learning and achievement.

Partnerships – Build community, business and educational partnerships.

Innovation – Increase innovation and improve organizational effectiveness.

The college is committed to applying all state and local resources to support its mission and core themes which are defined to serve students' educational interests. The Board of Trustees approved the college's current mission statement in 1994; the college reviewed and reaffirmed the mission statement in 2000 and 2004.

As reported in the *2012 Comprehensive Self-Evaluation Report*, the college developed the original four core themes, 10 objectives, and 20 outcomes and identified 80 indicators of achievement in 2010-2011. The NWCCU Evaluation Committee visited the college in April 2012 and the college received the committee's Comprehensive Evaluation Report in July 2012.

Reviewing and Reaffirming Mission Statement and Core Themes

After the Comprehensive Evaluation Visit in April 2012, the college established four Core Theme Teams. Teams include faculty, managerial staff, and administrators. These teams met to review and update the core themes from July to December 2012. After 16 work sessions, all four teams reaffirmed the core themes, and also made modifications to three (3) core theme objectives, ten (10) outcomes, and 51 indicators of achievement. The President's Cabinet reaffirmed the college's current mission statement and the core themes on January 15, 2013.

The Board of Trustees voted to reaffirm both the mission statement and the four core themes on February 7, 2013. At the Campus Engagement Day on February 26, 2013, the college community focused on assessment approaches and plans that support the accomplishment of the core theme objectives, outcomes, and indicators of achievement.

Standard 1.A - Mission

Mission Statement

Seattle Central Community College promotes educational excellence in a multicultural urban environment. We provide opportunities for academic achievement, workplace preparation, and service to the community.

2011-2016 Strategic Goals

1. Promote student success in achieving their educational goals and personal growth.
2. Create a quality, integrated, sustainable and productive educational environment.
3. Adopt a responsive, forward-looking educational business model.
4. Increase operational efficiencies and effectiveness, and create a culture of assessment at all levels.

From the mission statement and the strategic plan, the college derived four core themes. The table below shows the relationship between the core themes and components of the mission statement. The identified core themes accurately manifest the essential components of the mission, which connect closely with the college’s 2011-2016 strategic goals. See Appendix 1.2 – Relationship of Core Themes and Objectives to College Strategic Goals and Plans.

Relationship of Core Themes to College Mission and District Strategic Goals

	Core Themes	Key Elements in College’s Mission Statement	District Strategic Goals 2010-2015
1	Responsive Teaching and Learning	Educational excellence	Innovation; Student success
2	Catalyst for Opportunities and Success	Opportunities for academic achievement; workplace preparation	Innovation; Student success;
3	Diversity in Action	Multicultural, urban environment	Innovation
4	Communities Engagement	Service to the community	Partnerships

Interpretation of Mission Fulfillment

The mission statement expresses the college’s purpose and its commitment to deliver and meet the diverse educational needs of its various constituencies, particularly in the context of a community distinguished by its urban and multicultural characteristics. As a state-supported

public community college, Seattle Central is committed to providing a range of educational programs and services for students seeking two-year transfer degrees, professional-technical training (bachelor degrees in applied science, two-year degrees, and certificates), precollege preparation, basic skills, and continuing education. In addition, the college's four core values—accessible, diverse, innovative, and responsive—guide operational strategies and directions, <http://seattlecentral.edu/sccc/index.php>.

As a response to Recommendation 2 of the 2012 Comprehensive Evaluation Report, the college plans to evaluate mission fulfillment by re-identifying and modifying 51 institutional indicators of achievement and developing a different approach to setting the baseline years and benchmarking performance for each. These benchmarks will be used to measure the extent of achievement for outcomes and objectives under individual core themes and to discern the collective acceptable threshold of mission attainment.

To review the core theme objectives, outcomes, and indicators of achievement, core theme teams followed the guidelines below, modifying, replacing, or adding indicators of achievement as necessary:

- Evaluate the alignment with the core theme objectives and outcomes
- Focus on the achievement of results that would be meaningfully useful for continuous improvement efforts
- Add “quality” measure to each indicator of achievement whenever possible and appropriate

In order to align with the *2011-2016 Strategic Plan*, whenever data are available, the five (5) year average from 2006-2007 to 2010-2011 is established as the baseline. The college uses the following methods to establish baseline data and benchmarking targets for the selected indicators of achievement:

- Use five (5)-year average as the baseline when data are available. When data are limited, use averages of two (2)-year, three (3)-year, or four (4)-year as appropriate. The benchmark of “≥” (i.e., sustaining or exceeding) the baseline is used if appropriate.
- Use 2012-2013 or 2013-2014 data as the baseline if data will only be available starting with these years because of new initiatives, system changes, or where data were not previously collected. The benchmarks for these indicators are stated as “TBD” (to be determined or set later).
- Use results of surveys conducted in 2012-2013 to determine baselines and benchmarks.

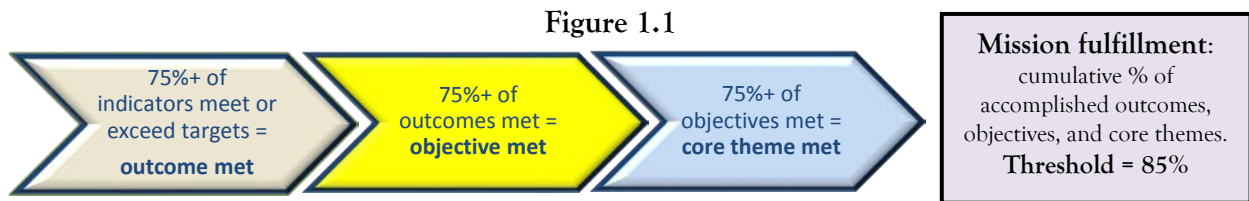
Starting with 2013-2014, the college will regularly review the annual or biennial data to evaluate the changes and trends for each indicator of achievement and develop intervention strategies as needed to advance the results. Data for 2017-2018 will be used for assessing the overall performance of each indicator of achievement, outcome, objective, and core theme.

Acceptable Threshold and Extent of Mission Fulfillment

The college plans to use a quantitative measure of mission fulfillment, which judges each indicator of achievement as “met” or “unmet,” based on the appropriate benchmark or target.

Figure 1.1 below illustrates the respective thresholds for outcomes, objectives, core themes, and mission:

- An outcome is considered “met” with at least 75 percent of its indicators meeting the benchmarks.
- An objective is considered “met” with at least 75 percent of its outcomes met.
- A core theme is considered “met” with at least 75 percent of its objectives met.
- Extent of mission fulfillment is the cumulative percentage of the accomplished levels of indicators of achievement, outcomes, objectives, and core themes. The threshold is 85 percent overall.



The extent of mission fulfillment can further be summarized using the follow table:

Mission Fulfillment Summary							
Core Theme	Number of Indicators	Number of Outcomes	Number of Objectives	Score Achieved Based on			Extent of Mission Fulfillment
				Indicators Met	Outcomes Met	Objectives Met	
Responsive teaching and learning	20	5	3	%	%	%	
Catalyst for success and opportunities	21	5	2	%	%	%	
Diversity in action	22	6	3	%	%	%	
Communities engagement	14	4	2	%	%	%	
Total /Average %	77	20	10	%	%	%	%

For changes made since the previous report in core theme objectives, outcomes, and indicators of achievement, see Appendix 1.3.

Standard 1.B - Core Themes

The college's four core themes are presented in sections one through four below. Rationales are provided for all indicators of achievement. Upon receiving the 2012 Comprehensive Evaluation Report, the college had six months to conduct a complete review of the key elements for preparing the year one self-evaluation report of the new accreditation cycle. The core theme teams met during this period to review the mission, core themes, outcomes, and indicators of achievement. Having a full-year of planning time between the two accreditation cycles would have allowed time to fully engage the campus community and to establish benchmarks for new indicators that lack previously collected data.

Section 1 - Core Theme 1: Responsive Teaching and Learning

Core theme one covers the component of the mission that states the purpose and role of the college: to provide a wide range of high quality and effective instructional programs that respond to the various educational needs of constituents and to changing market demand.

For this core theme, the college has identified three objectives, five outcomes, and 20 indicators of achievement. In order to match the dynamic nature of knowledge, curricula must be continually updated to offer instructional content and methods of delivery that are relevant to the latest disciplinary developments. Such attention to curricula also ensures that planning and design of instructional programs are consistent with the expected market trends and/or transfer requirements. Quality and effectiveness in teaching and learning require ongoing course and program evaluation, assessment of learning outcomes, and application of effective pedagogies that respond to student needs and learning styles. Academic performance and engagement in learning reflect student achievement.

Objectives, Outcomes, and Indicators of Achievement

Table 1.1.1 ~ Objective 1.A: Dynamic and relevant programs and curricula				
Outcome 1.A.1: Curricula are reviewed and updated regularly to stay current.				
Indicator	Title	Baseline Year(s)		Benchmark
1.A.1.a	Program reviews achieving target quality level based on an evaluation rubric	2012-13		≥ 80%
1.A.1.b	Courses revised or created meeting quality standards based on an evaluation rubric	2012-13		≥ 80%
1.A.1.c	Programs that require external specialized accreditation meeting standards and annual reporting requirements	7 year period	2005-12	88%
1.A.1.d	Transfer program curricula aligning with four-year institution curricula, as demonstrated by transfer student performance compared with native students	2012-13		≥ GPA of native students

Rationale

Programs reviewed, courses revised and created (Indicators 1.A.1.a and 1.A.1.b). To maintain instructional program quality and rigor, a faculty-led Program Review Committee regularly reviews instructional programs. Reviews focus on learning outcomes assessment, relevancy of

program content, and strategies that increase teaching effectiveness. The four-year review cycle with accompanying interim follow-up helps ensure program responsiveness to changes in market demand. Similarly, a Course Approval Committee reviews new and revised courses. The increase in new and revised course proposals demonstrates faculty's effort and commitment to provide effective courses that improve or sustain overall program quality. Quality review rubrics have been created to evaluate the quality achieved for program reviews and course approval.

Professional-technical programs meeting specialized accreditation standards and annual report requirements (Indicator 1.A.1.c). This indicator evaluates the quality of programs by monitoring their ability to reaffirm specialized external accreditations. These reaffirmations indicate program ability to meet required standards and achieve positive results in follow-up annual reports.

Transfer student performance at four-year institutions (Indicator 1.A.1.d). This indicator measures transfer student performance as compared with the native students at select transfer institutions to demonstrate curriculum alignment. The Education Research Data Center (ERDC) has been assigned by the state legislature to provide reports on community and technical college (CTC) student performance at the public four-year institutions. Data will be available beginning with 2013-2014.

Table 1.1.2 ~ Objective 1.B: Quality and effective teaching

Outcome 1.B.1: Faculty use a variety of innovative, student-centered pedagogies.				
Indicator	Title	Baseline Year(s)		Benchmark
1.B.1.a	Success (passing) rates of students in coordinated study programs (CSP)	5-Year average	2006-11	≥ 83%
1.B.1.b	Success (passing) rates of I-BEST students	5-Year average	2006-11	≥ 87%
1.B.1.c	Success (passing) rates of students in courses that use integrative learning pedagogies	5-Year average	2006-11	≥ 81%
1.B.1.d	Increase in proportion of faculty continuously updating pedagogy to improve teaching effectiveness	2012-13		TBD
Outcome 1.B.2: Faculty assess program and college-wide student learning outcomes (CWSLO) in courses.				
1.B.2.a	Level of CWSLO attainment – college-wide	2012-13		TBD
1.B.2.b	Level of CWSLO attainment in general education courses	2012-13		TBD
1.B.2.c	Students participating in capstone projects or portfolio shows	5-Year average	2006-11	≥ 234
1.B.2.d	Programs assessing student achievement of program learning outcomes	4-Year average	2008-11	≥ 90%

Rationale

Innovative and student-centered teaching pedagogies (Indicators 1.B.1.a, 1.B.1.b, and 1.B.1.c). Seattle Central faculty apply various teaching approaches to improve program quality. Student

success (passing) rates in courses known for innovation provide a meaningful assessment of teaching quality and effectiveness. Passing rates of 2.0 or better are used as a standard to evaluate student success in these courses.

Achieving college-wide student learning outcomes in courses and general education (CWSLO) (Indicators 1.B.2.a and 1.B.2.b). Adopted in 2013, the new LMS (Canvas) provides a structure for faculty to monitor student achievement and mastery of CWSLOs. Student achievement of CWSLO in general education courses will also be assessed.

Students participating in capstone projects or portfolio shows (Indicator 1.B.2.c). Student participation in final capstone projects and portfolio shows exhibits the extent of achievement of program level learning outcomes and demonstrates the degree of competency in the skills they gained. The portfolio exhibits are always open to the public, including alumni and employers in relevant industries, who often provide comments and evaluations of student performance.

Achieving program level student learning outcomes (Indicator 1.B.2.d). The extent of programs assessing their program level learning outcomes will be evaluated in terms of number, percentage, and quality of assessment. Rubrics will be used to measure the institutional level of achievement for program level student learning outcomes.

Table 1.1.3 ~ Objective 1.C: Quality and effective learning

Outcome 1.C.1: Students are responsible and engaged learners.				
Indicator	Title	Baseline Year(s)		Benchmark
1.C.1.a	Students participating in “active and collaborative” learning	2012-13		TBD
1.C.1.b	Demonstrating “student effort” in learning	2012-13		TBD
1.C.1.c	Persistence rates of degree seeking students participating in tutoring supported by the Learning Support Network (LSN)	2010-11		≥ 76%
1.C.1.d	Persistence rates of TRIO students who receive student academic assistance	5-Year average	2006-11	≥ 84%
Outcome 1.C.2: Students persist and make progress in their chosen programs.				
1.C.2.a	Persistence rates: fall to winter and fall to spring	5-Year avg.	2006-11	≥ 67%; 58%
1.C.2.b	Persistence rate of BAS students: first to fourth quarter	2-Year avg.	2009-11	≥ 73%
1.C.2.c	Educational level gains of ABE/ESL students	4-Year avg.	2007-11	≥ 56%
1.C.2.d	Increase in total student achievement points as assessed by the SBCTC Student Achievement Initiative (SAI)	2013-14		TBD

Rationale

Responsible and engaged learners (Indicators 1.C.1.a, 1.C.1.b, 1.C.1.c, and 1.C.1.d). Surveys will be conducted to evaluate student participation in active and collaborative learning, as well as their overall efforts in learning. The persistence rates of students who use services of the Learning Support Network (LSN) or the TRIO student academic assistance provide evidence of responsible and engaged learners.

Persistence rates, overall and BAS student (Indicators 1.C.2.a and 1.C.2.b). Positive persistence rates reveal student learning commitment. These two indicators assess overall persistence rates from fall to winter and from fall to spring. For the BAS programs, special attention is given to students' persistence rates from first quarter to fourth quarter.

Educational level gains of ABE/ESL students (Indicator 1.C.2.c). The college measures educational achievement for ABE/GED/ESL students by analyzing student success in attaining educational functioning levels as defined by the National Reporting System (NRS) of the U.S. Department of Education.

Student achievement points (SAI) (Indicators 1.C.2.d). In 2013-2014, the State Board (SBCTC) plans to implement revised SAI criteria to allocate funds based on seven (7) categories of student achievement points for each college in the CTC system annually. The college will use the total annual SAI points to measure achievement of this indicator in place of measuring by each student achievement category. Special state performance funding is tied to each college's student achievement points. For further explanation of SAI, please see http://www.sbctc.ctc.edu/college/e_studentachievement.aspx.

Section 2 - Core Theme 2: Catalyst for Opportunities and Success

Core theme two focuses on the college's role as a catalyst in providing access to education and as a gateway to opportunities for students to 1) achieve their first 15 credits and pass gatekeeper courses, which are key requirements for degree and certificate programs; 2) complete degree and certificate programs; and 3) attain educational goals of transferring to four-year institutions, transitioning to college level courses, or finding employment. This theme also encompasses grant funding to support creative and innovative teaching and learning. Seattle Central aims to be the preferred institution for students seeking to succeed.

Objectives, Outcomes, and Indicators of Achievement

Table 1.2.1 ~ Objective 2.A: Gateway to student achievement

Outcome 2.A.1: Students succeed in passing first quarter courses and program entry requirements.				
Indicator	Title	Baseline Year(s)		Benchmark
2.A.1.a	Increase in first quarter student success rate, i.e., passing classes taken in first quarter with 2.0 or better	5-Year average	2006-11	≥ 79%
2.A.1.b	Increase in overall passing rate of students in developmental math	5-Year average	2006-11	≥ 67%
2.A.1.c	Increase in percentage of students passing gatekeeper course: English 101	5-Year average	2006-11	≥ 79%
2.A.1.d	Increase in percentage of students passing gatekeeper course: Math 098	5-Year average	2006-11	≥ 71%
Outcome 2.A.2: Students complete programs, degrees, and certificates.				
2.A.2.a	Degrees and certificates awarded	5-Year average	2006-11	≥ 1,269
2.A.2.b	Percentage of degrees and certificates awarded to students of color	5-Year average	2006-11	≥ 51%
2.A.2.c	Program completion rate - academic transfer	5-Year average	2003-08	≥ 22%
2.A.2.d	Program completion rate - professional-technical	5-Year average	2004-09	≥ 38%
2.A.2.e	Program completion rate -BAS programs	2-Year average	2009-11	≥ 47%
2.A.2.f	Program completion rate - H.S. diploma /GED	3-Year average	2008-11	≥ 17%
2.A.2.g	Student passing rates in professional licensing exams	5-Year average	2006-11	≥ 83%
Outcome 2.A.3: Students transfer, obtain employment, and attain educational goals.				
2.A.3.a	Increase in students transferred to four-year institutions in WA	5-Year average	2006-11	≥ 669
2.A.3.b	Student employment rates	5-Year average	2006-11	≥ system average
2.A.3.c	Student educational goal attainment	3-Year average	2008-11	≥ 84%
2.A.3.d	Basic skills students transitioning to college level courses	5-Year average	2006-11	≥ 8%

Rationale

Success rate increases in completing the first 15 credits and gatekeeper courses (Indicators 2.A.1.a, 2.A.1.b, 2.A.1.c, and 2.A.1.d). These four indicators measure student potential for meeting program requirements and completing a degree or certificate program. This measure is a good predictor of future student success in finishing educational programs.

Degrees and certificates awarded (Indicators 2.A.2.a and 2.A.2.b). The number of degrees and certificates awarded each year is a key indicator of student success in completing programs, a standard measure of college and program outcomes. The college monitors degrees and certificates for students of color to ensure that achievement levels for these students match those of the overall student population.

Program completion rates (Indicators 2.A.2.c, 2.A.2.d, 2.A.2.e, and 2.A.2.f). Program completion (graduation) rates as a percentage of those who initially enrolled in each program category signify the levels of student achievement in their respective areas.

Passing rates in professional licensing exams (Indicator 2.A.2.g). For professional-technical programs, professional licensing passing rates are critical measures of student success.

Transfer rates (Indicator 2.A.3.a). The number of students who transfer from AA, AS, and AAS-T programs reflects program effectiveness. This indicator includes transfers to four-year institutions in Washington state only. Strong recent transfer rates to the University of Washington in Seattle demonstrate the college's ability to prepare students to seek a bachelor degree. Transfer rates can be affected by exogenous policy changes at four-year institutions.

Student employment rates (Indicator 2.A.3.b). The employment rates used for this indicator reflect job status nine months after completion of programs. This measure is based on a comparison with the current CTC system average instead of employment rates over a period of time because unemployment rates fluctuate from year to year.

Students attaining educational goals (Indicator 2.A.3.c). This indicator measures student assessment of their educational goal attainment.

Students transitioning to college level courses (Indicator 2.A.3.d). Basic skills students comprise approximately 17 percent of the college's enrollment. Measuring the percentage changes of students transitioning to college level courses helps to determine these students' level of success.

Table 1.1.2 ~ Objective 2.B: Strategic innovations and initiatives

Outcome 2.B.1: College uses external funding to support student achievement.				
Indicator	Title	Baseline Year(s)		Benchmark
2.B.1.a	New and continuing external grant funded initiatives	5-Year average	2006-11	≥ 12
2.B.1.b	Amount of external grants for initiatives	5-Year average	2006-11	≥ \$1,498,336
2.B.1.c	Attainment of grant outcomes that support student achievement	2012-13		TBD
Outcome 2.B.2: Innovative initiatives improve student opportunities and success.				
2.B.2.a	Success rates of students in initiatives passing gatekeeper courses	5-Year average	2006-11	≥ 77%
2.B.2.b	Success rates of students in initiatives attaining 45 college-level credits	5-Year average	2006-11	≥ 63%
2.B.2.c	Success rates of students in initiatives completing degrees/certificates or transferring to four-year colleges	4-Year average	2006-10	≥ 24%

Rationale

Increases in external grants and level of funding (Indicators 2.B.1.a and 2.B.1.b). External grants constitute major sources of support for educational initiatives that improve instructional programs, enrich student learning, and improve labs and equipment not supported by state or local funds. Grants provide seed funds for pilot projects, which often target special student populations. Successful initiatives are often institutionalized. These two indicators evaluate the level of success in gaining external grants in terms of number of awards and total dollar amount.

Attainment of grant outcomes (Indicator 2.B.1.c). The college pursues grant initiatives that support student achievement. This indicator measures the level of attainment of grant outcomes using a standardized rubric.

Success rates of students participating in innovative initiatives (Indicators 2.B.2.a, 2.B.2.b, and 2.B.2.c). The success rates of students who participate in innovative initiatives (including those supported by grants and local funds) will be measured in terms of passing gatekeeper courses in English and math, attaining the first 45 college credits, and completing degrees and certificates or transferring to four-year institutions.

Section 3 - Core Theme 3: Diversity in Action

The college endeavors to build upon a national reputation for providing a rich multicultural learning environment that reflects the diversity of the community it serves. The demographic profile of students, faculty, and staff signifies the college’s ability to create an environment that appeals to diverse populations of students, faculty, and staff and promotes global and multicultural understanding. Beyond multiculturalism, a diverse learning environment also requires innovative strategies to deliver open and accessible programs and services.

Indicators under objective 3.C: “Open, accessible programs and services” are closely linked to the responsiveness aspect of core theme 1. While 1.A and 1.B focus on *program design, curricula, and innovative teaching*, 3.C addresses *access to diverse deliveries of programs and services*.

Objectives, Outcomes, and Indicators of Achievement

Table 1.3.1 ~ Objective 3.A: Diverse learning environment

Table 1.3.1 ~ Objective 3.A: Diverse learning environment				
Outcome 3.A.1: Instructional programs infuse global awareness into curricula.				
Indicator	Title	Baseline Year(s)		Benchmark
3.A.1.a	Increase in course sections that have learning outcomes with “global themes”	2012-13		TBD
3.A.1.b	Increase in level of student attainment in learning outcomes with “global themes”	2013-14		TBD
3.A.1.c	Students benefiting from participation in global education activities	2012-13		TBD
Outcome 3.A.2: The student body, faculty, and staff reflect levels of diversity achieved.				
3.A.2.a	Diverse student of color	5-Year average	Fall 2007- Fall 2011	≥ 55%
3.A.2.b	Diverse faculty of color	5-Year average	Fall 2007- Fall 2011	≥ 29%
3.A.2.c	Diverse classified staff of color	5-Year average	Fall 2007- Fall 2011	≥ 53%
3.A.2.d	Diverse exempt (professional, managerial, and administrative) staff of color	5-Year average	Fall 2007- Fall 2011	≥ 37%
Outcome 3.A.3: Diverse services on campus and online that support the learning environment.				
3.A.3.a	Student satisfaction of onsite student services support	2012-13		TBD
3.A.3.b	Student satisfaction of online student services support	2012-13		TBD
3.A.3.c	Student satisfaction of information technology (IT) support services	2012-13		TBD
3.A.3.d	Student satisfaction of campus facilities and safety	2012-13		TBD

Rationale

Courses that infuse global themes (Indicators 3.A.1.a and 3.A.1.b). Global studies content in the curriculum supports a globalized learning environment by providing perspectives from outside the United States. Courses designated as Global Studies are a requirement of the AA

degree. Indicator 3.A.1.a measures the number of courses that include “global themes” in course learning outcomes. Indicator 3.A.1.b measures student achievement of learning outcomes.

Global education events and participation (Indicator 3.A.1.c). Campus-wide events engage students and help faculty infuse global themes into course content. Activities frequently cover timely world affairs topics to connect current events with course content. This indicator measures attendance at these events and benefits gained from such events.

Profiles of students, faculty, and staff (Indicators 3.A.2.a, 3.A.2.b, 3.A.2.c, and 3.A.2.d). As an institution that values diversity, the college recognizes the significance of the profiles of students, faculty, classified, and exempt staff. Changes in these profiles illustrate the extent of success in providing an inviting multicultural environment to a diverse campus population.

Diverse student support services (Indicators 3.A.3.a, 3.A.3.b, 3.A.3.c, and 3.A.3.d). A thriving learning environment that advances student success requires various support services. These four indicators evaluate student use of and satisfaction with onsite student services, online student services, information technology (IT) support services, as well as the conditions of campus facilities and safety measures.

Table 1.3.2 ~ Objective 3.B: Intentional initiatives for multicultural understanding			
Outcome 3.B.1: Students participate in cross-cultural activities that promote cultural understanding, communication, and connections.			
Indicator	Title	Baseline Year(s)	Benchmark
3.B.1.a	Increase in number of students participating in cross-cultural activities	2010-11	≥ 5,152
3.B.1.b	Students benefiting from participating in cross-cultural activities	2012-13	TBD
3.B.1.c	Student attainment of multicultural learning outcomes in “US Cultures” courses.	2013-14	TBD

Rationale

Increase in students participating in cross-cultural activities (Indicator 3.B.1.a). The college believes that a successful multicultural environment builds understanding through cross-cultural interactions. Faculty, the Associated Student Council (ASC), and the Office of Multicultural Services regularly offer opportunities that encourage cross-cultural appreciation, communication, and understanding. Participation in student cultural clubs demonstrates student involvement in cross-cultural interactions.

Students gaining benefits from participating in cross-cultural activities (Indicator 3.B.1.b). This indicator evaluates student satisfaction and benefits gained from participating in multicultural activities.

Students attaining multicultural learning outcomes in “U.S. Cultures” courses (Indicator 3.B.1.c). Courses designated as U.S. Cultures are a requirement of the AA degree; these courses support a multicultural learning environment by providing perspectives from multiple cultures within the United States. Student learning in “U.S. Cultures” courses provides evidence of multicultural understanding and experience.

Table 1.3.3 – Objective 3 C: Open, accessible programs and services				
Outcome 3.C.1: College offers programs and services for traditionally underserved student populations.				
Indicator	Title	Baseline Year(s)		Benchmark
3.C.1.a	Increase in number of student participation in special programs for women, low-income, and single parents	2012-13		TBD
3.C.1.b	Increase in number of student participation in special programs for veterans, former foster youth, and students with disabilities	2012-13		TBD
3.C.1.c	Students benefiting from participating in special programs	2012-13		TBD
Outcome 3.C.2: Students have access to diverse modes of instructional deliveries and learning support.				
3.C.2.a	Success (passing) rates in online, hybrid, and web-enhanced courses	5-Year average	2006-11	≥ 68%
3.C.2.b	Success (passing) rates in distance education	5-Year average	2006-11	≥ 67%
3.C.2.c	Student satisfaction from participating in cooperative education	2012-13		TBD
3.C.2.d	Student satisfaction from participating in service-learning	2012-13		TBD
3.C.2.e	Student use of online information resources for research	2011-12		≥ 5,571,756

Rationale

Increase in student participation in and benefits from special programs and services (Indicators 3.C.1.a, 3.C.1.b, and 3.C.1.c). The college offers various support services to special student populations. Indicator 3.C.1.a evaluates the participation in special programs for women, low income students, and single parents; indicator 3.C.1.b measures the participation in special programs for veterans, former foster youth, and students with disabilities; and indicator 3.C.1.c analyzes student satisfaction and benefits from participating in these special programs.

Success rates in e-learning and distance education courses (Indicators 3.C.2.a and 3.C.2.b). Student access to diverse modes of instructional deliveries is measured by their success (passing) rates in online, hybrid, and web-enhanced courses, and other distance education courses.

Student satisfaction from participating in learning support (Indicators 3.C.2.c and 3.C.2.d). The college has a long history of offering cooperative education and service-learning opportunities to students. The success of these learning support programs will reflect in student satisfaction with these programs.

Student use of online information resources for research (Indicator 3.C.2.e). To support student learning and research, the library provides various information resources and research tools accessible on campus and off-site. Student use of these resources reveals their efforts in learning.

Section 4 - Core Theme 4: Communities Engagement

The college mission encompasses active engagement with both internal and external communities. The college seeks to enrich internal communities and expand external partnerships with industries, employers, community groups, government agencies, and non-profit organizations. Strong internal communities entail faculty and student interaction and collaboration across disciplines, as well as opportunities for students to participate in college governance and student organizations.

External engagement is equally important. The college is geographically positioned to develop mutually beneficial partnerships with health providers and other regional businesses and organizations. Such partnerships provide opportunities for cooperative education and service-learning, and enable students to connect with the external community.

Objectives, Outcomes, and Indicators of Achievement

Table 1.4.1 ~ Objective 4.A: Enrichment of internal communities				
Outcome 4.A.1: Students, faculty, and staff collaborate across program and disciplinary boundaries.				
Indicator	Title	Baseline Year(s)		Benchmark
4.A.1.a	Persistence rates of students engaging in cross-program and discipline collaboration – first quarter to second quarter and first quarter to third quarter	5-Year average	2006-11	≥ 71%; 57%
4.A.1.b	Increase in percentage of faculty indicating benefits gained from cross-program and discipline collaboration	2012-13		TBD
4.A.1.c	Increase in percentage of staff indicating benefits gained from cross-program and department collaboration	2012-13		TBD
Outcome 4.A.2: Students actively participate in college committees and councils as well as student organizations.				
4.A.2.a	Increase in number of students participating on college committees, councils, and student organizations	4-Year average	2007-11	≥ 1,385
4.A.2.b	Increase in percentage of students indicating benefits gained from participating on college committees, councils, and student organizations	2012-13		TBD
4.A.2.c	Increase in students earning student development (leadership) transcripts	4-Year average	2007-11	≥ 225

Rationale

Persistence rates of students engaged in cross-program and discipline collaboration (Indicator 4.A.1.a). Student persistence rates demonstrate the impact of engaging in various kinds of collaborative learning. Faculty evaluation of benefits gained (Indicator 4.A.1.b) reflects success in promoting interdisciplinary relationships, communication, and connection. Such activities include cross-program and interdisciplinary collaboration, alternative learning models, such as

coordinated studies, I-BEST, integrative assignments with common themes across multiple disciplines, and faculty learning communities.

Increase in percentage of staff indicating benefits gained from cross-program and department collaboration (Indicator 4.A.1.c). Staff collaborate across programs and departments to support student learning, carry out new initiatives, and improve operational efficiency. Their collaborative efforts deepen their working relationships and internal communities.

Students serving on college committees and councils, and student organizations (Indicators 4.A.2.a and 4.A.2.b). Student Leadership encourages students to participate in college committees and councils as well as student organizations and clubs. Increases in students involved in the college organizational structure and planning efforts shows the strength of the relationship between student leadership and the college administration. Student recognition of the benefits gained from such experiences reveals the strength of internal communities.

Students earning student development (leadership) transcripts (Indicator 4.A.2.c). Student development transcripts encourage students to gain leadership experience by documenting college leadership participation. Students can use this transcript to support applications for employment and transfer to four-year institutions. The increase in the number of students earning these transcripts demonstrates the growth of student participation in co-curricular activities that build internal communities.

Table 1.4.2 ~ Objective 4.B: Building external partnerships and relationships				
Outcome 4.B.1: College offers community education, non-credit courses, and training.				
Indicator	Title	Baseline Year(s)		Benchmark
4.B.1.a	Completion rates of courses offered	5-Year avg.	2006-11	≥ 88%
4.B.1.b	Satisfaction rates of courses	2010-11		≥ 93%
4.B.1.c	Satisfaction rates of special trainings	2012-13		TBD
Outcome 4.B.2: College strengthens or expands partnerships and relationships with employers and community groups.				
4.B.2.a	Increase in scholarships contributed by external donations	5-Year average	2006-11	≥ 144
4.B.2.b	Increase in number and satisfaction of employers, community-based organizations (CBOs), and agencies partnering to offer cooperative education and service-learning for students	2012-13		TBD
4.B.2.c	Technical Advisory Committee (TAC) members' satisfaction with the program and their contributions to program quality and student success	2012-13		TBD
4.B.2.d	Increase in number of articulation agreements with other colleges and universities	2012-13		TBD
4.B.2.e	Increase in number of programs and grant related partners of community groups, non-profit organizations, and agencies	2012-13		TBD

Rationale

Completion rates and satisfaction rates of community education and non-credit courses (Indicators 4.B.1.a and 4.B.1.b). These two indicators assess the completion and satisfaction levels. Data are used for ongoing planning and improving community education and non-credit offerings.

Satisfaction rates of special training (Indicator 4.B.1.c). Satisfaction rates measure success in specialized and contracted training provided to the college's service community, especially those offerings from the professional-technical programs.

Scholarships contributed by external donations (Indicator 4.B.2.a). Increases in externally donated scholarships reflect community support and successful partnerships created with individuals and companies.

Satisfaction rates of employers and agencies partnering to offer cooperative education and service-learning (Indicator 4.B.2.b). The satisfaction levels of external agencies and employers that provide cooperative education and service-learning measures success in creating meaningful external partnerships that support student learning.

Satisfaction and contributions of Technical Advisory Committees (TACs) (Indicator 4.B.2.c). Each professional-technical program has a technical advisory committee which meets regularly to provide input on curriculum design, industry changes and market demand, opportunities for student internships and employment, and other support. TAC satisfaction and contributions reinforce external partnership relationships.

Strengthening relationships and articulation agreements with other colleges and universities (Indicator 4.B.2.d). To support academic transfer, the college has established articulation agreements with all public and most private four-year institutions in the state. Increase in active out-of-state articulation agreements used by students for academic transfer and in agreements for research collaboration enhance the college's relationships with its external communities. As the college adds bachelor degrees in applied science (BASs), it needs to build strong partnerships with other CTC colleges as feeder schools to provide qualified new students for the BAS programs.

Increase in number of program and grant related partners (Indicator 4.B.2.e). In order to be effective, many programs and services require ongoing relationships with local community groups, non-profit organizations, and government agencies. This indicator monitors the number of such external relationships.

CONCLUSION

Recommendation 2 suggested aligning the indicators of achievement with the core theme objectives and outcomes. Since July 2012, the college has reviewed its mission statement, the core themes, objectives, outcomes, and indicators of achievement; a process that resulted in significantly revised indicators. In addition, the college has taken the following actions to prepare responses for Recommendations 1, 3, and 4:

- Investigated and purchased a planning and assessment system that will allow the college to collect and analyze data to provide meaningful measures of achievement results at the course, program/department, and institutional level.
- Requested modifications to Canvas (LMS) to align course level learning outcomes with program and college-wide student learning outcomes (CWSLO).
- Initiated a process to review and revise all course level and program level learning outcomes. All degree and certificate programs have had published learning outcomes since 2006; these programs are being asked to review and revise these learning outcomes by the end of spring 2013.
- Established and implemented rubrics to evaluate instructional programs and new and revised course proposals to quantify program and course data to improve assessment quality.
- Created budget planning templates for all departments and instruction programs for the 2013-2014 budget request process, which requires department/divisions to integrate planning and resource allocation with clear identifiable goals, objectives, and outcomes that align with the core theme objectives and college strategic goals.
- Identified and clarified general education (course) requirements for each degree and certificate program to include assessment of CWSLO in these courses.

The results of the April 2012 Comprehensive Evaluation visit provided guidance that enables the college to achieve its core theme objectives and mission with greater success. The core theme objectives and outcomes were mostly unchanged, but the college has made extensive efforts to review and re-identify 66 percent (51/77) of the indicators of achievement resulting in a set of indicators that are more meaningful and useful for continuous improvement. Many indicators have been enhanced by addressing “quality” as well as quantity. Many new indicators require the college to create processes and procedures to start collecting data using 2012-2013 and 2013-2014 as the baselines to set benchmarks.

A real challenge lies with the short turnaround time from July 2012 to February 2013 to submit the year-one report for the new accreditation cycle. A full year between seven-year accreditation cycles would provide more sufficient time to respond to recommendations that require substantial changes and to fully involve the whole college in the process. This time would allow the college to more thoroughly evaluate what was learned and to make meaningful changes prior to the next year-one report, which creates the foundation and sets the direction for the next six years of the cycle.

LIST OF ACRONYMS

Acronym	Definition
AA	Associate of Arts
AAS	Associate of Applied Science
AAS-T	Associate of Applied Science-Transfer
ABE	Adult Basic Education
ABS	Applied Behavioral Science (bachelor degree program)
AEE	Associate in Elementary Education
AH	Allied Health (Division)
AME	Associate in Math Education
AS	Associate of Science
ASC	Associated Student Council
AtD	Achieving the Dream
BITCA	Business Information Technology and Creative Arts (Division)
BTS	Basic and Transitional Studies (Division)
CAC	Course Approval Committee
CCC	Curriculum Coordinating Council
CSP	Coordinated Studies Program
CTC	Community and Technical Colleges (Washington state)
CWSLO	College-Wide Student Learning Outcomes
DTA	Direct Transfer Agreement
ESL	English as a Second Language
FTES	Full-time equivalent, Student
GED	General Education Development
GPA	Grade point average
HECB	Higher Education Coordinating Board
HHS	Humanities and Social Sciences (Division)
I-BEST	Integrated Basic Education and Skills Training
IAC	Instructional Assessment Committee
IEP	International Educational Programs
IT	Information Technology
LCC	Learning Communities Committee

Acronym	Definition
MIMP	Major Institutional Master Plan
MRP	Major Related Program
PRC	Program Review Committee
RCW	Revised Code of Washington
SAM	Science and Mathematics (Division)
SBCTC	State Board for Community and Technical Colleges
SCCD	Seattle Community College District VI
SMA	Seattle Maritime Academy
SVI	Seattle Vocational Institute
TAC	Technical Advisory Committee
WABERS+	Washington Adult Basic Education Reporting System
WAC	Washington Administrative Code
WACTC	Washington State Community and Technical Colleges, Presidents' Group
WCC	Wood Construction Center (Location)

APPENDICES

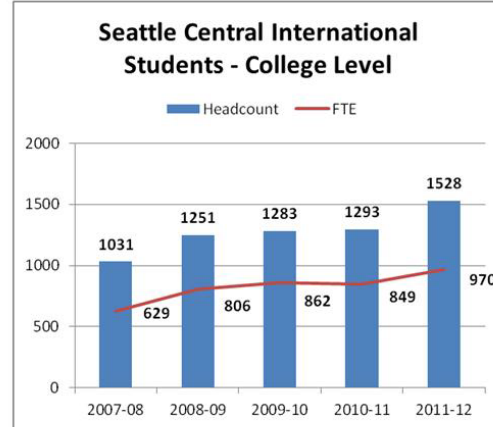
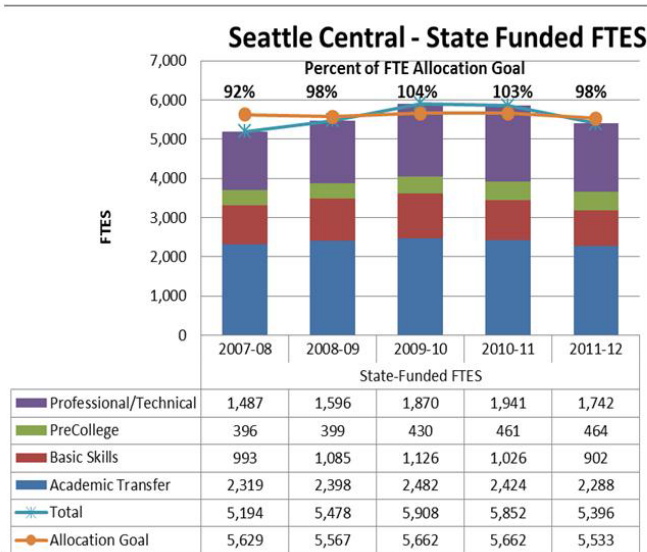
Appendix 0.1 - Enrollment: 2007-2008 through 2011-2012



Enrollment: 2007-2008 through 2011-2012

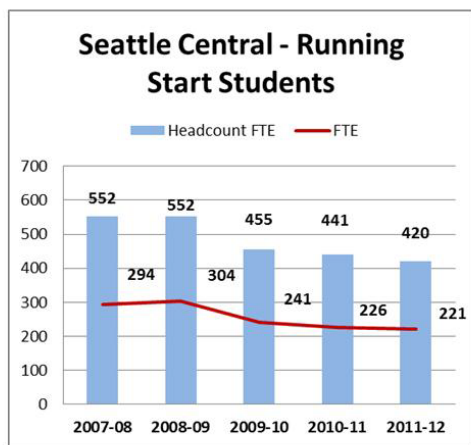


The enrollment information displayed below shows Seattle Central Community College's enrollment over a five year period. Enrollment is separated into four categories: State Funded FTES*, International Students, Running Start Students, and Seattle Vocational Institute (SVI) State Funded FTES.

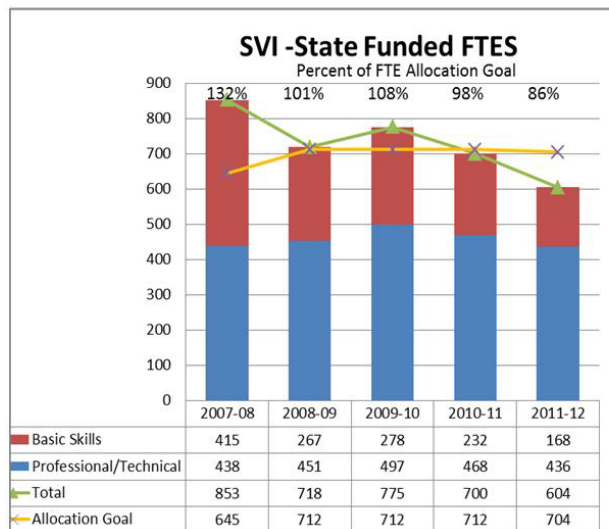


International student college level enrollment has increased over the 5 year period, reaching an all-time high in 2011-12 for both headcount and FTE. These data do not include Seattle Central Institute of English (SCIE) students, which has seen similar enrollment increases.

State funded full time equivalent students (FTES) peaked in 2009-10, and, consistent with national trends, have decreased since.



Running Start enrollments have continued to decrease.



SVI's student enrollment was above goal 2007-08 to 2009-10. Enrollment decreased in the following two academic years.

Office of Strategic Initiatives and Institutional Research—February, 2013
 Source: State Board for Community and Technical Colleges Data Warehouse
 *FTES: full-time equivalent student, defined as 45 credits of enrollment. It is calculated based on annual course enrollments.
 Headcount: a unique count of individual students enrolled in a given academic year.

Appendix 1.1 - 2011-2016 Strategic Plan, Goals and Objectives

Seattle Central Community College 2011-2016 Strategic Plan – Goals and Objectives

[As Approved by President's Cabinet – October 18, 2011]

Vision: Turn Seattle Central into a world class college and a global leader in preparing students to contribute locally, nationally and internationally

Goal 1. Promote student success in achieving their educational goals and personal growth

- Objective A. Offer excellent programs in academic transfer, professional and technical (workforce), basic skills, applied bachelor degrees and continuing education that meet market demands
- Objective B. Encourage and support innovation in curriculum, pedagogy and delivery
- Objective C. Establish, revitalize and select educational programs to address market changes and emerging opportunities
- Objective D. Manage enrollment, increase persistence and completion of certificates and degrees, congruent with the college's core themes

Goal 2. Create a quality, integrated, sustainable and productive educational environment

- Objective A. Sustain a clean and safe environment conducive to learning
- Objective B. Advance an engaging online environment that is relevant
- Objective C. Recruit and retain excellent faculty and staff, and allocate resources for professional development that results in institutional improvement
- Objective D. Promote a culturally diverse campus where all members model civility and tolerance

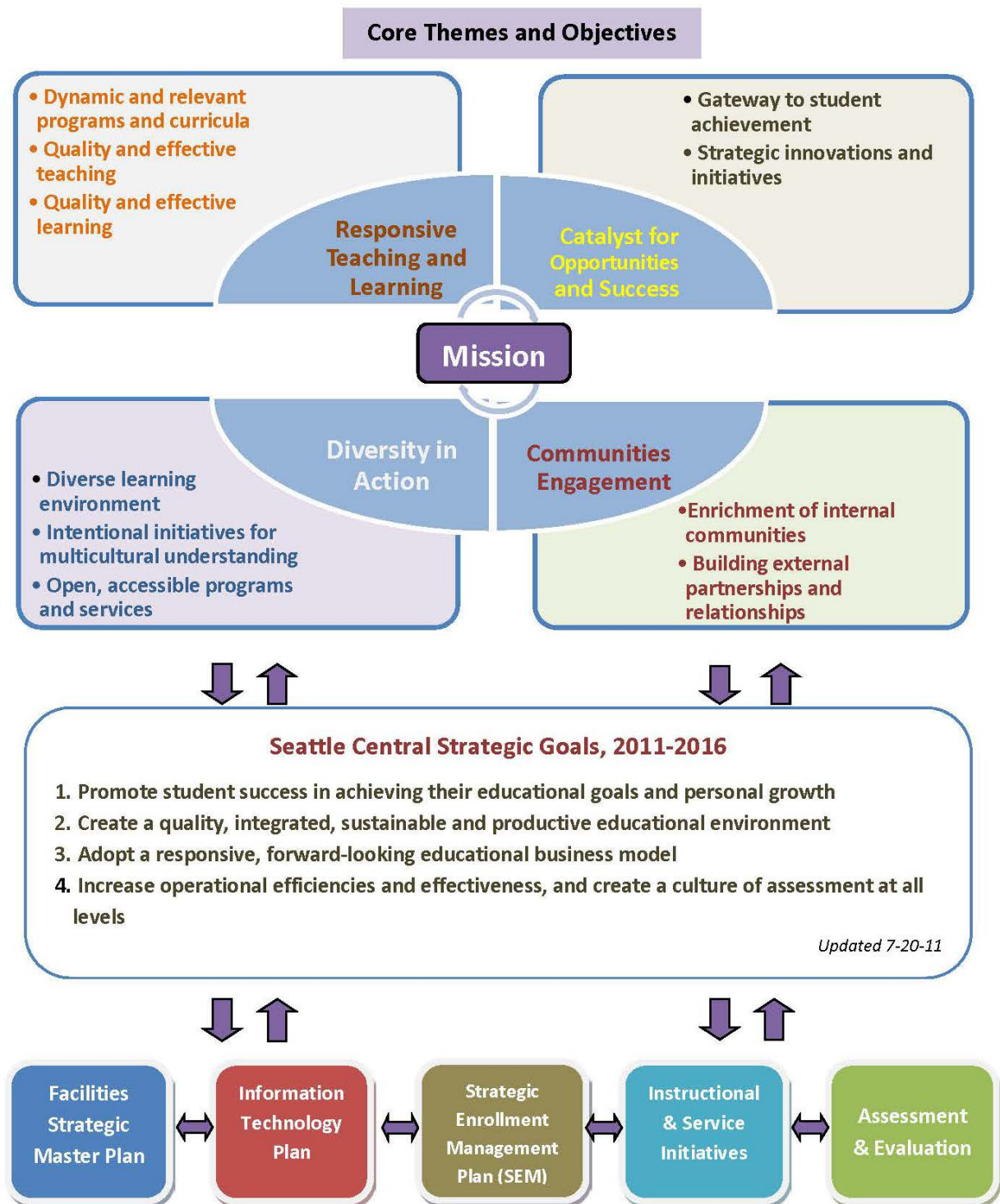
Goal 3. Adopt a responsive, forward-looking educational business model

- Objective A. Broaden and diversify revenue sources to sustain the financial health of the college
- Objective B. Develop and expand community partnerships including those with businesses, industries, alumni, other organizations and educational institutions, locally and internationally
- Objective C. Improve and expand facilities to support college changes and growth by applying innovative approaches to develop state-of-the-art facilities and address deficiencies
- Objective D. Enhance and engage community support for the college's mission, strategic directions, and programs

Goal 4. Increase operational efficiencies and effectiveness, and create a culture of assessment at all levels

- Objective A. Assess program quality and effectiveness of teaching and learning regularly to sustain a cycle of improvement
- Objective B. Use strategic planning and evaluation at all levels of the college to improve effectiveness and efficiencies
- Objective C. Selectively pursue and support educational initiatives to enhance learning and student support
- Objective D. Implement and evaluate student support services and processes for efficiency and effectiveness

Appendix 1.2 - Relationship of Core Themes and Objectives to College Strategic Goals and Plans



Appendix 1.3 - Changes Made in Core Theme Objectives, Outcomes, and Indicators of Achievement

Core Themes: The four core themes derived from the college mission provide a foundation and path to establish pertinent objectives, outcomes, and indicators of achievement, which collectively allow the college to assess the extent of mission fulfillment. Together, the core themes provide a basis for developing the strategic operational goals of the strategic plan for 2011-2016 as well as other operational plans that identify strategies and actions leading to the achievement of outcomes, objectives, core themes, and mission.

Objectives: The 10 objectives, which originated from the core themes, are further defined by specific achievable outcomes measured by relevant and assessable indicators. Objectives 1.A, 3.A, and 4.B have been modified from those used in the *2012 Comprehensive Self-Evaluation Report*.

Outcomes: The 20 outcomes designate specific areas that must obtain acceptable performance levels in order to achieve the objectives. The collective results of all the outcomes determine the extent of achievement of each core theme objective. The following ten (10) outcomes from *2012 Comprehensive Self-Evaluation Report* were modified: 1.B.1, 1.B.2, 2.A.1, 2.A.2, 2.B.2, 3.A.3, 3.C.1, 3.C.2, 4.B.1 and 4.B.2.

Indicators of achievement: Fifty-one (51) of the 77 indicators that measure outcome achievement have been modified or replaced. Compared with those used in the *2012 Comprehensive Self-Evaluation Report*, the revised indicators provide more meaningful measurement of 1) student success, 2) student progress, or 3) context.