Seattle Central College
Ad Hoc Report

Prepared for the Northwest Commission on Colleges and Universities

October 25, 2021

Seattle Central College

1701 Broadway

Seattle, WA 98122

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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 substantially in compliance but in need of improvement with these two recommendations:

> *The Commission recommends that Seattle Central College:*
>
> *4. Provide facilities that are safe and secure to ensure a healthful learning and working environment (2020 Standards: 2.I.1).*
>
> *5. Continue to build out their curriculum monitoring and assessment system to provide an effective, regular, comprehensive system of assessment that demonstrates the successful achievement of student learning outcomes across courses, degrees and programs (including general education learning outcomes, AA and AS degrees). (2020 Standards: 1.C.5, 1.C.6)*

This ad hoc report describes the actions Seattle Central College has taken to address the Commission's recommendations. The report begins by detailing the actions the college has taken to improve safety and security on campus as well as the college's approach to ensuring the safety of students, staff, and faculty on campus during the COVID-19 pandemic. The report goes on to detail our approach to building an effective, regular, and comprehensive system of assessment.

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

Response to Recommendation 4

The NWCCU recommended that Seattle Central College "provide facilities that are safe and secure to ensure a healthful learning and working environment" in accordance with NWCCU Accreditation Standard 2.I.1. Seattle Central College has taken numerous steps to improve safety on its campuses and to create a safe environment during the COVID-19 pandemic.
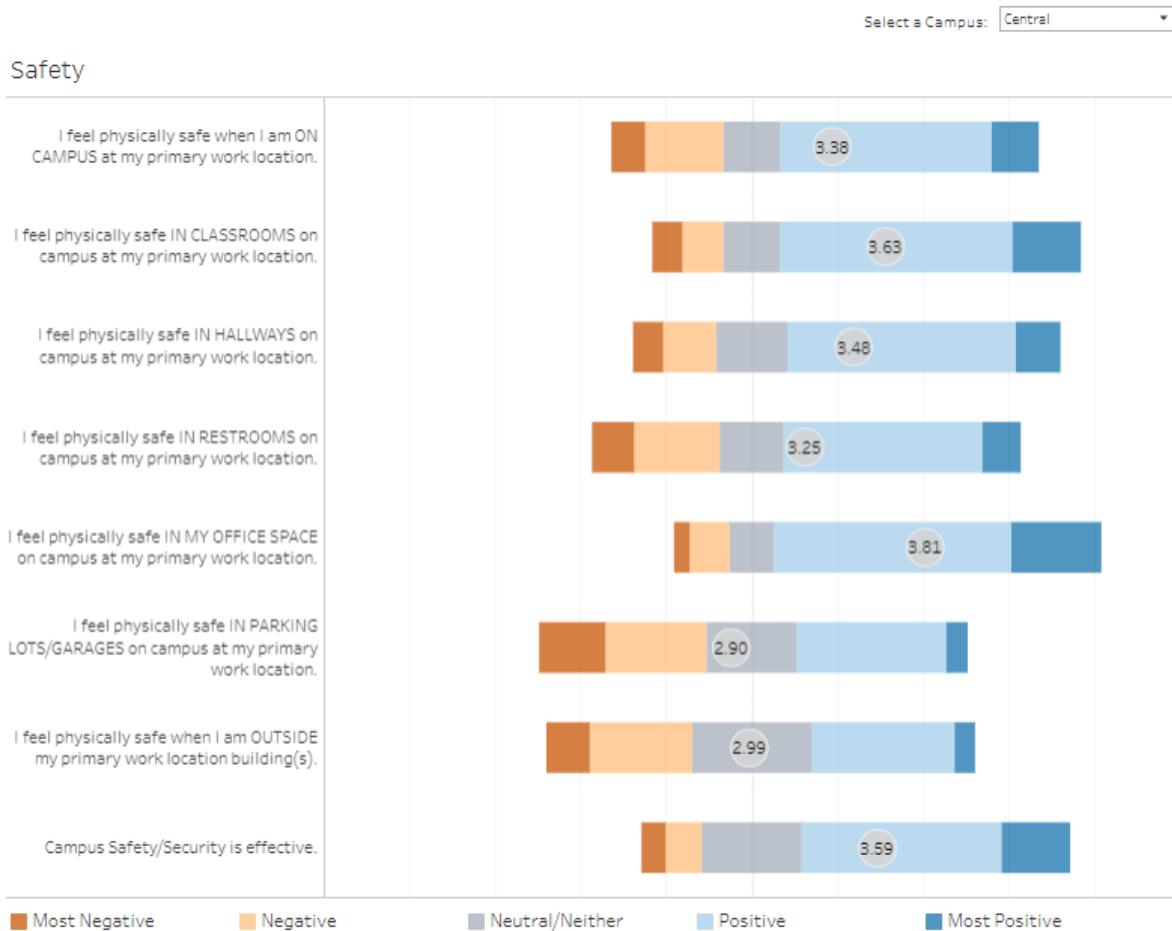
Seattle Central College offers programs at five locations in the city. The main campus is situated in the densely populated Capitol Hill neighborhood, where a relatively high number of violent and property crimes are reported each year according to Seattle crime reports. The other four campuses are located in other parts of the city of Seattle, all in areas that experience high foot traffic. The locations of Seattle Central's campuses create safety concerns among students and employees, as is seen in recent student and employee surveys.

Students report how safe they feel in different areas of Seattle Central campuses in annual surveys. The chart below compares student responses to safety questions in 2019, 2020, and 2021. These data reveal that many students are concerned about safety in areas outside of the buildings, in hallways and other public areas, and in the student services area on the first floor of the Broadway Edison building. While the percentage of students who reported feeling safe "some of the time" or "none of the time" in these areas decreased during 2020 and 2021, the percentage of students who indicated that they did not use these areas increased over the same time period. This suggests that many students did not report safety concerns during 2020 and 2021 because of the move to primarily remote instruction during the COVID-19 pandemic.

In general, how often do you feel safe in the following areas on campus?
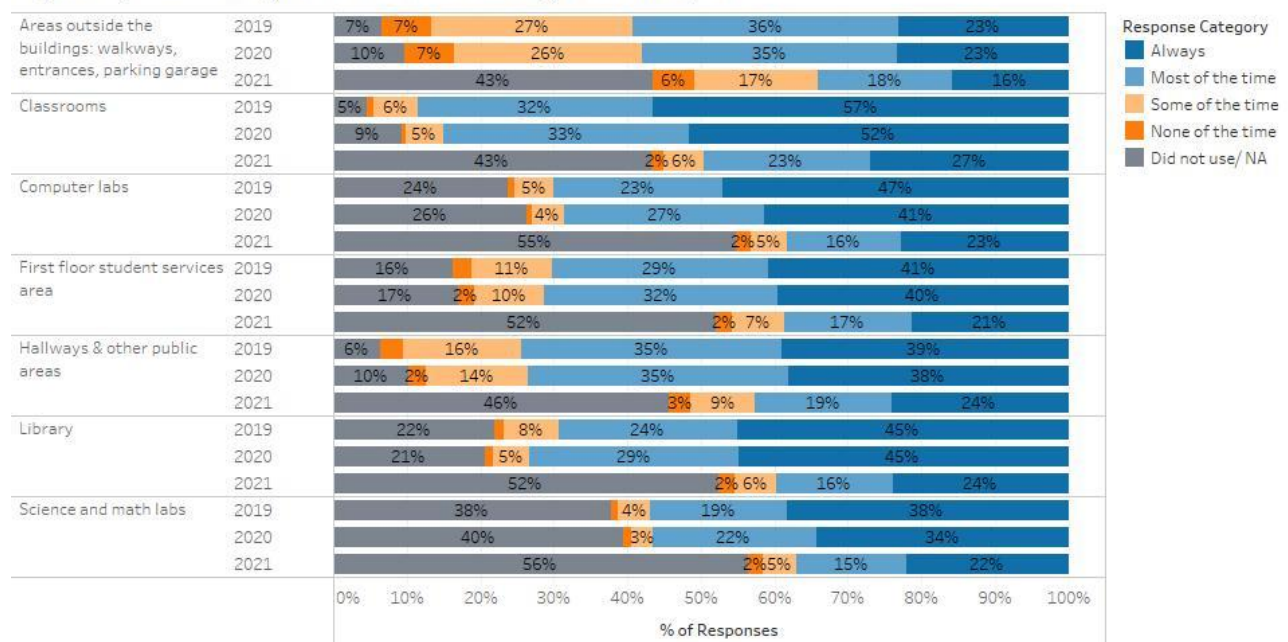
Seattle Central employees expressed similar concerns about safety and security in their responses in an annual employee survey. In the spring of 2020, 320 Seattle Central employees who responded to the survey rated their agreement with eight statements about safety. Responses were translated to a numeric scale in which the response "strongly disagree" was rated "1", and the "strongly agree" was scored as "5". The data below depict the average numeric score for each statement. Numeric scores in light or dark blue indicate that respondents, on average, agree with the statement. Scores in grey indicate that the average response was "neutral."

Select a Campus: Central

Safety

Statement	Score
I feel physically safe when I am ON CAMPUS at my primary work location.	3.38
I feel physically safe IN CLASSROOMS on campus at my primary work location.	3.63
I feel physically safe IN HALLWAYS on campus at my primary work location.	3.48
I feel physically safe IN RESTROOMS on campus at my primary work location.	3.25
I feel physically safe IN MY OFFICE SPACE on campus at my primary work location.	3.81
I feel physically safe IN PARKING LOTS/GARAGES on campus at my primary work location.	2.90
I feel physically safe when I am OUTSIDE my primary work location building(s).	2.99
Campus Safety/Security is effective.	3.59

■ Most Negative   ■ Negative   ■ Neutral/Neither   ■ Positive   ■ Most Positive

The results of the employee safety survey indicate that, overall, employees feel safe inside campus buildings and less safe outside and in parking lots and garages. When employees responded to these survey questions again in 2021, ratings on these statements went down on 7 of the 8 measures. However, the number of respondents who selected "Not Applicable" also increased because many employees worked remotely during the 2020-2021 academic year.

The results of these student and employee surveys have guided Seattle Central College's approach to improving safety on campus. The college has made significant progress in activities intended to respond to these concerns. We will continue to annually survey students and staff to ensure that our safety measures are working to improve sense of security on campus.

RS2 Smart Cards

Seattle Central College has long used a doorway security system created by DSX Access Systems to control access to specific rooms on campus, including classrooms and computer labs. Faculty and staff possessed key cards that granted entry into their offices, classrooms, and computer labs. Prior to the start of fall quarter 2021, the college upgraded to a security system created by RS2 Technologies. The new RS2 system allows students, faculty, and staff to use their identification cards as key cards to access the rooms they need inside the building as well as the exterior doors of the building. Individuals who are unaffiliated with the college are limited to entering buildings through the main entrances. This will increase the safety of all campus buildings by reducing the frequency of unauthorized or unattended visitors wandering in public spaces. Combined with a new protocol that requires visitors to report to the Security Office to be screened and receive a visitor badge that must be worn while on campus, the new doorway controls will provide a higher level of assurance to staff and students that those they encounter in buildings have a legitimate reason for being there.

Increased Security

Seattle Central College has enhanced security on campus by increasing the number of security staff. The college added two non-officer positions to greet and screen visitors on the main campus and increased the authorized full-time positions in Security from seven to nine individuals. With a larger number of staff, the Security Office can provide additional services--security officers are now available to escort students and employees from campus to parking garages or transit stops in the evenings and they have begun patrolling campuses overnight to discourage vandalism. Security officers also now wear uniform shirts and jackets so that they are easily identifiable on campus.

Security officers have increased communications about safety by developing and offering personal safety courses and sending safety tips and tactics to the campus community. In conjunction with our Continuing Education Department, the college has developed a series of free online personal safety classes for staff and students that will be offered three times per year. These courses will be recorded and posted on the Seattle Central College website as a resource for students and employees.

Security officers received training this past year in de-escalation techniques tailored to the types of encounters experienced at the main campus, such as encounters with individuals with behavioral health crises or experiencing drug-induced psychosis. This de-escalation training will be expanded to include faculty and staff and be repeated twice a year. In addition, the Board of Trustees revised district policies regarding the use of batons, pepper spray and restraints such that our security officers can carry and deploy them to ensure their personal safety. The college provided updated training for all officers in the proper use of these devices.

Finally, the Security Team has collaborated with the East Precinct of the Seattle Police Department to make plans for evacuations in the event of an active shooter on campus. The Security Team will practice carrying out these plans in a quarterly safety drill.

Additional Campus Improvements

Seattle Central College has made the following improvements to campus facilities to create a more secure environment:

- Installed new and upgraded security cameras in front of the bookstore, on the South Lawn, and near student housing on Nagle Place
- Installed brighter lighting around the perimeter of the Maritime Academy
- Replaced and increased the height of the perimeter fence at Maritime Academy
- Installed infrared motion sensors, upgraded cameras, and digital recorders at Maritime Academy to monitor the buildings overnight
- Contracted with Guardian Security to monitor nighttime intrusions at the Maritime Academy
- Installed brighter lighting around the perimeter of the main campus, in the parking garage, and in stairwells
- Improved the Public Address System in the Broadway Edison building to ensure that emergency messages can be heard clearly from all areas of campus.

Seattle Colleges District Health & Safety Policies

The Seattle Colleges District has worked to increase safety and security on college campuses through the following policies:

- [Seattle Colleges District Policy Number 248: Weapons on Campus](#) restricts firearms and weapons from all Seattle Colleges property while providing guidelines for Security officers that allow them to carry batons, pepper spray and wrist restraints.
- [The COVID-19 Infection Control Program (ICP)](#) details a group of a group of policies and procedures for dealing with infection control issues. It includes procedures for wellness screenings, infection prevention practices, and contact tracing.
- The district chose to be a fully vaccinated campus, requiring all students, staff, and faculty to be fully vaccinated for COVID-19.

Seattle Central College is committed to providing a safe and healthy environment for students and employees. We will continue to listen and respond to student and employee safety concerns.

Response to Recommendation 5

The NWCCU recommended that Seattle Central College "continue to build out their curriculum monitoring and assessment system to provide an effective, regular, comprehensive system of assessment that demonstrates the successful achievement of student learning outcomes across courses, degrees and programs (including general education learning outcomes, AA and AS degrees)" in accordance with NWCCU Standards 1.C.5 and 1.C.6.

The curriculum monitoring system at Seattle Central College is guided by three faculty-led standing committees—the Course Approval Committee (CAC), the Instructional Assessment Committee (IAC), and the Program Review Committee (PRC). The chairs of these three committees also serve as members of the Curriculum Coordinating Council+ (CCC+), a representative body of primarily faculty that discusses and resolves curriculum-related issues that arise in the standing committees.

The Course Approval Committee facilitates the creation, adoption, and revision of courses in Seattle Central College's Course Inventory. Faculty submit proposals for new courses through the Automated Course Approval System (ACAS). Course proposals include course descriptions, course level learning outcomes and methods for assessing course level learning outcomes. Proposals also require that faculty align course level outcomes with program and college-wide learning outcomes.

The Course Approval Committee reviews course proposals and considers how proposed courses align with college standards and curriculum policies. The committee ensures that course learning outcomes are clear and assessable and that the outcomes are well-aligned with program and college-wide learning outcomes. The committee supports faculty through the course approval process by training faculty to write clear and assessable learning outcome statements and teaching faculty how to submit course proposals through the Automated Course Approval System. Ultimately, the Course Approval Committee ensures that courses are well-aligned with college learning outcomes and standards.

Prior to 2020, the Instructional Assessment and Program Review Committees guided academic departments through a two-step curriculum review process.

The first step of the review process was an assessment review by the Instructional Assessment Committee (IAC). As part of the assessment review, faculty documented the alignment of their course learning outcomes to degree and college-wide learning outcomes and submitted the results of learning outcomes assessments through a document in Office 365. Representatives from the IAC met with faculty from each program to provide feedback on course and program learning outcomes statements and discuss the programs' recent assessment work, including any improvements made as a result of assessments of student learning outcomes. Following these meetings, IAC representatives authored reports describing each program's work and posted the reports on the Seattle Central website. While these reports described each program's assessment efforts, they did not include the faculty-reported assessment results.

Programs underwent program review one year after their assessment reviews. To prepare, faculty gathered information about their programs, including program maps, course outlines and syllabi, curricular changes made as a result of assessments of student learning outcomes, and a summary of activities and progress made since the last review. Representatives of the Program Review Committee met with faculty, staff, and administrators in each program to review enrollment data and trends, discuss learning outcomes and assessment work, and learn about curricular changes and improvements.

Following the review meetings, PRC representatives authored reports to describe the work of each program. These reports can be found alongside the IAC reports on the Program Review/Instructional Assessment [website](#).

In response to NWCCU's recommendation to "*provide an effective, regular, comprehensive system of assessment that demonstrates the successful achievement of student learning outcomes across courses, degrees and programs (including general education learning outcomes, AA and AS degrees),*" the CCC+, IAC, and PRC identified three actions to improve our curriculum monitoring system:

1. Clarify the purposes and connections between the college-wide learning outcomes, degree learning outcomes, program learning outcomes, special requirement learning outcomes, and course learning outcomes;
2. Create a simple, meaningful way for faculty to report the results of student learning outcomes assessments on an annual or quarterly basis;
3. Revise our program review process to review degree programs rather than academic departments.

Student Learning Outcomes

Seattle Central College has established learning outcomes at the course, degree, and college-wide level. Additionally, some academic departments have created their own program learning outcomes. For instance, faculty in Sociology, Psychology, and Anthropology collaborated to create Social Sciences program outcomes. Additionally, faculty have created outcomes for [transfer degree special requirements](#), [emphases](#), and [learning communities](#). While these outcomes are meaningful, faculty have encountered some challenges resulting from the substantial number of learning outcomes. The CCC+ has identified a need to clarify the purpose of our learning outcomes so that faculty can focus their efforts on assessing the learning outcomes that are most meaningful to themselves and to students.

Faculty at Seattle Central College have worked hard to align course, program, and college-wide learning outcomes. The Course Approval Committee asks faculty to align course, program and college-wide learning outcomes in all course proposals, and the Instructional Assessment and Program Review Committees review the alignment of the outcomes during their review processes.

When the Seattle Colleges District adopted a shared set of outcomes for the Associate of Arts degree in 2014, the Instructional Assessment Committee aligned the new Associate of Arts degree outcomes to our college-wide outcomes. They found that many of the Associate of Arts degree outcomes aligned to more than one college-wide outcome. Additionally, they noted that three of the college-wide learning outcomes (*Think*, *Communicate*, and *Connect*) were well-represented in the AA degree, while the two remaining (*Continue Learning* and *Collaborate*) were not. Additionally, IAC members found that the outcomes were difficult to align because each college-wide learning outcome includes many sub-outcomes.

The Chair of the Instructional Assessment Committee brought these concerns to the CCC+ in the summer of 2019, and the CCC+ decided to include the revision of the college-wide learning outcomes on the CCC+ work plan for 2019-2020. In the winter of 2020, the CCC+ gathered faculty feedback on the college-wide learning outcomes at a college-wide discussion about learning outcomes, assessment, and program review.

In the fall of 2020, the CCC+ formed an ad hoc group to guide the process of revising the college-wide learning outcomes. As the group worked during the 2020-2021 academic year, they found it necessary to consider related concerns as well. The group accomplished the following:

1. They read about and discussed equitable assessment and developed a list of Equitable Assessment Practices to guide assessment work at Seattle Central College.
2. They reflected on the various layers of outcomes that faculty are working with and explored ways to reduce the number of learning outcomes at the college in order to make them more meaningful to students and faculty. The ad hoc group worked with the Instructional Assessment Committee to develop a proposal to streamline college-wide learning outcomes and degree outcomes for the Associate of Arts, Associate of Science, and Associate of Business degrees. The ad hoc committee will host listening sessions with faculty to get their feedback on this proposal during the 2021-2022 academic year.
3. The group decided to center students in the revision of college-wide learning outcomes. The committee will begin communicating with students about the skills they most want to gain from their education at Seattle Central in fall 2021.

The work of this ad hoc committee has created a solid foundation for assessment at Seattle Central College by helping establish a vision for assessing student learning outcomes equitably and meaningfully, and with students at the center.

Assessment of Student Learning Outcomes

The Instructional Assessment (IAC) and Program Review Committees (PRC) halted all reviews for the 2020-2021 academic year and met together to reimagine curriculum review processes. The committees reviewed NWCCU's recommendations, the college's Operational Plan, and Guided Pathways work as they considered how to create an assessment system that meets our current needs. Recognizing that Guided Pathways is shaping the work of our college in important ways, the committees decided to rebrand assessment as "Ensure Learning," the name of the fourth pillar of Guided Pathways.

The IAC and PRC reflected on existing assessment and program review processes, considering which parts of assessment and program review are meaningful to faculty, which are not, and how we can reduce barriers to assessing student learning outcomes. Committee members noted that reviews provide valuable opportunities to discuss teaching and learning with colleagues in different disciplines. In particular, the reviews provide opportunities to learn about how faculty are assessing learning outcomes, learn about the excellent work being done across campus, share concerns and challenges, and hear outside perspectives. The committees noted the following challenges with our previous system:

- There was duplication of effort among the Course Approval, Instructional Assessment, and Program Review Committees. All three committees spent considerable time reviewing course and program learning outcomes statements.
- Assessment and program review expectations were not clear; faculty and committee members were unsure how the information collected during these processes would be used.
- The language of assessment can be confusing, and many faculty members were unsure of how assessment for curricular review differed from formative assessment and grading.
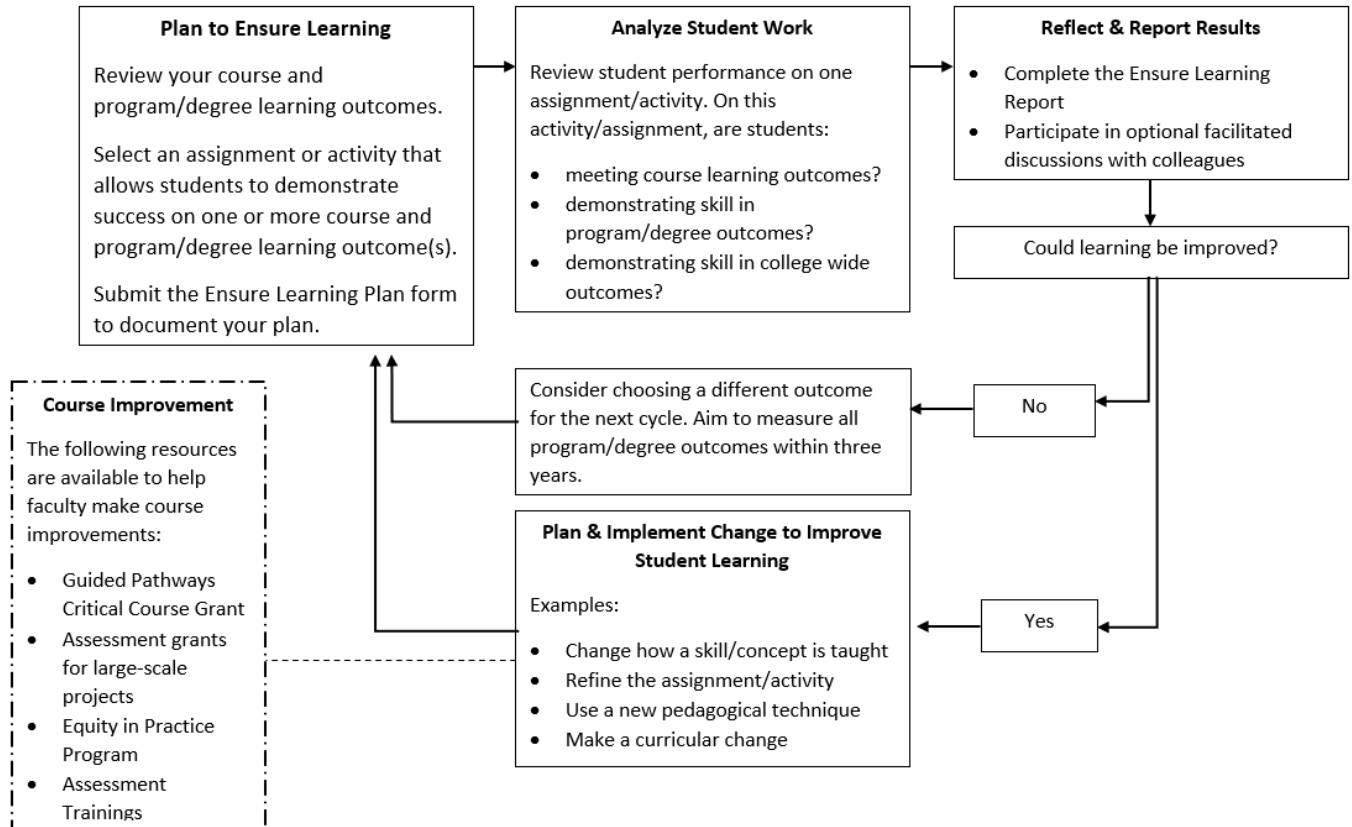
- Our 4-year review cycle was a barrier to strong assessment practices. Because faculty were asked to report their assessment results only once every four years, many academic departments struggled to regularly collect and store assessment data.
- Our focus on course learning outcomes sometimes led to insufficient assessment of program learning outcomes. For instance, faculty in the Community Health and Education program dutifully documented assessment results for two years and later found that nearly all of their assessment efforts related to only one of their program learning outcomes.
- The process of gathering documents for assessment and program reviews was onerous.
- Faculty in programs with external accreditation were asked to duplicate their efforts.
- The one-year gap between IAC and PRC reviews provided insufficient time for faculty to make meaningful changes.
- Faculty needed more time to engage in deep conversations with colleagues about assessment results and curricular improvements.
- Part time faculty were not paid to participate in assessment and program reviews, and we lost valuable information and perspectives as a result.

With these challenges in mind, the committees developed these guiding principles for the redesigned curricular review process:

- We will communicate clearly about the purpose of assessment and our expectations of faculty.
- We will create a clear system for reporting assessment results regularly.
- We will build a flexible assessment process that suits different departments and can adapt to changing needs.
- We will ensure that all work is purposeful; we will not ask faculty to report information that is not needed.
- We will simplify the assessment process whenever possible by:
    - Decreasing document gathering
    - Decreasing duplication of work (ex: across standing committees, for programs that have external accreditation or review)
- We will increase faculty involvement in assessment work, especially part time faculty.
- We will provide adequate support for the work faculty are asked to do.

Assessment Re-Envisioned: The Ensure Learning Process

With these principles in mind, the committees built a system for regularly assessing student learning outcomes that is simple and meaningful and provides opportunities for faculty to reflect on student learning both individually and in community. The resulting plan is the Ensure Learning Process. The following chart shows each step in the process.

Plan to Ensure Learning

Review your course and program/degree learning outcomes.

Select an assignment or activity that allows students to demonstrate success on one or more course and program/degree learning outcome(s).

Submit the Ensure Learning Plan form to document your plan.

Analyze Student Work

Review student performance on one assignment/activity. On this activity/assignment, are students:

- meeting course learning outcomes?
- demonstrating skill in program/degree outcomes?
- demonstrating skill in college wide outcomes?

Reflect & Report Results

- Complete the Ensure Learning Report
- Participate in optional facilitated discussions with colleagues

Could learning be improved?

Course Improvement

The following resources are available to help faculty make course improvements:

- Guided Pathways Critical Course Grant
- Assessment grants for large-scale projects
- Equity in Practice Program
- Assessment Trainings

Consider choosing a different outcome for the next cycle. Aim to measure all program/degree outcomes within three years.

No

Plan & Implement Change to Improve Student Learning

Examples:

- Change how a skill/concept is taught
- Refine the assignment/activity
- Use a new pedagogical technique
- Make a curricular change

Yes

The Ensure Learning process engages faculty in regular and systematic assessment. All faculty are expected to participate in this process at least once per year. Stipends are available for all part time faculty who choose to engage in the process. The section below describes each step of the process in detail. It also describes how assessment results will be made available to all constituents on a quarterly basis.

Step One: Plan to Ensure that Students are Learning

At the beginning of each quarter, all faculty are invited to submit an Ensure Learning Plan, either individually or in groups. This online form asks faculty to describe a key assignment that they will use to determine that students are achieving course, program/degree, and college-wide learning outcomes. The form helps faculty think through their assessment plans and gauges their interest in participating in small group discussions about assessment of college-wide learning outcomes.

Step Two: Analyze Student Work

Faculty administer the assignments/activities they selected in step one and determine how many students demonstrated success in the course, program/degree, and college-wide learning outcomes associated with the assignment.

Step Three: Reflect and Report Results

Faculty submit the Ensure Learning Report after assessing student learning. The Ensure Learning Report asks faculty to report their how many students demonstrated success on college-wide, program/degree, and course learning outcomes. Faculty describe how they defined success on learning outcomes and reflect on their results. Questions included in the Ensure Learning Report can be viewed here.

Members of the Instructional Assessment Committee facilitate small-group discussions among faculty who express interest in participating. Discussion groups are comprised of 3-4 faculty members who have assessed the same college-wide learning outcome. These discussions provide a valuable opportunity for faculty to meet with colleagues from across campus to discuss teaching and learning and find out how our shared learning outcomes are approached in different disciplines. Facilitators of these discussions guide faculty to discuss these questions:

1. Tell us about your assignment. What skills were you hoping to see students demonstrate on this assignment? How do these skills relate to our college-wide outcome?
2. How did you know your students met the outcome?
3. How did students do? Did you learn anything about your students from the assignment?
4. Would you repeat this assignment/activity? Would you do anything differently?

Step Four: Plan & Implement Change to Improve Student Learning

The Ensure Learning Report asks faculty to consider opportunities to improve student learning in their courses. If faculty do not identify potential improvements, they are asked to select a different outcome in the next Ensure Learning cycle. If they do identify potential improvements, they are asked to implement changes and measure student learning of the outcomes again in the next cycle. The changes faculty make can include relatively minor changes, such as revising an assignment, and larger changes, such as course revisions. The college supports faculty through these efforts by providing professional development opportunities and by providing funding to faculty who engage in larger curricular improvement projects.

Using the Results Student Learning Outcomes Assessments

The Assessment and Accreditation Specialist makes results of the Ensure Learning Process available on a quarterly basis. Quantitative data showing student success in college-wide and program/degree learning outcomes is available through the Ensure Learning Dashboard. The Ensure Learning Dashboard shows which outcomes are being assessed and how many students are demonstrating success in college-wide and degree/program learning outcomes. These data will help ensure that all outcomes are being assessed on a regular basis.

The data below show the results of assessments of college-wide learning outcomes during the spring of 2020. Departments can filter these results by program to learn how students in each academic program are demonstrating success on the college-wide learning outcomes.

College Wide Learning Outcomes
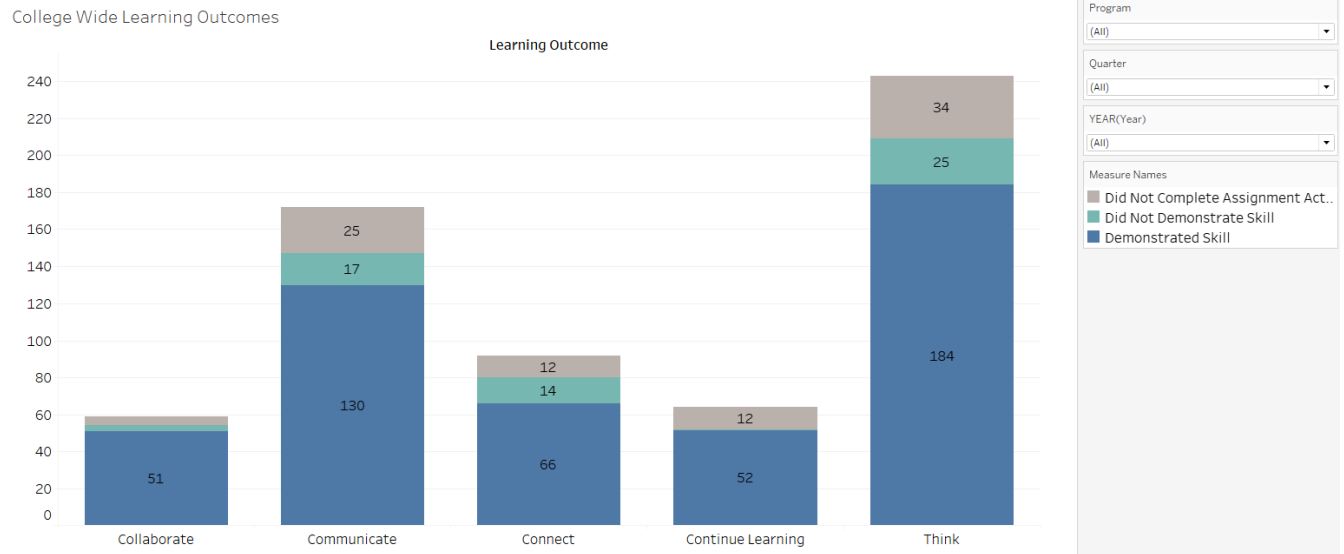
The Ensure Learning Dashboard also provides data for program/degree learning outcomes. The data below provide the results of assessments of student learning outcomes in the Associate of Business program during the 2020-2021 academic year:

Program Learning Outcomes
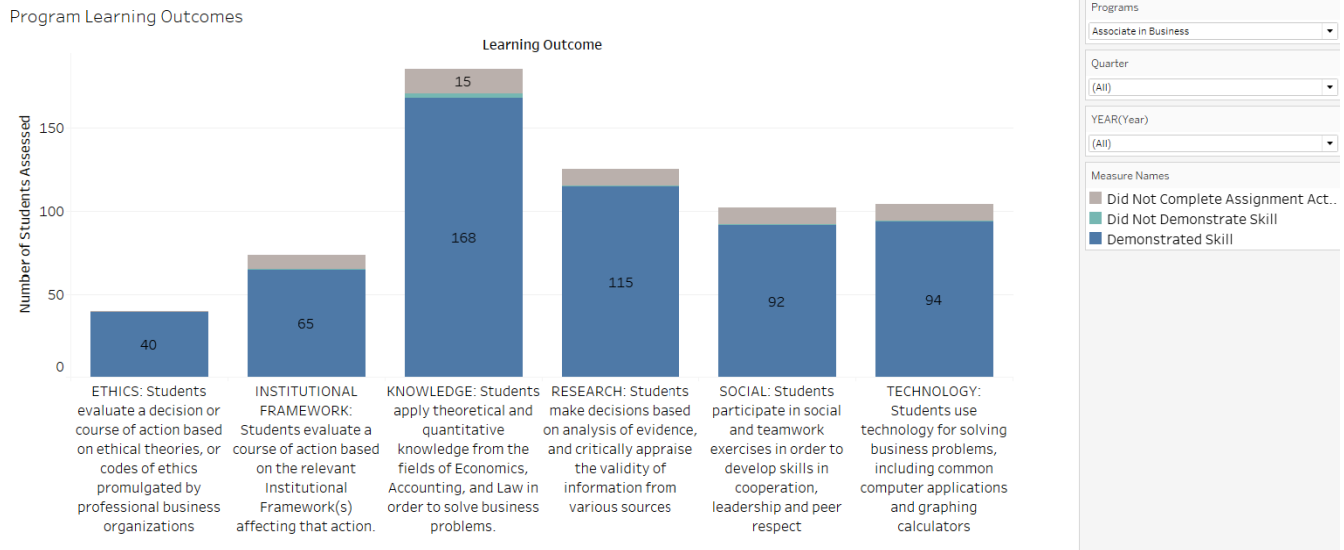
Qualitative data, in the form of faculty reflections on the Ensure Learning Report, are separated according to academic program and returned to faculty who teach in each program.

In addition to faculty, the following constituents will receive reports on information collected through the Ensure Learning Process:

- The Professional Development Committee
- The Curriculum Coordinating Council
- The Vice President of Instruction
- Instructional Deans
- The Accreditation Steering Committee
- The President's Cabinet

Ensure Learning Pilot

The Ensure Learning Process was piloted during the 2020-2021 academic year by faculty serving on the Instructional Assessment and Program Review Committees as well as faculty in the academic programs listed below. The embedded links will direct you to the quantitative and qualitative data provided by each department during the 2020-2021 academic year.

- Associate in Business
- Associate in Social and Human Services
- Associate of Applied Arts in Visual Media
- Bachelor of Applied Science in Applied Behavioral Science
- Bachelor of Applied Science in Allied Health—Community Health and Education
- Seattle Colleges Institute of English

College-Wide Implementation of Ensure Learning

Ensure Learning will be implemented across all academic departments during the 2021-2022 academic year. We have taken the following steps to communicate with faculty and instructional deans about the process:

- We developed and distributed an Ensure Learning Guide to explain the process.
- The Assessment & Accreditation Specialist met with Instructional Deans to introduce the Ensure Learning process, answer questions, and build support on August 18, 2021.
- The Assessment & Accreditation Specialist introduced the process at two breakout sessions during our annual President's Day event on September 23, 2021.
- The Chairs of the Instructional Assessment and Program Review Committees met with faculty program coordinators to share the new process and answer questions on September 23, 2021.
- The Assessment & Accreditation Specialist guided Instructional Deans through a modified Ensure Learning Process to build familiarity with the process on October 4, 2021.
- The Chair of the Instructional Assessment Committee held drop-in sessions for faculty program coordinators to answer questions during the week of October 4-8, 2021.
- The Program Review and Instructional Assessment Committees introduced Ensure Learning at an all-faculty event on October 22, 2021. The event included a panel of faculty who have approached assessments of student learning outcomes in a variety of ways.

The Instructional Assessment, Program Review Committees, and Office of Institutional Research plan to organize regular Ensure Learning Events to keep faculty engaged in the assessment process. These two events are scheduled during the 2021-2022 academic year:

January 28, 2022: *Ensure Learning Workshop: Using Student Success Dashboards in Ensure Learning Work*

Faculty will complete an in-person or online training to use the Student Success Dashboard, which includes student success and completion data that can be disaggregated by race, ethnicity, and gender. Faculty will meet to reflect on what they learn about student success in their programs through the Student Success Dashboard.

April 22nd, 2022: *Ensure Learning Gathering: Departmental Reflection & Planning Time*

Departments will meet to reflect on student learning in their programs. Departments will meet to review their assessment work from the fall and winter quarters and make assessment plans for the next academic year.

Program Review

The Instructional Assessment and Program Review committees are in the process of revising our program review process. The committees began by reviewing The Seattle Colleges Strategic Plan, the Seattle Central College Operational Plan, our Guided Pathways work, the newly created Student Success Dashboard, and the NWCCU's recommendations. Our goal is to revise our program review structure to meet our current goals and effectively review degree programs, including the Associate of Arts and the Associate of Science degrees.

Seattle Central's Guided Pathways work has provided a model of how program reviews could be approached differently. During 2020-2021, Seattle Central College began creating program maps and assessment plans through Program Mapping & Ensure Learning Retreats. During these retreats, faculty meet with colleagues to consider the legacy they want to leave for students, reflect on the disaggregated data available in the in the Student Success Dashboard, collaborate with advisors to develop sample course sequences for students, create Learning Outcomes Charts to show how degree and college-wide learning outcomes are reached across their programs, and develop plans to assess student learning outcomes. These retreats provide a model for bringing faculty, administrators, and staff together to reflect on student success and program health.

Faculty in the Instructional Assessment and Program Review Committees learned about the work being done at the Guided Pathways Program Mapping and Ensure Learning retreats and are considering how they might design a Program Review process that will build on the work done in the retreats. The committees brainstormed the purposes and elements of program reviews as well as stakeholders who should be included in the review process. The ideas below reflect the committee members' current thinking about program review.

Purpose of Program Review

Degree programs go through the Program Review to:

1. Confirm that students are learning the skills we have promised in our course, program/degree, and college-wide learning outcomes statements
2. Ensure that courses and programs are relevant and responsive
3. Review and reflect on disaggregated data in the Student Success Dashboard
4. Begin conversations about equitable teaching and learning
5. Consider program improvements
6. Communicate professional development needs to the Professional Development Committee
7. Document the work faculty are doing for accreditation purposes

Elements of Program Review

The Program Review & Instructional Assessment Committees plan to include these elements in Program Reviews:

- Review of Data
  - Results of student learning outcomes assessments
  - Student Success data, including:
    - Degree completion rates
    - Transfer rates
    - Employment in an industry following degree completion
    - Success rates for students enrolled in basic studies, library, counseling, learning communities, etc.
- Discussion/reflection about disaggregated student success data
- Review of program maps
- Review of program websites to ensure that all information is current, clear to students, and complete
- Review of Learning Outcomes Charts
- Documentation of the work faculty are doing to improve their programs

Stakeholders Included in Program Reviews

- Faculty who teach core courses in a degree program
- Faculty representatives from programs that teach general education requirements
- Library/information literacy faculty
- Faculty from disciplines that "feed into" a degree program, including Basic and Transitional Studies & Seattle Colleges Intensive English
- Instructional Deans
- Counselors
- Advisors
- Students
- Associate Director of Institutional Research
- Guided Pathways representative
- Representative from the Office of Equity, Diversity, & Inclusion
- Marketing personnel

The Program Review and Instructional Assessment Committees will continue developing plans for future Program Reviews in the fall of 2021. The committees plan to pilot a Program Review process with the Associate in Business degree in the Winter of 2021 and with the Associate of Arts degree in the Spring of 2022.

Members of the Instructional Assessment and Program Review Committees have worked very hard to revise our assessment and curricular review processes. Instructors who have used the new Ensure Learning Process report that they found it to be valuable and meaningful, that the process is not onerous, and that they appreciate the opportunity to connect with and learn from colleagues who teach in different disciplines. We anticipate that Ensure Learning will lead to improved student learning outcomes as more faculty become engaged in the process.

Conclusion

Seattle Central College is deeply committed to creating a safe learning environment for students, faculty, and staff. The College has taken the following steps to ensure a healthful learning and working environment in accordance with NWCCU's Accreditation Standard 2.I.1:

- Implemented RS2 Smart Cards
- Increased the number of security staff on campus
- Improved visibility of security staff through adopting uniform shirts and jackets
- Instituted overnight patrols to discourage vandalism
- Developed and offered safety courses for staff and students
- Increased communications about safety
- Developed plans in the event of an active shooter on campus
- Installed new and upgraded security cameras
- Installed brighter lighting around the perimeter of campus, in the parking garage, and in stairwells
- Replaced fencing around the Maritime Academy
- Improved the Public Address System
- Drafted a policy to restrict firearms and weapons on campus
- Developed a COVID-19 Infection Control Program

Seattle Central is dedicated to improving our curriculum monitoring and assessment system in order to demonstrate that students are successfully achieving student learning outcomes across courses, degrees, and programs, in accordance with NWCCU's Accreditation Standards 1.C.5 and 1.C.6. We have taken the following steps to build a stronger culture of assessment:

- Developed a list of Equitable Assessment Practices to guide assessment work at Seattle Central College
- Created a proposal to streamline college-wide and degree outcomes
- Made plans to revise college-wide learning outcomes
- Developed Learning Outcomes Charts to document how courses align with degree/program and college-wide learning outcomes.
- Paused all Instructional Assessment and Program Reviews in order to revise review processes

- Created the Ensure Learning Process, a meaningful and simple process for faculty to regularly document assessments of course, program, degree, and college-wide learning outcomes
- Developed the [Ensure Learning Plan form](#) to help faculty plan for assessments of student learning outcomes
- Developed the [Ensure Learning Report form](#) to help faculty document and reflect on assessments of student learning outcomes
- Piloted the Ensure Learning Process with faculty in the following programs and groups:
  - Associate in Business
  - Associate in Social and Human Services
  - Associate of Applied Arts in Visual Media
  - Bachelor of Applied Science in Applied Behavioral Science
  - Bachelor of Applied Science in Allied Health—Community Health and Education
  - Seattle Colleges Institute of English
  - The Instructional Assessment Committee
  - The Program Review Committee
- Hosted an Ensure Learning event to introduce the process to all faculty
- Trained instructional deans on the Ensure Learning process
- Developed a plan to institutionalize Ensure Learning across all academic departments
- Created the [Ensure Learning Dashboard](#) to make assessment results available to all constituents
- Instituted Program Mapping and Ensure Learning retreats to help faculty reflect on student success data and develop assessment plans

Seattle Central College is committed to our mission to "prepare each student for success in life and work." The work described in this ad hoc report demonstrates our commitment to creating a safe learning and working environment and building a culture of assessment in order to provide our students with excellent programs, curricula, and services.