

STRATEGIC PLAN CORE THEMES REPORT

Core Theme 1: Student Achievement

Objective 1.1) South Seattle Community College advances student course and program progression from one level to the next.

South engages students, staff, and faculty to strengthen and advance progress toward a student’s goal from entry to exit through an emphasis on educational planning, early intervention, and innovative partnerships across campus.

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	(2011-12)	(2012-13)	Benchmark (2014-15)
1.1.1 Student retention All students, AND degree seeking students	Retention drops most dramatically between a student’s first and second quarter, however measuring retention over various periods of time indicate that the college is successfully advancing progression.	1 st time, full-time, degree seeking Fall to Winter Fall to Spring Fall to Fall	<u>W '11</u> 76% <u>S '11</u> 66% <u>F '11</u> NA	<u>W '12</u> 72% <u>S '12</u> 64% <u>F '12</u> 49%	<u>W '13</u> 72% <u>S '13</u> 64% <u>F '13</u> 49%	<u>W '15</u> 77% <u>S '15</u> 67% <u>F '15</u> 52%

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	(2012-2013)	Benchmark (2014-15)
1.1.2 Momentum point attainment (annual SAI report)	These indicators measure a variety of gains made toward completion, providing a more nuanced snapshot of South's support of progression.	College Readiness 15-credit 30-credit College Level Math Total	1478 1731 1371 1032 10,257	1358 1689 1332 1002 15,165	12,000
1.1.3 Progression and completion	These indicators illustrate that students are advancing along the college's spectrum of offerings and meeting their goals.	Transfer (GISS rpt.) % Tipping Point or Degree % Transferred without degree ProfTech (GISS rpt.) % Reaching Tipping Point (Degree or Cert. w/45 cred.) % Cert. LT 45 cred. BTS (GISS rpt.) % ABE Transitioning % ESL Transitioning (SSCC data) % Lv15-60 (8-09 Total) → College (by Sp.'11)	<u>Fall 06-Spr10</u> 15% 29% 14% 1% 19% 16% 17%	<u>Fall 09-Spr12</u> 17% 24% 25% 9% 21% 14% 22%	16% 30% 15% 2% 20% 17% 18%

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	(2013-2014)	Benchmark (2014-15)
1.1.4 Student satisfaction with goal completion (e.g. CCSSE, ACT, other national surveys)	Because students possess a variety of goals (beyond degree or certificate completion), this indicator will account for—through satisfaction ratings—a student’s own assessment of his/her goal completion.	<p>Student Ratings (from surveys)</p> <p>CCSSE item 27: How would you evaluate your entire educational experience at this college;</p> <p>College Contribution to Growth and Preparation:</p> <p>ACT IV</p> <p>A.2: Intellectual Growth</p> <p>A.3: Social Growth</p> <p>A.4 Prep. Further study</p> <p>A.5 Prep. Career</p>	<p><u>CCSSE 2011</u> item 27: mean=3.18 4=Excellent, 1=Poor</p> <p><u>ACT IV.</u> A.2=4.19</p> <p>A.3=4.06</p> <p>A.4=4.18</p> <p>A.5=4.09</p>	<p>Available 2014—CCSSE 2014</p> <p><u>Noel-Levitz</u> I=6.55, S=6.16</p> <p>I=6.29 , S=5.94</p> <p>I=6.40, S=5.88</p>	<p>Maintain status above national norms. (public 2yr. 2013)</p> <p><u>N-L SSI</u> Benchmarks TBD</p>

Objective 1.2) South Seattle Community College students successfully navigate the college system and develop strong financial literacy.

South supports the needs of our diverse student population to successfully transition through the college system through effective dissemination of relevant information and an array of support services at critical junctures in students' progression.

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	(11-12)	(12-13)	Benchmark (2014-15)
1.2.1 Students fund their education through available resources (e.g. financial aid, scholarships, payment plan)	Successful navigation is dependent on students' ability to fund their education. Due to the variety of funding options and their varied processes, funding is often a barrier to successful navigation.	% Students Awarded Financial Aid: Pell, State/Local, Institutional	<u>2010</u> Federal Aid=30% State/Local=38% Institutional=9%	<u>11-12</u> 40% 49% 16%	<u>12-13</u> Avail. Win '14	<u>Bm. '14</u> 33% 40% 10%

INDICATORS	RATIONALE	Proposed Measure(s)	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12	Bm. '14
1.2.2 Retention and completion rates for underserved student populations (Black, Hispanic, Native American; API)	First generation and other underrepresented groups demonstrate greater struggles in navigating college processes. This indicator will demonstrate whether South's resources result in an increased success rate.	B/H/NA Retention Fall to Winter	60%	69%	68%	61%	79%	72%
		API Retention Fall to Winter	78%	73%	76%	82%	83%	72%
		B/H/NA Graduation rate (degree seeking) w/in 3 yrs.	9% (N=8)	9% (N=6)	20% (N=13)	Avail. 2014	Avail. 2015	Avail. 2017
		API Graduation rate (degree seeking) w/in 3 yrs.	24% (N=11)	19% (N=9)	33% (N=11)			

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	Benchmark (2014-15)
1.2.3 Retention of students participating in financial literacy programs	Students who develop strong financial literacy are more equipped to persist and navigate the system.	Retention for sub-population	0	TBD

Objective 1.3) South Seattle Community College students accomplish their educational objectives.

South recognizes that students with different educational goals need different kinds of support, and the college provides instruction and related resources to meet those varied needs, whether students seek personal enrichment, language or other basic skills, a certificate or degree in a professional or technical field, an academic degree or transfer to a four-year institution, or an applied baccalaureate degree..

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	(2009-2012)	Benchmark (2014-15)
1.3.1 Certificate/degree completion	For students who indicate their intent to earn a credential, completion of that credential is a strong indicator that the college is meeting its mission.	Plans to get degree Academic ProfTech	Students enter Fall 2008 by Spr. 2011: Academic: (SSCC 23%, GISS 15%) ProfTech: (SSCC 17%, GISS 14%)	Student F/2009 S/2012 Academic (SSCC 22%,GISS 17%) ProfTech: (SSCC 17%, GISS 25%)	Academic: 25% ProfTech: 25%
1.3.2 Transfer rates	For academic students, transfer is an important part of the college's mission.	2-Year Transfer rate reported from SBCTC	53% (Transfer Table 2011 by SBCTC Annual Report AA, AS, 2009)		55%
1.3.3 Employment rates	For professional/technical students, gaining employment in their field is the hallmark of success and indicates that the college is fulfilling its mission.	Employment rates reported from SBCTC	71% (SBCTC Annual Report)	77% (SBCTC Annual Report 11-12)	80%

Core Theme 2: Teaching and Learning

Objective 2.1) South Seattle Community College students learn requisite knowledge and skills.

South faculty, staff, and administrators work collaboratively to ensure that students’ diverse needs are met and that they are provided the opportunity to gain the knowledge and skills that they need to be successful.

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	Benchmark (2014-15)
2.1.1 Course/program-level assessment as SLO analysis (e.g. outcome mapping)	The analysis of Student Learning Outcomes, along with other learning assessment, yields insight into the type and extent of student learning, and provides input for any needed refinements or adjustments to the college’s educational offerings.	ACT survey (or another survey of graduating students) SLO crosswalk to measure <u>progress</u> . 1. Communication 2. Computation 3. Human relations 4. Critical thinking 5. Technology 6. Personal Responsibility 7. Information Literacy	<u>ACT 2010</u> (5=Very(4=)Much, 3=Moderate, 2=Little,1= None) 1. 3.86 ¹ 2. 3.79 3. 3.86 4. 4.00 5. 3.71 6. 3.64 7. 4.07	National Norms for 2-Year Public Institutions (2010) 1. 3.63 2. 3.68 3. 3.57 4. 3.82 5. 3.66 6. 3.41 7. 3.65

¹ Averages are calculated from the items listed below:
 SLO1=Communication, ACT II.A.7, 8, 9, 11
 SLO2=Computation, ACT II.A.14, 26
 SLO3=Human relations, ACT II.D.1, 3, 4
 SLO4=Critical thinking and problem-solving, ACT II.A.1, 2, 3
 SLO5=Technology, ACT II.A.24
 SLO6=Personal responsibility, ACT II.D.8, 10, 12, 20, 21, 27, 30, 31
 SLO7=Information literacy, ACT II.A.4

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	Benchmark (2014-15)
2.1.2 Student self-reports of satisfaction (e.g. CCSSE and ACT Exit Survey).	Students are well-positioned to determine the value of their educational experience within the context of their particular backgrounds, goals, and aspirations.	<u>Student Surveys</u> CCSSE 27: How would you evaluate your entire educational experience at this college? ACT III.2 Quality of Instruction ACT III.39: This college in general ACT IV: Your experience at this college	CCSSE 27: (2011) 3.18 ACT III.2 (2010) 4.15 ACT III.39 (2010) 4.20 ACT IV (2010) 4.04 (mean of items ²)	National Norms for 2-Year Public Institutions 3.14 4.00 4.11 3.89
2.1.3 Math and English course completion and progression	Momentum points indicate that students are learning requisite knowledge and skills to progress on their chosen educational paths.	Communication and Math completion and progression.	PC Eng= 86.9% C Eng= PC Math= C Math=	Frank

² ACT IV.A.1, 2, 5

Objective 2.2) South Seattle Community College students are actively engaged in learning.

Through pedagogies, promising practices and effective methodologies, South provides a rich, self-directed student learning experience that will serve them well as students and prepare them for work and life.

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	Benchmark (2014-15)
2.2.1 Students receive scholarships and academic honors	Measuring how many students receive scholarships, receive academic honors, and receive other positive recognition illustrates the extent to which the college has provided a rich, self-directed learning experience.	Dean’s list Foundation scholarships Population: College-level (BTS/ Transfer/ ProfTech) N and Percent	(What was it in 2010-11?)	Rosie/ Dempsey Pluhta (What do you project it will be in 2014-15?)
2.2.2 Students engage in campus and community opportunities	Student engagement in the campus community and in campus activities is a known indicator of student achievement (CCSSE, Student Life).	CCSSE, Student Life questionnaire, number trained in student leadership, number of student life transcript, number of students w/Service Learning % of graduates	CCSSE Active and Collaborative Learning Score=54.2 (80 th percentile) <u>Item 4i</u> “Participated in Community Based Project”=1.39	Remain at or above 80 th % Remain above national average of 1.31

Objective 2.3) South Seattle Community College programs routinely update their curriculum and instructional methodologies.

South is committed to providing instruction that is current and relevant according to the professional standards in the various fields of study, and that meets the needs of students as they progress along their career paths.

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	Benchmark (2014-15)
2.3.1 Curriculum and program changes (collected from the Curriculum & Instruction Committee, and from the district's curriculum-tracking website)	The addition of new courses, updates to existing courses, and the creation of new instructional programs demonstrate responsiveness to the needs of students and a commitment to providing instruction that meets current standards in the various disciplines or fields of study.	# Course revision # Course origination # Program revision # Program origination AGILE survey of faculty with new or revised courses	From CIC	Donna
2.3.2 Percent of faculty who engage in professional development opportunities	By providing professional development for instructors, the college indicates a systemic commitment to quality instruction.	% Faculty awarded faculty development grants from foundation, college, and district AGILE ³ survey of faculty	Number/ Percent of faculty Average hours reported by faculty	Elizabeth
2.3.3 Independent licensures, certifications/accreditation, and awards	In professional/technical fields, certification by an independent agency (NATEF, the FAA, the Nursing Commission, etc.) indicates state-of-the-art curriculum and instruction.	Programs maintaining or receiving required or industry recognized certification by professional accrediting agencies (Number and Percent)	Office of Instruction	Donna

³ Action Generated Instrument for Learning Evaluation

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	Benchmark (2014-15)

Objective 3.2) South Seattle Community College provides opportunities for employees to learn, engage, and contribute to the campus community.

South is committed to offering a dynamic array of educational, participatory, and philanthropic opportunities to faculty and staff on a campus that is modern and safe. Through these efforts, employees increase their participation and commitment to the campus and the broader community.

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	Benchmark (2014-15)
3.2.1 Participation in activities, committees, events, services, trainings and workshops	More opportunities for employees to learn increases the ability for them to adapt to change, lead innovative programs and services, improve their collaborations, and increases their involvement in campus governance.	Climate Survey AGILE Survey	Percent Satisfied with opportunities <u>Questions 3 and 4</u> 62.6%	65%
3.2.2 Contribution by campus community through culture of philanthropy.	Employees that give their time, money, and efforts to contribute to the greater good help to create a sense of community.	Combined Fund Drive Data College Advancement Data		Elizabeth
3.2.3 Faculty & staff satisfaction: campus technology, facilities, security, and safety.	Leading edge technology, updated grounds and facilities, and a safe and secure campus are conducive to positive attitudes about working and learning on campus.	Climate Survey Building, grounds Safety/ security Phys. environment Access – computers AGILE Survey	Satisfied with: 84% 94% 89% 53%	85% 95% 90% 60%

Objective 3.3) South Seattle Community College practices fiscally responsible management of public resources and transparent budget processes.

South follows a conservative approach to operating the College and meets FTE targets within the budget, in constant pursuit of educational improvement.

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	Benchmark (2014-15)
3.3.1 Efficient management of the budget and enrollment.	Effective and inclusive process to manage the budget and enrollment ensure fiscal integrity, quality programs, and services.	Legacy	Irina and Frank P.	Frank A.
3.3.2 Outside resources generated.	Financial resources from outside sources help to fund the College and enhance the educational process.	Legacy	Irina and Frank P.	Frank A.

Core Theme 4: Community Engagement and Partnerships

Objective 4.1) South Seattle Community College advances instructional programs in support of industry workforce development.

South Seattle Community College engages business, labor, professional and community leaders and organizations to strengthen and advance instructional programs with subject matter expertise, curriculum reviews, equipment consultation, donations and program advocacy. The creation of an interdependent relationship results in dynamic and relevant programs, a pipeline of qualified candidates for companies, and higher rates of employment for our students.

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	Benchmark (2014-15)
4.1.1 Business, labor and industry donations	Donations indicate investment in professional-technical programs, resulting in increased professional-technical program capacity (e.g., number of students served, additional sections, and new courses).	Annual Donations	???	???
4.1.2 Employer placement rates resulting from internships	Student internships in professional-technical programs that lead to direct employment are indicative of strong and relevant training programs.	1. Internship a. (w/report if high quality) 2. Internship to job connection	1. N=116 a. 2. 27% (N=31)	Erik with Paco
4.1.3 Advisory group membership and participation	Active advisory group membership and participation reflect business and industry investment in the professional-technical programs to ensure programs are relevant to industry needs.	TAC membership and participation Percent actively participating (time, money, effort, advising) Qualitative assessment		Donna

Objective 4.2) South Seattle Community College strengthens partnerships with high schools and university partners to create a seamless pipeline.

South Seattle Community College engages high school and postsecondary partners to strengthen and advance educational pathways through innovative partnerships, outreach, curriculum alignment, and articulation agreements. The creation of these partnerships results in dynamic and relevant programs, better pathways for students, and higher rates of academic success.

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	Benchmark (2014-15)														
4.2.1 Partnerships and articulation agreements with K-12, community college, and four-year institutions	Creating strong pathways through direct articulation and other cooperative agreements with high schools and postsecondary institutions contributes to higher enrollment and completion rates.	# Articulation Agreements with HS and 4-year, and with whom		Donna														
4.2.2 College level placements	Successful partnerships with school districts ensure that community college placement requirements are well understood and integrated into curriculum development and instruction, resulting in higher rates of college-level placements.	13 th Year TRIO -- UB/Talent Search # of new students served		Elizabeth Sebastian Vanessa														
4.2.3 Enrollments of graduates from local feeder high schools	Enrollment rates of graduates from local feeder high schools directly reflect the success of articulation and partnership agreements.	From SMS—Feeder HS include:	<table border="0"> <tr><td>W.Seattle</td><td>228</td></tr> <tr><td>Chief Sealth</td><td>184</td></tr> <tr><td>Highline</td><td>147</td></tr> <tr><td>Cleveland</td><td>127</td></tr> <tr><td>Evergreen</td><td>115</td></tr> <tr><td>Franklin</td><td>99</td></tr> <tr><td>Garfield</td><td>95</td></tr> </table>	W.Seattle	228	Chief Sealth	184	Highline	147	Cleveland	127	Evergreen	115	Franklin	99	Garfield	95	A 10% increase (100 students)
W.Seattle	228																	
Chief Sealth	184																	
Highline	147																	
Cleveland	127																	
Evergreen	115																	
Franklin	99																	
Garfield	95																	

Objective 4.3) South Seattle Community College enhances community enrichment and participation.

South Seattle Community College provides diverse lifelong learning opportunities that are meaningful and valuable to the community.

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	Benchmark (2014-15)
4.3.1 Classes offered for personal enrichment, business and professional development	Sustainable enrollment in classes offered for personal enrichment, business and professional development indicate programs that are relevant and meaningful to the community.	AGILE Survey of students who previously took a course from Cont. Ed. Satisfaction Dissatisfaction Suggestions for Improvement		Frank P. with Luisa M.
4.3.2 Community volunteerism and individual philanthropy	Community volunteerism and philanthropy indicate community investment in college programs and mission and the community is actively engaged in supporting the college mission	Community investment in college --President's Advisory Committee, Technical Advisory Committees Annual focus groups/ SGID What's going well/ What isn't, Suggestions for improvement		Rosie (Christie) Donna
4.3.3 Customized training and education for workers and their employers	Sustainable enrollments for customized training and education for the business community through grants and contracts indicate responsiveness to workforce training needs in the community.	Keith, Elsa, Kelley, Deans (Ben, Lana, Duncan, Kim) AGILE Survey of TAC's, employers, partners through WDC		Donna Wendy Price

Objective 4.4) South Seattle Community College strengthens community partnerships that are mutually beneficial to the college and the community.

South Seattle Community College serves students of diverse cultural, educational and language backgrounds. Collaboration between the college and community leaders and organizations promotes relationships that are mutually beneficial. Community and cultural collaborations help to increase enrollment and to support student success as measured by student progression and completion. Strengthening existing ties between the community and the college facilitates greater communication of expectations and needs for students, families, faculty, and the school.

INDICATORS	RATIONALE	Proposed Measure(s)	Baseline (2010-11)	Benchmark (2014-15)
4.4.1 Student enrollment, progression and completion rates for distinct student populations	Collaboration with community leaders and organizations supports innovative training programs and recruitment initiatives for distinct student population needs, resulting in higher enrollment, progression and completion rates.	From nursing and worker retraining—basically, completion of programs that feature a relationship-based, sustainable internship component	Enrollment (Comp) SJI Vets BFET TANF Ex-offenders	Erik with Wendy P./ Keith M.
4.4.2 College engagement with the community	Active participation of faculty, staff and leadership on local boards and organizations is critical to ensure that the college is relevant and responsive to the community, and reflect the college’s commitment to the greater community..	Survey: % employees answering “yes” to the question: “Do you serve on an important committee on which you consider yourself a representative of SSCC?” AGILE Survey of employees	AGILE survey	OPR (office of planning /research)