



SOUTH SEATTLE COLLEGE

Special Report

March 1st, 2024

**Prepared for the
Northwest Commission on Colleges and Universities**

South Seattle College
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APPENDIX J:

INSTITUTIONAL REPORT CERTIFICATION FORM



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

South Seattle College

(Name of Institution)

Dr. Sayumi Irey

(Name of Chief Executive Officer)

A handwritten signature in blue ink, appearing to read "S. Irey", is written over a horizontal line.

(Signature of Chief Executive Officer)

02/28/2024

(Date)

Introduction

At South Seattle College, we are committed to providing all of our students with a quality academic experience that prepares them for success in their chosen fields. We believe that robust student learning assessment is a vital component of our educational mission, as it enables us to measure the effectiveness of our teaching and learning practices, and to identify areas for improvement and innovation. We also recognize that the faculty's engagement is essential for fostering a culture of effective student learning assessment, as it reflects our faculty's involvement and enthusiasm in delivering and enhancing the curriculum, mentoring and supporting students, and contributing to our institution's positive reputation. The following report is a synopsis of the last 2 years' worth of efforts and approaches to engage with faculty and students to build a more robust institutional system of student learning assessment and explore new ways of utilizing the results of assessment to inform our programmatic and degree outcomes and approaches.

In this report we will be specifically addressing each component of South Seattle College's recommendation outlined in NWCCU's memo dated July 25th, 2022: ***Recommendation 1: Spring 2022 Mid-Cycle Review - Develop and engage in an effective system of assessment to evaluate the quality of learning in its program and degrees and use the results of its assessment efforts to inform planning and continuously improve student learning outcomes. (2020 Standard(s) 1.C.5;1.C.7)***

To achieve the specific goals set forth by the NWCCU recommendation, our faculty-led Assessment Committee, with the help of specific college-wide committees and colleagues, has implemented multiple strategies to promote student learning assessment and the faculty's engagement with these assessment results across our campus. South Seattle College has a goal of becoming an Anti-Biased and Anti-Racist college, and these ABAR approaches are imbued throughout our assessment and program review processes.

The assessment-related strategies include:

- Creating a new quarterly learning outcome assessment survey with instructor feedback.
- Compiling and visualizing student learning outcome assessment data from nearly two years of quarterly surveys.
- Collecting and recording faculty member's approaches to student learning and assessment and subsequent revisions made to increase student success.
- Engaging with the faculty as they revise or originate courses to help develop meaningful and assessable student learning outcomes.
- Developing an instructor toolkit to help faculty assess learning outcomes associated with collaboration and teamwork skills.

Strategies related to South’s Program Review process are as follows:

- Developing and introducing a completely new Program Review process for our College Transfer programs.
- Continuing the dual external and internal Program Review process for our Professional-Technical and Bachelor of Applied Science programs with an increased focus on student learning assessment.
- Engaging with departments in quarterly meetings to help facilitate programmatic changes to their course offerings.

Our college is a diverse institution with programs that serve basic and transitional studies students, students completing four years of college in our Bachelor of Applied Science offerings, plus College Transfer students as well as Professional-Technical students ready to join the workforce upon completion of their 2-year degree. This mix of students requires different approaches to student learning assessment and our college’s Assessment Committee attempts to record and help reflect these different approaches under one assessment umbrella. However, there are many instances where one approach does not work effectively for one program or another, so rather than trying to fit that round peg in a square hole we have leaned into allowing programs to develop their own assessment process with guidance from the Assessment Committee and allowing them to explain how their processes meet the college’s student learning assessments requirements (Figure 1). This multi-pronged approach suits our vastly different programs and allows the people that are closest to and can best assess their students’ learning to feel heard, appreciated and invested rather than being handed a predetermined process.

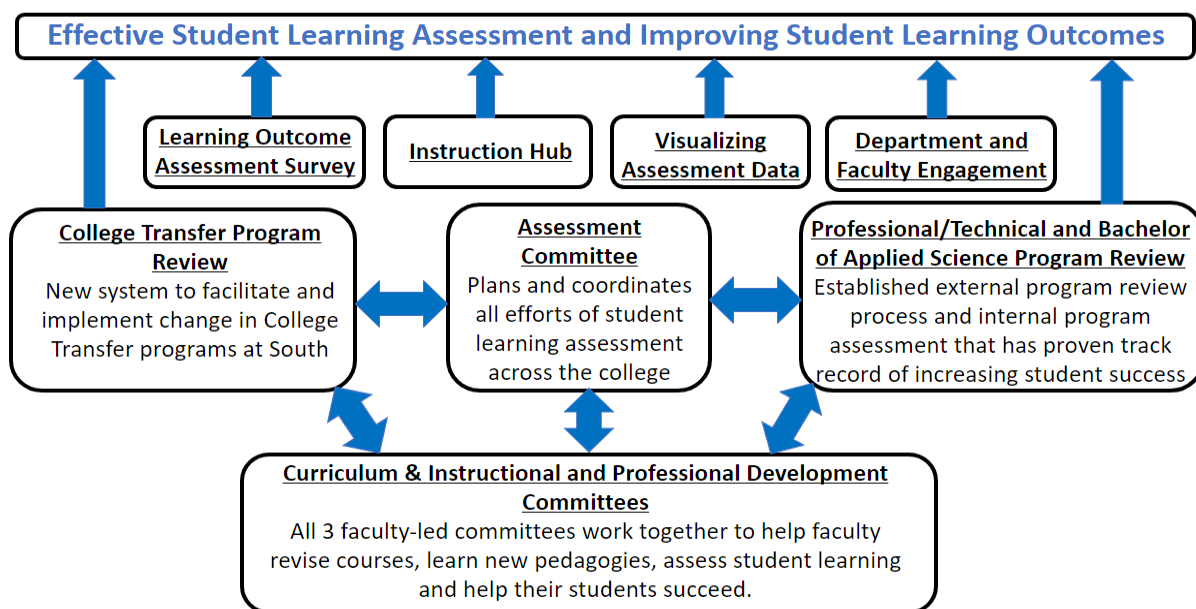


Figure 1: The myriad ways that South Seattle College works to improve student learning and success

Throughout this report, we will describe the development of student learning assessment approaches at South, the ways in which program review systematizes our assessment efforts and engages faculty to make higher level changes that lead to student success, and finally explain some examples of assessment efforts that demonstrate the implementation and corresponding engagement and effectiveness of these efforts. These descriptions will show that South Seattle College is setting up systems that will lead to greater assessment of the quality of learning in our programs and degrees as well as show how our efforts allow South to use the results of these assessments to inform our planning and continuously improve student learning outcomes across the College.

Development of Student Learning Assessment at South

Assessment Committee Structure

The assessment of student learning and utilizing resulting data to inform programmatic changes at South Seattle College has developed extensively in the last five years. In 2019, an Assessment Committee (AC) was formed and headed by an Assessment Coordinator, along with a faculty member from each program within the College and various staff members. The Senior Research Analyst is also an integral member of the AC who helps develop data dashboards and provides important analytical feedback for the college. The AC meets bi-weekly to discuss approaches to assessment methods and work on communication strategies for disseminating assessment information back to the college. The Assessment Coordinator meets monthly with the Executive Director of Institutional Effectiveness as well as the Vice President of Instruction to discuss strategy for improving assessment methodology.

The Assessment Coordinator also confers and collaborates with the Guided Pathways Guiding Team and other faculty led committees at the College. Guided Pathways provides the framework to pursue institutional change and improvement, particularly in South's quest to become an Anti-Biased and Anti-Racist college, and one of the core areas of focus within our Guided Pathways work is assessment. The Assessment Coordinator position holds a place on the Guiding Team, coordinating with the "Outcomes Alignment and Assessment" and "Culture of Evidence" working groups as part of South's Guided Pathways project. The Assessment Coordinator is tasked with bringing an ABAR lens to all the work they do and promoting this ABAR approach to fellow faculty members with the help of the Guiding Team.

To facilitate better communication around course revisions, assessment approaches and faculty led initiatives within the South community, the AC began holding bi-weekly meetings with the Curriculum and Instruction Committee starting in Winter Quarter 2023. This meeting allows deans and the Vice President of Instruction to join in learning outcome discussions and how our college assesses these outcomes. This has led to a stronger collaborative approach to how our college plans and initiates our assessment approaches, as well as allowing instructors that are revising or developing courses to have a more robust conversation on learning outcomes. Also, we have recently invited the Professional Development Committee into these meetings, which

will allow our assessment initiatives to be better implemented during our faculty professional development days.

Student Learning Outcome Structure

All our courses at South have three to eight Course Learning Outcomes (CLOs) written in the course outline that will also be included in any class syllabus. These can be revised by the faculty that teach that course via a discussion with the Curriculum and Instructional Committee and the Assessment Committee, and generally these committees suggest revising course outlines and thus CLOs every 3-5 years. South's Professional-Technical and Bachelor of Applied Science Programs all have very specific Program Outcomes that are revised every Program Review cycle based on the recommendation of the Technical Advisory Committee (made up of direct employers and industry experts). South's College Transfer Programs are revising the degree outcomes to better reflect our programs' different outcomes to make them more assessable by instructors. The ideal goal is to have the CLOs directly relate to specific Program Outcomes that can then align with the institution-level South's Learning Outcome (SLOs), which represent our college's overarching set of skills and knowledge that we want our students to leave our institution having achieved. Please see Figure 2 below for a clearer picture of the relationships between our 3 levels of learning outcomes.

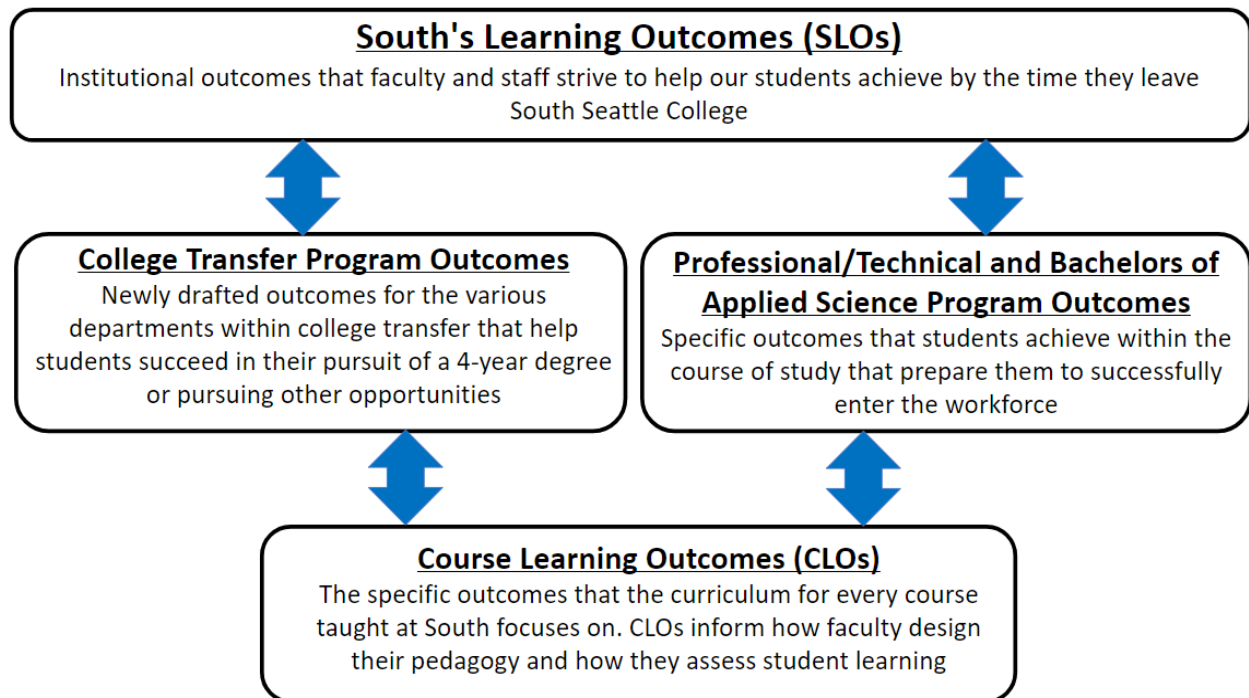


Figure 2: The various levels of learning outcomes at South Seattle College that help inform assessment of student learning work

Assessment Data Collection and Dissemination

The AC collects assessment data from faculty and collates, analyzes and distributes the information back to the college via different communication channels. The primary method of collecting direct student learning outcome data from faculty is via the quarterly [Learning Outcome Assessment \(LOA\) Survey](#). Faculty fill the survey out via Microsoft Forms and are asked specific questions about which learning outcomes they assessed that quarter, what types of assessments they used, how many students are achieving the outcomes and how their approach could be improved in future quarters. These LOA Surveys have evolved over the last four years with a major change two years ago resulting from faculty feedback on the type of information that they'd like to provide. The major change to the LOA survey is to ask faculty to consider a Course Learning Outcome to assess and then align that with a Program Outcome and eventually one to two institutional South's Learning Outcomes if possible.

Data from the last two years of LOA surveys has recently been published in a public facing [data dashboard](#) that specifically shows student learning achievement for South's Learning Outcomes (SLOs) within specific programs and even at the course prefix code level. This dashboard is designed to be a tool for faculty (or anyone interested) to see which SLOs are assessed in their programs and discuss and prioritize assessment of under-assessed SLOs. Also, the AC can quickly identify if specific programs have certain SLOs that are under-assessed and approach faculty about different methods to assess these SLOs more effectively. At an institutional level the SLO Assessment Data Dashboard allows the College to easily see if certain outcomes are under-assessed and identify a course of action such as time devoted on faculty professional development day or a faculty learning community to develop a toolkit to aid assessment or discussion around revision of outcomes.

Dedicated Assessment Data Website Launched

During Summer Quarter 2023 the AC worked diligently with the South Seattle College communications and web team to update the college's South's Learning Outcomes website to give faculty more information that could help them to assess the different SLOs more fully. This [website](#) went live at the beginning of Fall Quarter 2023 and has specific rubrics that were designed to help faculty assess each individual SLO, plus more specific toolkits for SLO assessment when these exist. With some faculty input and robust discussions around the proper implementation of these SLO rubrics we published them all on our new Assessment website. Faculty were asked to use them to assess student learning more quantifiably, but we also understood that instructors may have their own assessment methods that work well for their style of instruction and/or their type of student, in which case the rubrics can be used more as guides for SLO assessment.

Helping Others See “The Why” of Assessment and Sharing Progress

One important component of increasing programmatic assessment at South Seattle College is helping the different departments see how discussing their program’s student learning issues can be beneficial and lead to greater student success. In order to help spread the word, the AC created quarterly Afternoons of Assessment during the 2022-2023 academic year where instructors discussed some of the ways that they and their programs were tackling the student learning roadblocks they were seeing and how they approached improving them. These workshop meetings allowed the Assessment Committee to provide some place-setting information and then gave certain instructors a platform for discussing how they approached improving student learning and success in their courses or their department. The instructor presentations were recorded and uploaded to the Assessment Canvas site with brief descriptions to help all instructors view and appreciate the effective process of programmatic assessment and improvement.

Starting in Fall Quarter 2023 the AC started writing and distributing an [Assessment Newsletter](#) that helped communicate much of the learning assessment work done in the prior academic year. Included in the newsletter were explanations of our different levels of learning outcomes at the college, plus a description of how the Assessment Committee gathers and analyzes the faculty learning outcomes assessment feedback. Also included in the newsletter were video recordings from different faculty across the college that utilized different approaches to learning outcome assessment to help their students succeed. This new approach to disseminating our AC findings and sharing faculty ideas and approaches was very well received and will continue to evolve and be deployed in the future.

Program Review as an Assessment Tool

The purpose of program review at South Seattle College is to provide a robust and thorough review of whether a program is providing a meaningful education to our students. The program review process addresses the parts of the recommendation asking South to evaluate the quality of learning in our programs. This process can vary significantly depending on which program is being reviewed, however it follows a similar process for all our Professional-Technical and Bachelor of Applied Science (BAS) Programs: consisting of an External Program Review (EPR) and Internal Program Assessment. To begin the process an outside external consultant is hired to help complete the EPR in an unbiased manner, who will often form a technical advisory committee of outside employers who will be asked to assess the curriculum and determine if it teaches students the skills they are hiring for. The full review process comprises 13 factors that are assessed for [Strengths, Weaknesses, Opportunities and Threats](#). This SWOT analysis is then provided to the program under review and the faculty, along with the dean, will respond to this review and address specific points of the analysis during the internal program assessment.

The Internal Program Assessment (IPA) is typically carried out soon after the EPR is completed and is an important step in helping programs understand their strengths, weaknesses,

opportunities, and threats. The IPA also gives the program an opportunity to address some of the EPR analyses and identify if any information is incorrect or misconstrued. Helping the program complete the IPA process is the Assessment Committee, who plans at least two meetings with the program to address the IPA and discuss the role of student learning assessment in the program review process. During these meetings, a plan of action is developed that helps the program address the major points of weakness and threats and how the faculty, dean and VPI can begin to document and align their work towards the program's goals. A newly added component of this process is a one-year check-in meeting to assess whether the various changes to the program are being implemented and if not, what can be done to help expedite the positive change that is needed to help students succeed.

Since the last mid-cycle report in 2022, we have done the one-year check-in for our Hospitality and Management (HMG) BAS program and for the Sustainable Building and Science Technology (SBST) BAS program. In both instances there was some discussion around how the instructors assess student learning and improve teaching based on their assessments. In the HMG program the instructors have created and revised an extensive [outcome alignment tool](#) that allows them to identify specific courses that assess their students learning of program outcomes and the college's SLOs and have used this tool to help them fill specific gaps in student learning. Within the SBST program a similar [tool](#) is used to identify student's progress on mastering specific outcomes within each individual course that then aligns to program outcomes and eventually to the SLOs. In both BAS programs the instructors have clearly defined outcomes that lead to student success and so revising them to reflect changing employment trends is necessary to keep their students highly employable upon graduation.

Program Review in College Transfer

Prior to 2023, the lack of a clear Program Review structure and process for College Transfer programs at South Seattle College (which includes: Accounting, Anthropology, Art, Biology, Business, Chemistry, Communication Studies, Computer Programming, Economics, Education, Engineering, English, Environmental Science, History, Humanities, Kinesiology, Languages, Math, Music, Nutrition, Physics & Astronomy, Political Science, Pre-nursing, Psychology and Sociology) presented a major opportunity to address the outstanding special recommendations addressed in this report. Attempts were made between 2018-2021 to gain traction with faculty and use existing examples of program review as a template for a College Transfer process. Outreach was conducted with Assessment and Curriculum and Instruction Committee faculty and faculty coordinators to learn more about the processes of Program Review at North and Central Seattle Colleges.

Elements of the Professional-Technical Program Review process were also considered for use in the new College Transfer Program Review (CTPR) plan. When these ideas for program review approaches were shared with College Transfer faculty some concerns were expressed with these established practices, including pay structure, unclear outcomes for College Transfer, and

the need for an established feedback loop with administration throughout the process. With these concerns in mind and recognizing that faculty buy-in is crucial to the success of a program review system, faculty leadership in collaboration with the Faculty Assessment Coordinator took the initiative to develop South's new homegrown system of program review for College Transfer from scratch.

Cornerstone Projects

Faculty coordinators, the Assessment Coordinator, CIC leadership, and faculty representatives from the Arts, Humanities and Social Sciences (AHSS) and the Math, Science and Business (MSB) Programs began working together in 2022 to develop two projects which ultimately serve as the cornerstone systems for Program Review within College Transfer: 1) the Instruction Hub and 2) the Program Review canvas shell (both discussed below in more detail). Recognizing that the effort to develop new systems which will bring impactful and lasting changes to the college is an enormous effort the faculty CTPR team came to the Guided Pathways Guiding Team, the Title III grant manager, the VPI, and the Office of Institutional Effectiveness to request funding for their project. College Transfer Deans for both AHSS and MSB departments also supported the efforts by providing stipends and course releases for faculty leaders in their areas.

Program Review Solutions and Dedicated Days

Faculty leaders spearheading the College Transfer Program Review project identified several important areas in the brainstorming process to address faculty concerns regarding program review and gaps in current institutional processes. Below is the list of concerns and solutions provided by our new system of Program Review for use in College Transfer programs (and potentially beyond).

- 1) Create a centralized record-keeping system for all documents, reports, and data related to program review which is easily accessible to all faculty, deans, and administrative stakeholders.
 - Before 2023, files, data, and reports required for a robust and holistic program review were scattered throughout the college website and various online archives. Faculty had issues accessing the relevant documents and information they needed for daily instruction, but this also presented major barriers to getting buy-in for program review.
 - Instead of asking faculty to become experts in SharePoint or other online management tools, the CTPR team turned to Canvas as the primary resource for both the Instruction Hub and the Program Review process. This allows for easy submission of files across modalities and integrated links/visualization tools for data collections and analysis.
 - [The Instruction Hub](#) is a centralized Canvas (Seattle College's Learning Management System) homepage designed to give faculty members access to a variety of resources, information, and campus opportunities relevant to all aspects of instructional life at South Seattle College. Prior to 2023, documents and campus records relevant to program review were scattered throughout

different areas of the college website, in our district curriculum system, and throughout the personal SharePoint and OneDrive folders of countless faculty and administrators. The Instruction Hub gives faculty easy access to all documents, data, and resources they'll need as a part of program review each quarter. Also, the CTPR team will use resources and examples generated as part of the Program Review process to update the Instruction Hub with new curriculum, instructional tools, materials, and helpful templates for future faculty use. Faculty will conduct Program Review activities on specific PR Days during the academic year 2023-2024, which will also include pilot-testing the Instruction Hub resources.

- In order to help facilitate a consistent and effective Program Review process in College Transfer the CTPR Team decided to house the entire workflow and faculty-facing parts of it within Canvas. This has the dual benefit of being familiar to faculty and providing the structure for various tasks that can be delineated yearly or quarterly. Another worthwhile aspect of using Canvas for our CTPR process is that the people facilitating the process can create assignments that are specific tasks to be done at specific times, and as faculty complete the tasks their work is uploaded directly to a single location. Faculty feedback on this organizational scheme has been overwhelmingly positive and using Canvas will allow the CTPR teams of the future to adapt to new and unforeseen challenges that may arise.

- 2) Create time and opportunities for faculty to engage in program review as part of a quarterly process, rather than a huge lift once every three to four years.
 - The CTPR team took inspiration from the Professional Development Day cadence of meeting on a non-instructional day as a quarterly practice. Program Review in College Transfer requires faculty to meet once a quarter for a full day of work on Program Review and not outside participation during active instructional days.
 - This collaborative, community-focused workday model resulted in >90% participation of full-time College Transfer faculty in program review. We anticipate equally robust participation for future quarters.
 - This quarterly Program Review Day also allows our program review system to focus on program specific analysis or blend across disciplines and programs to learn from a broader scope of faculty. We are especially excited to utilize the cross-disciplinary possibilities in the final two years of the Program Review cycle beginning with the next accreditation cycle. We feel this is arguably the most innovative and impactful aspect of our new system: we can utilize our small program size as an advantage to sharing strategies, institutional alignment, and creative solutions which benefit students across many of our programs.

- 3) Establish a system for clear and transparent feedback from administrators when faculty engage in program review. (See Figure 3 below)
- Each quarter, the CTPR team gathers faculty feedback on the Program Review Day process. The team will facilitate and process feedback from administrators responding directly to faculty work and submissions each Program Review Day.
 - This robust and intentional cycle of responses and action items from administrators has been a huge boost to faculty morale regarding the future of program review. Generally, faculty feel more supported and acknowledged for their labor and analysis than any other previous versions of program review or department specific reporting.
 - The CTPR Team also believes that using program review leads as the go-between for administrators creates trust and intentionality in administrative responses. They have direct pathways to respond to faculty and are regularly asked to move on action-items related to faculty program review findings.

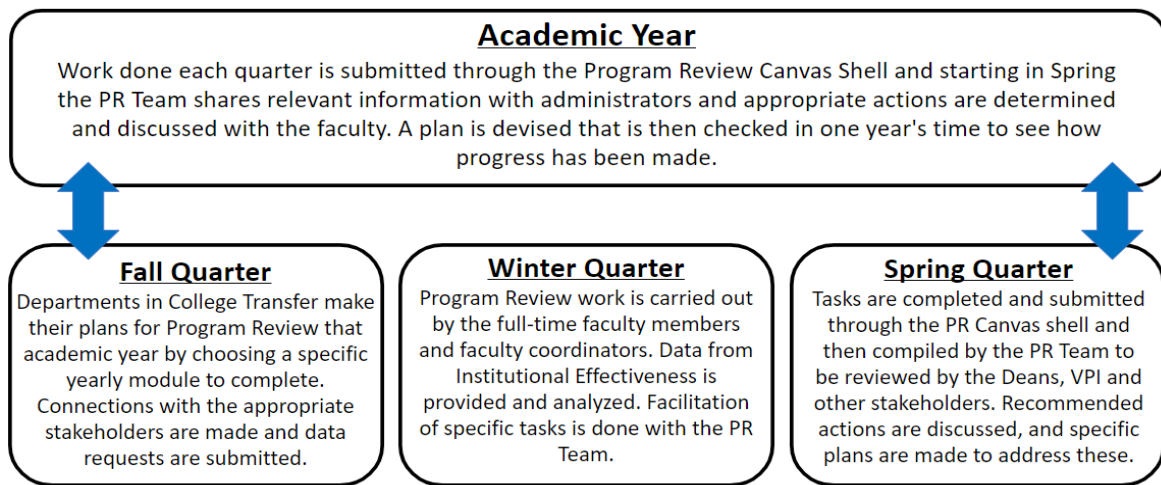


Figure 3: The quarterly workflow of Program Review for departments in College Transfer

- 4) Create a Program Review system customizable and responsive to faculty and departments needs to best serve the faculty and student interests and improve instructions while meeting institutional goals.
- The CTPR Team has broken each year of program review into “essential tasks” to complete and “optional tasks” to create choice and protect customization of the program review process while still meeting accreditation and college-wide goals of program review.
 - Each quarter between Fall 2023 and the end of this accreditation cycle College Transfer faculty will be meeting to vet, revise, and beta-test each thematic year of assignments as part of program review. For example: Year One is dedicated specifically to tasks and evaluations related to curriculum and teaching, Year Two to Assessment, Year Three to facilities and classrooms, etc.

- 5) Craft a system of Program Review which allows faculty to share their expertise, knowledge, and analysis while focusing the burden of record-keeping and report generation within the hands of compensated CTPR leaders and faculty coordinators.
- The CTPR team designed this system with the idea that all faculty do not need to master record-keeping and report writing as a part of program review. Rather, they can be of most benefit by participating in collaborative activities, data analysis, and providing expertise and recommendations for program review records. In the fall of 2023 this was perhaps the most significant and exciting aspect of program review to College Transfer faculty; everyone is excited to limit the “red tape” and necessarily bureaucratic elements of program review in favor of participation which impacts instruction, program health and the student experience.

On Thursday November 2nd and Friday November 3rd 2023 the first Program Review Days were held in person with five hours of impactful programming that was thoughtfully designed by five different College Transfer faculty members. Both days had the same agenda and facilitators that helped collect detailed notes from the conversations that occurred within small groups of faculty during multiple breakout sessions. Over 90% of the full-time faculty participated in these first Program Review Days and the next two years the program review team is thrilled to continue revisions and refinement of the Program Review system with faculty. The CTPR Team believes that this period of intentional, thoughtful reflection combined with piloting of new program review tasks will pay dividends in the start of the Program Review cycle coinciding with the next Accreditation cycle. Faculty will all be deeply familiar with the process, have a stake in the design, and see their ideas and goals for program review represented in the system. We also look forward to the institutional impact of this new holistic program review system for College Transfer students and faculty.

Department-Specific Assessment Discussions and Evolution

College Transfer

The Assessment Committee at South Seattle College contacts individual departments to discuss programmatic assessment ideas with programs willing to participate. Often these discussions center around what specific knowledge or skills are important for students to gain within the pre-requisite courses as well as throughout the sequence of courses to be successful in that program of study. This ad-hoc process directly addresses the NWCCU recommendation to “evaluate the quality of learning in its program and degrees and use the result of its assessment efforts to inform planning and continuously improve student learning”. These faculty-led programmatic assessment discussions may be absorbed into the College Transfer Program Review process, but they are currently occurring alongside Program Review and will evolve along with it.

These discussions included Biology, Chemistry and Physics and each department had specific needs for improving student learning within each department, and particularly within the specific course sequences that led to students moving on from South. Below, we will describe how three College Transfer programs decided on new approaches to help students succeed and how two Professional Technical Programs carried out their own approaches to improving student learning. These examples show how the use of student learning assessment is used to inform planning and next steps when revising instruction, curriculum and use of resources:

Biology

In the Biology department instructors noticed that students often have difficulty maintaining their knowledge of cell biology throughout their course of study both in the Majors Biology Series as well as in the Anatomy and Physiology (plus Microbiology) Series. Specifically, instructors in the A&P/Micro series identified certain deficiencies in student learning related to understanding how cell membrane transport and communication operates, which is integral to understanding how human bodies may respond to certain medical interventions. The pre-requisite course for this healthcare course of study is BIOL 160 Introductory Biology and multiple instructors teach this course with differing approaches to which course learning outcomes are emphasized. The biology faculty group discussed how to address this deficiency and determined that helping BIOL 160 instructors understand the need to emphasize and scaffold cell biology learning throughout their curriculum would lead to better achievement of CLOs related to cell biology and help the healthcare students succeed in their later courses. These discussions have also helped pave the way for more broad Program Outcome discussions for the Biology Department and will help align these outcomes with SLOs eventually.

Chemistry

Within the Chemistry Department instructors noticed students having a tough time with specific knowledge application questions in their Chemistry courses. As a group (and often facilitated by Assessment Committee members) they discussed these application roadblocks and ways to help their students overcome them. As a result, the Chemistry Department developed a scaffolding process for helping their students learn the material throughout the quarter in more bite-sized chunks. This scaffolded approach gave their students more time to understand and ask questions about what they were learning and to apply their understanding to more diverse examples. A more detailed video explanation of this process and the overall improvement in student success around these outcomes can be seen [here](#).

Physics

During the pandemic, all instruction and courses moved online, and our talented Physics instructors were using an online tool to help students complete their homework. In general, online homework systems have become a common resource for introductory physics classrooms. While the instant feedback from these programs can support learning, they questioned the correlation between their student's homework and exam scores. To explore the possible benefits of an alternative, they recently transitioned from a fully online homework system to a paper-based homework system where students submit handwritten solutions.

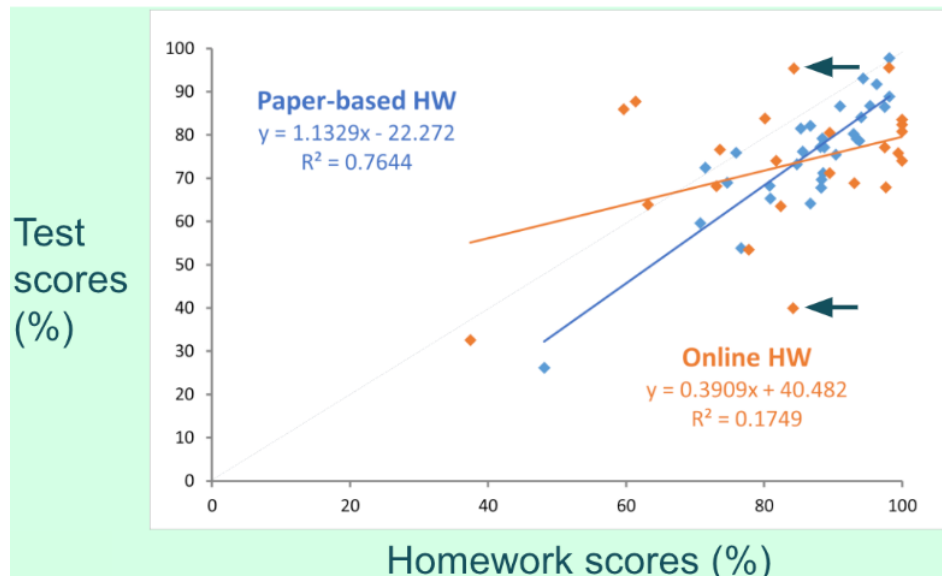


Figure 4: Paper-based written homework leads to higher test scores by Physics students compared to online portal submitted homework

The Physics Department's results show that students are engaging more meaningfully with the paper-based questions because they are writing their answers on paper or electronic tablet, rather than just needing to enter a number into the online homework system. Figure 4 above shows that the correlation between the exam average and the online homework average (orange) is not significant, R^2 value of 0.1749, indicating that there is little to no relationship between a student's performance on the homework compared to their quizzes. In contrast, the paper-based system is a much better predictor of performance on the tests ($R^2 = 0.7644$), indicating that if they are engaged and completing homework, their overall understanding of the material is better. These results allowed the Physics instructors to conclude that students learn and test better when required to complete homework by hand, and so they switched their curriculum to such a system.

Professional Technical Programs

Culinary Arts

During the pandemic South's Culinary instructors re-assessed what the Culinary Program Outcomes could be after noticing low-enrollment and low-engagement from their students. They surveyed students about what they wanted to learn and achieve during the 5-quarter curriculum and queried their Technical Advisory Committee during their 2020 Program Review process. Finding that students wanted to learn more about how to run a business and that the restaurant industry desired more knowledgeable graduates, the Culinary Program at South set out to create more refined Program Outcomes. This led to the instructors developing a whole new 5-quarter curriculum where specific kitchen skills are developed throughout the first 4 quarters and assessed continuously, and then the 5th quarter is dedicated to the students building a food truck business from scratch that utilizes all of their learned skills from prior quarters.

The 5th quarter food truck project allows the instructors to truly assess a student's ability to apply and synthesize what they are learning in the program and gives them the opportunity to assess student achievement of the institutional SLOs. The development of a rubric to grade the project was very intentional and makes assessing student's skills more precise. This alignment between course learning outcomes and program outcomes is important for our Prof/Tech programs that often have students progressing sequentially through classes to learn skills that will land them a job when they finish. As evidenced in this [video](#), the Culinary instructors took student and industry feedback to revise their program outcomes to better reflect what their culinary students and employers felt are more current and appropriate learning outcomes in the Pacific Northwest dining scene.

Welding Fabrication Technology

Faculty members from the Welding Program worked thoughtfully to align their course learning outcomes with program outcomes and South's Learning Outcomes. In this [video](#), they share how they reviewed outcomes and collaborated with their Technical Advisory Committee to develop outcomes that lead to student success at college and on the job. They also changed language and added outcomes, so they clearly described expectations, and allowed students to articulate their actions. This is a prime example of faculty taking the time to identify areas of student learning that need refinement and then using the learning outcomes to address those.

Collaborative Skills Toolkit

One specific institutional South's Learning Outcome that South (and many other colleges) have historically known to be under-assessed is the Human Relations SLO and more specifically the teamwork and collaboration component of this SLO. Working together with the Assessment Coordinator and Faculty Coordinator from Seattle Central, our team solicited faculty to participate in a faculty learning community that focused on how to teach and assess student teamwork and collaborative skills. Beginning in Fall 2022 our group of nearly 20 people would meet and discuss how folks teach and assess teamwork and how we can distill that knowledge to our college communities. These discussions were focused on how faculty can introduce teamwork skills to their students in an equitable way, understanding that different groups and communities prioritize different skills for working with each other. The second component that was discussed was equitable methods of assessment and how faculty could utilize student self-reflection as well as student peer-review to help them form a cohesive assessment of individual student collaborative skills and achievement of these specific outcomes.

The [Teaching and Assessing Collaborative Skills Toolkit](#) that resulted from this faculty working group was published before the Fall 2023 quarter on both South and Seattle Central College's websites. All faculty at each college were given information to help them utilize this toolkit and AC members gave a workshop to faculty explaining the toolkit during Fall 2023 Professional Development Day at South Seattle College. Understanding that it can be difficult to start a process that is designed to be implemented across an entire quarter the AC solicited faculty to deploy the toolkit in Winter Quarter 2024. Faculty that use the toolkit during Winter Quarter 2024 will be asked to provide paid feedback either via surveys or faculty working group meetings during Spring Quarter 2024 and this feedback will be utilized to edit and update the toolkit to serve faculty better.

Future Directions

Looking ahead, our plans for increasing programmatic and institutional assessment of learning outcomes involves four main strategies for the next two years:

1. Continue involving faculty in the development and implementation of the program review process in College Transfer.
2. Finish developing and defining our program outcomes for College Transfer and helping Professional-Technical programs continue to refine their own program outcomes and align them with their course and institutional outcomes.
3. Adjust our quarterly Learning Outcome Assessment survey to be more program focused to address our program outcomes better.
4. Start discussions around revision of South's Learning Outcomes to better reflect our institutional goals of becoming an Anti-Biased, Anti-Racist college.

Our approach to program review in College Transfer has shown that when faculty are given agency over how they can identify and discuss the issues that their programs are dealing with, it goes a long way to garnering their involvement and support. In Winter Quarter our Program Review Days will address the issues of student retention and outside factors at the college that can contribute to student success, as well as a discussion about how different pre-requisite courses are preparing students for further study (or not). Spring quarter will focus on quantitative data use and developing more assessable program outcomes for both College Transfer divisions. By Fall Quarter 2024, we will share with all faculty the findings of the prior academic years Program Review Days and have a road map for the next academic year's student learning assessment goals and approaches.

One important piece of the programmatic assessment puzzle that South Seattle College Transfer programs are developing is specific and assessable program outcomes. Degree outcomes exist for both the AA and AS degrees, however these have the unfortunate issue of being both too broad and too specific and in general too numerous for being assessable by individual programs. To begin to remedy this issue, the Assessment Committee brought most of the full-time faculty within the Math, Science and Business programs together to develop program specific outcomes. These discussions were facilitated by Assessment Committee members and information was provided that helped faculty develop assessable and specific outcomes for their individual programs of study. The [program outcomes](#) will be further refined during the Program Review Days during Spring quarter 2024 and will likely be adopted for a Fall Quarter 2024 rollout, with expected assessment of the new outcomes occurring in academic year 24-25.

Imbued throughout much of our assessment and program review work at South Seattle College is to help faculty understand the inherent biases and institutional processes that can lead to exclusion of success for our students of color. The first step to help South become a place where all students can succeed equally is to identify where and how our college is failing these students that need more support. The role of assessment and program review can elicit more substantial self-reflection in our faculty and administrators to better understand what learning outcomes will facilitate student success. This is why a major next step for the College will be to reflect on, discuss and eventually revise South's Learning Outcomes. This process is only beginning to take shape, but we are hopeful that before our next accreditation site visit South Seattle College will have revised its institutional outcomes to better reflect the diversity of student learning and success that occurs here.

As you can see in this report, South Seattle College has taken the necessary steps to make significant progress and improvements to Standards 1.C.5 and 1.C.7 as outlined in our recommendation and defined by NWCCU. This recommendation has given us the opportunity to prioritize our assessment and program review work to ensure that our instructional practices are committed to evaluating the quality and continuous improvement of our student learning and identified outcomes. Realizing that our own College's goals of seeing every student succeed

is aligned with the NWCCU recommendation has allowed our institution to make significant strides in doing more holistic work towards these outcomes. South Seattle College is proud to be able to show that our faculty, staff and administrators care deeply for our students and are willing to put in the work necessary to help all students succeed in their post-South endeavors.