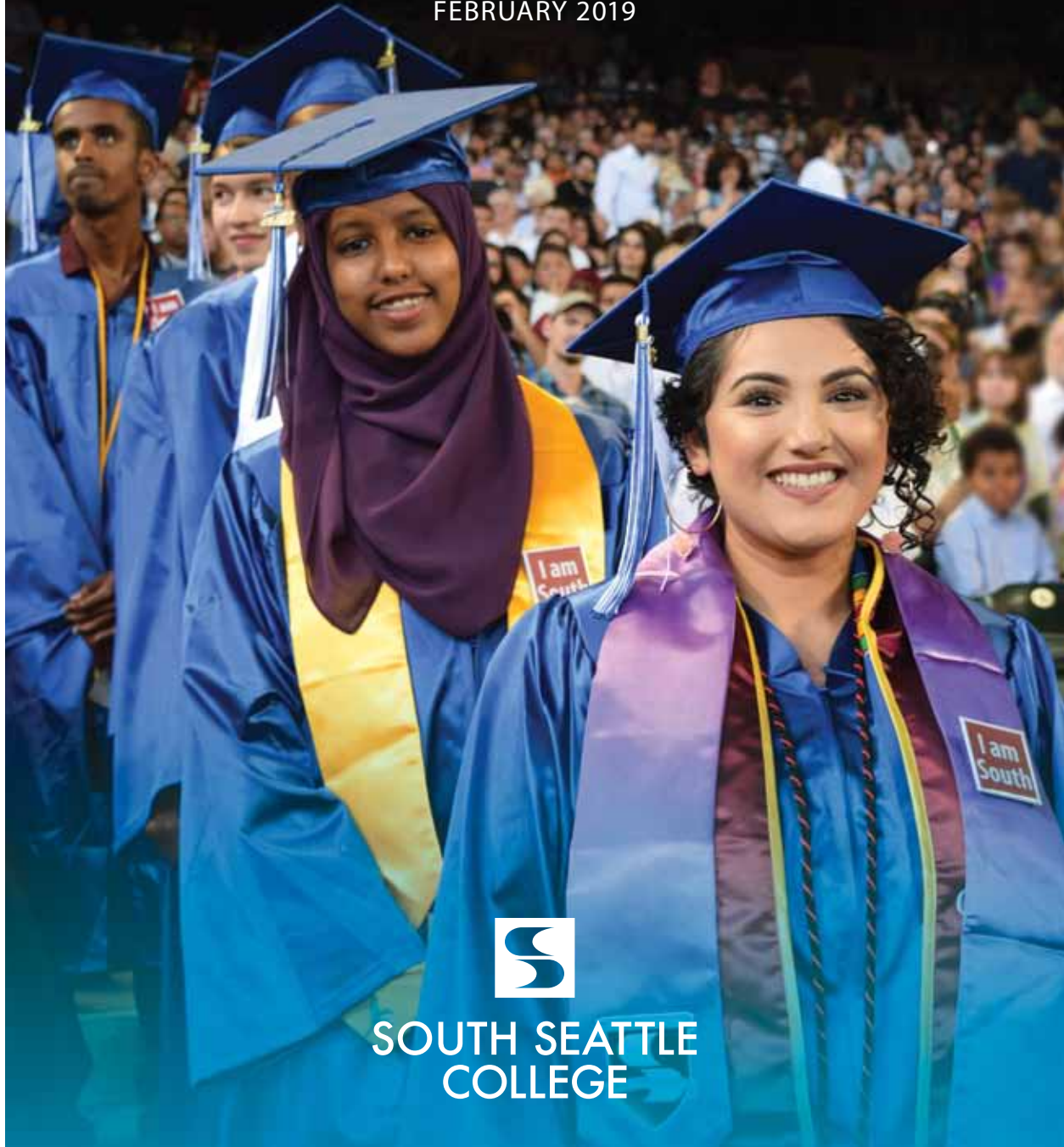
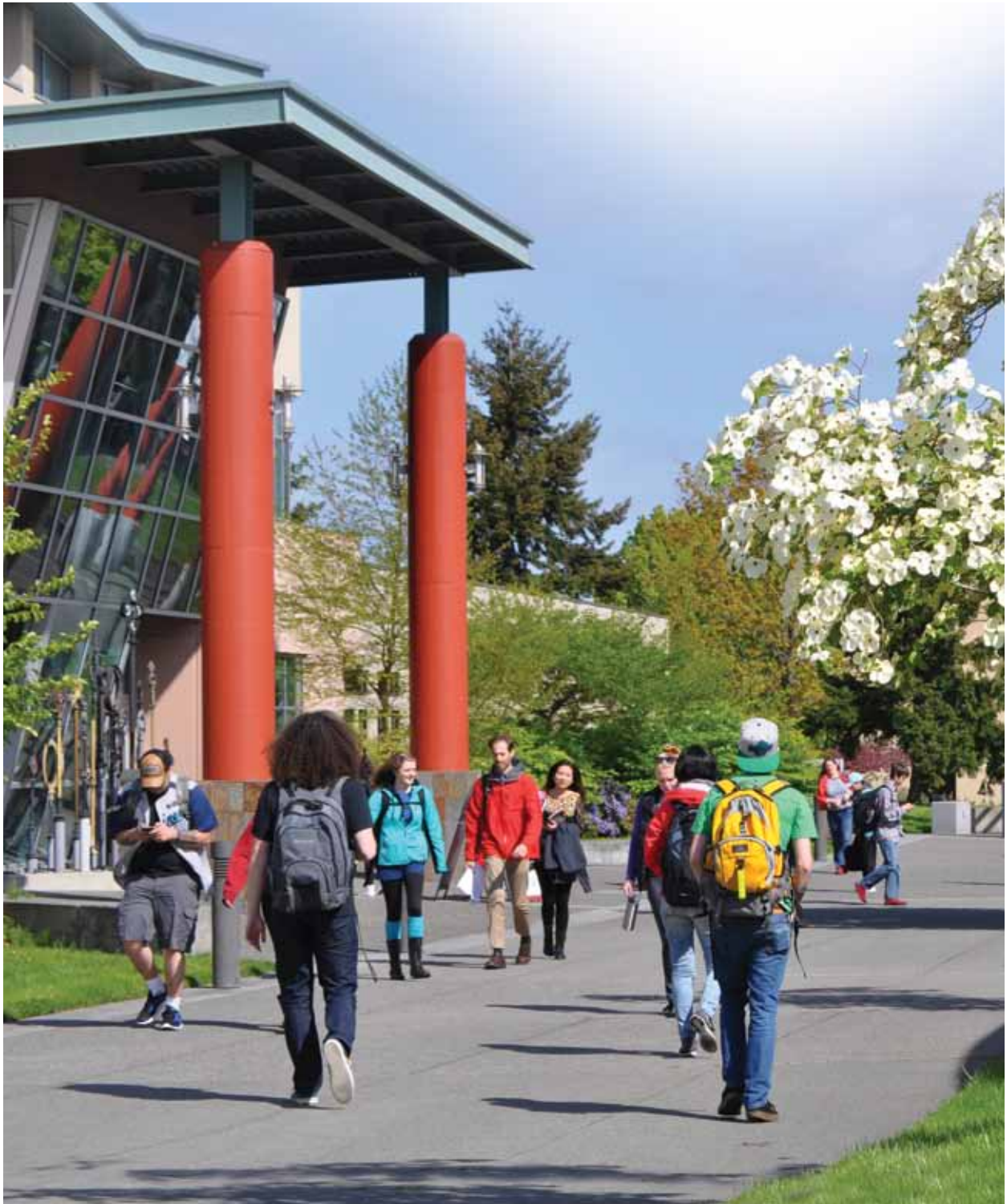


Mission Fulfillment and Sustainability SELF-EVALUATION REPORT

Prepared for the Northwest Commission on Colleges and Universities
FEBRUARY 2019



**SOUTH SEATTLE
COLLEGE**



South Seattle College does not discriminate on the basis of race, color, national origin, religion, sex, disability, honorably discharged veteran or military status, sexual orientation, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Chief HR Officer, 1500 Harvard Avenue, Seattle, WA 98122, 206.934.4104.

Mission Fulfillment and Sustainability SELF-EVALUATION REPORT



**SOUTH SEATTLE
COLLEGE**

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INSTITUTIONAL OVERVIEW

South Seattle College is an open-access, comprehensive, two-year institution of higher education authorized by the State of Washington under the Community College Act of 1967. Located on an 87-acre hilltop campus in West Seattle, South Seattle College offers panoramic views of the city skyline and surrounding mountains. This unique setting serves as a portal of opportunity for students with diverse needs to meet their educational and career goals. South Seattle College is one of three colleges in the Seattle College District, which also includes Seattle Central College and North Seattle College. Each college in the District is separately accredited.

OVERVIEW OF THE SEATTLE COLLEGE DISTRICT

The Seattle Colleges enjoys a proud 50-year history of serving Seattle and is Washington state's largest college district, with more than 45,000 students from Seattle and neighboring cities enrolled each year. It is composed of South Seattle College in West Seattle, Seattle Central College on Capitol Hill, North Seattle College near Northgate, and multiple specialty centers throughout the city.

The Seattle College District is governed by a [five-member Board of Trustees \(BOT\)](#) appointed by the Washington State Governor and approved by the State Senate for sequential five-year terms. The primary responsibility of the Board is to meet the changing educational needs of the community while reflecting the community's values in fulfilling its Mission. The Board selects [the District chancellor](#), the chief executive officer for the District, to whom it delegates authority to carry out the District's Mission. Each College president reports directly to the District chancellor and also serves in a District-wide capacity [as vice-chancellors](#). Serving as the chief executive officer of their college, the presidents commit to taking their college to a new level of excellence and to leading their college as a partner in implementing Seattle Colleges' [Achieving System Integration Plan](#).

The District is proud of its stellar track record of high-quality academic, transfer, and career technical programs and its effective partnerships with local K-12 districts, universities, city government, labor, business, and civic organizations. Collectively, the Seattle Colleges offer more than 135 college transfer and professional technical programs, 14 applied baccalaureate programs, and an array of vocational, adult basic education, and continuing education courses and programs. In addition, the colleges have formed strong partnerships with educational, business, governmental, and civic organizations and leaders throughout Seattle, including South's [partnership with Vigor](#), Central's [partnership with Neighborcare](#), North's [partnership with Rolex](#), and the District's [partnership with the City of Seattle for Seattle Promise](#).

By design, each of the colleges reflects its community. While the colleges are an integral part of their neighborhoods and offer certain unique educational programs, all share the same commitment: transforming lives, bridging opportunity gaps, and fulfilling community needs.

SOUTH SEATTLE COLLEGE PROFILE

The 2018-2019 academic year marks the 49th year South Seattle College has served its community. When the College welcomed its first students in September 1969, classes were offered at several community locations, including a high school in West Seattle and an industrial building in South Seattle. One year later, students were able to attend classes in just-constructed buildings on what became the College's 87-acre main campus in West Seattle overlooking downtown Seattle and Elliott Bay. The campus includes a six-acre Arboretum and an adjacent Seattle Chinese Garden site.

In 2017-18, South Seattle College served 15,021 unique students, totaling 5,700 Full-Time Equivalent (FTE); that number includes 4,979 (33%) full-time students. Approximately 52% are in Workforce Training, 21% Academic Transfer and 5% in Pre-College, and 22% Continuing Education. The average age is 28. Roughly 40% are self-identified students of color. Additionally, 53% of our student body is considered low-income according to the federal student eligibility requirements for the Pell grants. More than half of our population identify as first-generation College students. About 40% of students work full- or part-time, and almost 22% have children or other dependents. In addition, the College serves 695 unique international students from approximately 48 countries. The College has 88 full-time faculty, 275 part-time faculty and 253 classified and exempt staff and administrators. (See also [the Seattle Colleges Data Dashboard](#)).

The College is recognized both locally and nationally for its diversity and rich learning environment. Celebration of that diversity and a focus on access and student success are hallmarks of this institution. South is an [Asian American Native American Pacific Islander Serving Institution \(AANAPISI\)](#) and actively supports veteran students through our Veteran Center. South Seattle College's initiatives to reduce achievement gaps and improve College access for traditionally underserved populations include the [Seattle Promise Scholarship \(formerly the 13th Year Promise Scholarship\)](#) which offers up to two years of tuition-free College to all graduating seniors from area high schools, and an institution-wide commitment to implementing a [Guided Pathways model](#) for student success, where clear educational pathways and robust support systems have a real impact on completion.

South Seattle College operates three campuses. In addition to the College's main campus in residential West Seattle, it has satellite campuses in the nearby neighborhoods of Georgetown and Beacon Hill. Program areas include college transfer, professional technical career training, distance learning, basic and transitional studies, and lifelong learning. South's background and history as a professional technical college have led an array of workforce development programs that are complemented by strong partnerships with industry leaders such as Boeing, Delta Airlines, and Vigor Industrial. The College's Georgetown campus operates the largest apprentice and pre-apprentice training program in the state.

South Seattle College's offerings include educational pathways through three applied baccalaureate degrees, five associate-level transfer degrees, over 40 degrees and certificates in a variety of professional technical programs, and 16 approved joint Apprenticeship and Training Committee (JATC) programs to offer 44 apprenticeship programs. The College also offers a non-credit program of continuing education classes as well as pre-college courses in English and mathematics, Adult Basic Education (ABE) and GED preparation, English as a Second-Language (ESL) and High School Completion.

Since the completion of its Year Three Resources and Capacity evaluation in 2013, South Seattle College's biggest challenge has been the changing financial landscape. Between 2014 and 2018, the state cut the College's permanent operating budget by 8.4%. This was the result of a change to the statewide allocation model that disfavored a few colleges, including the Seattle Colleges. This was further compounded by ongoing declines in full-time equivalent enrollment, resulting in overall tuition revenue reductions. These shifts created a double-impact of funding reductions. As a result, the College saw a reduction of staff from a high of 728 in 2015-16 to 616 in 2017-18. And though FTE enrollment numbers declined, we were serving more unduplicated students (14,864 in 2014-15 to a high of 15,021 in 2017-18) as more students went part-time. Though the College had to make difficult reductions in course offerings, the actual demand for services and support did not decline as we continued to serve the same number of students throughout the College. Despite this, South Seattle College has remained focused on ensuring that its Mission, Vision, and Core Themes remain at the forefront of all planning and that it continues to create opportunities for a diverse community of learners to thrive in an evolving world. Many of the College's accomplishments are discussed throughout the report.

INSTITUTIONAL DATA FORM

NWCCU REPORTS | Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institutional

Mailing Address: South Seattle College
 Address 2: 6000 16th Ave SW
 City: Seattle
 State/Province: WA
 Zip/Postal Code: 98106-1499
 Main Phone Number: 206-934-5300
 Country: USA

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.
 First Name: Rosie
 Last Name: Rimando-Chareunsap
 Position (President, etc.):
President
 Phone: 206.934.5311
 Fax: 206.934.5393
 Email: rosie.rimando@seattlecolleges.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Mr.
 First Name: Larry
 Last Name: Reid
 Position (President, etc.):
Accreditation Coordinator
 Phone: 206.934.6787
 Fax: 206.934.5393
 Email: larry.reid@seattlecolleges.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Dr.
 First Name: Elizabeth
 Last Name: Pluhta
 Position (President, etc.):
VP, Administrative Services
 Phone: 206.934.5141
 Fax: 206.934.7945
 Email: elizabeth.pluhta@seattlecolleges.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

- Comprehensive
- Specialized
- Health-Centered
- Religious-Based
- Native/Tribal
- Other (specify): _____

Degree Levels *(Choose all that apply)*

- Associate
- Baccalaureate
- Master
- Doctorate
- If part of a multi-institution system,
name of system: Seattle Colleges District

Calendar Plan *(Choose one that applies)*

- Semester
- Quarter
- 4-1-4
- Trimester
- Other (specify): _____

Institutional Control

- City County State Federal Tribal

- Public OR Private/Independent
- Non-Profit OR For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 2017 (most recent year) FTE Student Enrollments

Classification	Current Year: Fall 2017	One Year Prior: Fall 2016	Two Years Prior: Fall 2015
Undergraduate	4817	4871	4980
Graduate			
Professional			
Unclassified			
Total all levels	4817	4871	4980

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 2017 (most recent year) Student Headcount Enrollments

Classification	Current Year: Fall 2017	One Year Prior: Fall 2016	Two Years Prior: Fall 2015
Undergraduate	2917	3097	3287
Graduate			
Professional			
Unclassified			
Total all levels	2917	3097	3287

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 81 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	81	217	2	3	6	40		12
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$59,427	9
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Institutional Finances

Statement of Cash Flows Seattle Colleges – District Level For the Three Years Ended June 30 UNAUDITED DRAFTS

	2018	2017	2016
	Unaudited	Unaudited	Unaudited
Cash flows from operating activities			
Student tuition and fees	\$67,393,103	\$71,957,526	\$76,709,209
Grants and contracts	40,915,197	41,898,290	41,760,532
Payments to vendors and utilities	(15,306,715)	(10,796,596)	(14,689,801)
Payments to employees and benefits	(139,475,992)	(142,715,292)	(139,692,216)
Auxiliary enterprise sales	10,842,372	8,780,053	9,337,142
Payments for scholarships and fellowships	(34,493,623)	(32,248,362)	(36,338,583)
Other receipts (payments)	(19,773,512)	(28,173,352)	(16,863,079)
Net cash used by operating activities	<u>(89,899,170)</u>	<u>(91,297,733)</u>	<u>(79,776,796)</u>
Cash flows from noncapital financing activities			
State appropriations	70,801,571	75,688,585	67,257,281
Pell grants	13,598,321	12,295,139	11,065,625
Building fee remittance	(3,974,124)	(4,210,831)	(3,900,162)
Innovation fund remittance	(692,628)	(1,022,425)	(1,022,734)
Net cash provided by noncapital financing activities	<u>79,733,140</u>	<u>82,750,468</u>	<u>73,400,010</u>
Cash flows from capital and related financing activities			
Capital appropriations	9,083,134	30,797,426	12,016,723
Purchases of capital assets	(6,329,035)	(31,701,429)	(9,678,533)
Principal paid on capital debt	(1,520,000)	(580,000)	(560,000)
Interest paid	(316,174)	(342,569)	(360,144)
Net cash used by capital and related financing activities	<u>917,925</u>	<u>(1,826,572)</u>	<u>1,418,046</u>
Cash flows from investing activities			
Purchase and proceeds from sales and maturities of investments	203,874	3,033,531	(1,060,892)
Income of investments	1,630,996	582,892	576,135
Net cash provided by investing activities	<u>1,834,870</u>	<u>3,616,423</u>	<u>(484,757)</u>
Decrease in cash and cash equivalents	(8,779,358)	(6,757,414)	(5,443,497)
Cash and cash equivalents at the beginning of the year	<u>42,392,941</u>	<u>49,150,354</u>	<u>54,593,850</u>
Cash and cash equivalents at the end of the year	<u>33,613,583</u>	<u>42,392,940</u>	<u>49,150,353</u>
Reconciliation of Operating Loss to Net Cash used by Operating Activities			
Operating Loss	<u>(102,561,299)</u>	<u>(101,226,954)</u>	<u>(79,665,471)</u>
Adjustments to reconcile net loss to net cash used by operating activities			
Depreciation expense	7,895,688	8,123,880	6,668,897
Changes in assets and liabilities			
Current Assets	(316,860)	(1,479,473)	(1,365,104)
Liabilities	5,083,301	3,284,814	(5,415,119)
Net cash used by operating activities	<u>\$(89,899,170)</u>	<u>\$(91,297,733)</u>	<u>\$(79,776,796)</u>

Statement of Net Position
Seattle Colleges – District Level
As of June 30
UNAUDITED DRAFTS

	2018 Unaudited	2017 Unaudited	2016 Unaudited
Assets			
Current Assets	66,504,268	66,741,635	59,727,223
Capital Assets, net	216,984,486	218,277,573	190,624,342
Other Assets, non-current	39,188,184	44,714,566	53,114,645
Total Assets	322,676,938	329,733,774	303,466,210
Deferred Outflows of Resources			
Deferred Outflows Related to Pensions	5,630,838	7,556,555	5,312,650
Deferred Outflows Related to OPEB*	1,209,829	-	-
Total Deferred Outflows	6,840,666	7,556,555	5,312,650
Liabilities			
Current Liabilities	33,621,517	25,808,653	26,367,343
Other Liabilities, non-current*	114,058,164	53,177,656	37,828,576
Total Liabilities	147,679,681	78,986,309	64,195,919
Deferred Inflows of Resources			
Deferred Inflows Related to Pensions	7,884,097	3,451,166	3,648,162
Deferred Inflows Related to OPEB*	15,149,123	-	-
Total Deferred Inflows	23,033,221	3,451,166	3,648,162
Net Position			
Net Investment in Capital Assets	210,035,354	209,808,506	181,934,342
Restricted	1,738,629	1,977,769	2,109,799
Unrestricted*	(52,969,280)	43,066,578	56,890,639
Total Net Position, as restated	158,804,704	254,852,853	240,934,779

*FY18 implementation of GASB 75 OPEB

**South Seattle College
Operating Budget**

APPR	FY1718	FY1617	FY1516
101	\$17,863,583	\$17,047,311	\$17,613,227
123	\$163,379	\$1,353,018	\$1,171,394
BA0	\$207,500		
DA0		\$128,438	\$120,264
BD1	\$114,198	\$123,668	\$123,668
BD2			
BG1	\$607,532	\$574,922	\$467,160
BG2			
CA1	\$100,000		
CA2			
CE1	\$6,127		
CE2			
CT2			
PS0	\$881,665		
3E0	\$584,695	\$276,794	\$495,138
149	\$14,272,054	\$10,279,438	\$12,063,989
Total	\$34,800,733	\$29,783,589	\$32,054,840

**Capital Allocation Schedule
South Seattle College**

Fund	BI 1719 = FY18 FY19	FY18 Expense	BI 1517 = FY16 FY17	FY17 Expense	FY16 Expense
057	\$9,547,480	\$6,515,797	\$27,999,197	\$20,263,330	\$1,647,395
060	\$2,270,600	\$435,514	\$3,616,319	\$2,598,205	\$876,755
147	\$1,409,411	\$626,670	\$828,091	\$369,060	\$77
Total	\$13,227,491	\$7,577,981	\$32,443,607	\$23,230,595	\$2,524,227

**Projections of Non-Tuition Revenue
South Seattle College**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Operating Allocation (State appropriation, tuition)	\$30,960,086	\$31,934,576	\$29,655,151	\$28,889,814	\$28,424,534	\$28,000,000	\$27,856,043	\$27,298,922
Grants and Contracts (International, Running Start, Federal Grants)	\$12,240,737	\$15,942,418	\$15,826,795	\$15,297,833	\$16,468,988	16,500,000	16,500,000	16,500,000
Dedicated and Self-Support (Auxiliary, Rental)	\$2,494,131	\$3,547,124	\$2,589,534	\$2,589,534	\$2,941,725	2,800,000	2,750,000	2,750,000
Other Funds	\$3,405,871	\$4,033,871	\$4,033,871	\$4,009,071	\$4,135,700	4,000,000	4,000,000	4,000,000
Total	\$49,100,825	\$55,457,989	\$52,105,351	\$50,786,252	\$51,970,947	\$51,300,000	\$51,106,043	\$50,548,922

* Projection <2%

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2018-2019 approved by the institution's governing body. If NONE, so indicate. Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
NONE			

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites *within the United States* where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs**—list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses**—report the *total number* of academic credit courses offered at the site.
- **Student Headcount**—report the *total number* (unduplicated headcount) of students currently enrolled in programs at the site.
- **Faculty Headcount**—report the *total number* (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Harbor Island Training Center onsite at Vigor Industrial	1731 13th Ave SW	Seattle, WA 98134-1017	Maritime Shipyard Welding	37 credits	22	1

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. **If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.**

** This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
South Seattle College	6000 16 th Ave SW Seattle, WA 98106	AAS & AAS-T	Network Security Administration	18	Y	
Georgetown Campus	6737 Corson Avenue South Seattle, WA 98108	BAS	Sustainable Building Science Technology	25	Y	

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites *outside the United States* where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs**—list the **names** of degree programs that can be completed at the site.
- **Academic Credit Courses** —report the **total number** of academic credit courses offered at the site.
- **Student Headcount**—report the **total number** (*unduplicated headcount*) of students currently enrolled in programs at the site.
- **Faculty Headcount**—report the **total number** (*unduplicated headcount*) of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
NONE						

PREFACE

UPDATES SINCE YEAR THREE

South Seattle College has made several institutional changes since it submitted its Year Three Self-Evaluation Report on September 1, 2013. An overview of these changes is included in this section of our report.

Renaming of the College

At its March 13, 2014 meeting, the Seattle Community Colleges District Board of Trustees voted unanimously to change the name of the District to Seattle Colleges and to change the names of the three colleges in the District to North Seattle College, Seattle Central College, and South Seattle College.

The decision came after a year-long exploration of national and statewide trends; opinion surveys of students, employees and community partners; consultation with business and civic leaders; and representatives from Seattle Public Schools. In making this decision, the Board of Trustees reinforced the point that the Seattle Colleges' Mission has not changed, but rather the name change better reflects and captures the District's Mission.

Leadership

Since the last accreditation visit in October 2013, the Seattle College District and South Seattle College has experienced changes in key leadership positions including:

- Seattle College District Chancellor
- President
- Vice President of Instruction
- Vice President of Student Services
- Vice President of Administration Services
- Associate Vice President Equity, Diversity, and Inclusion
- Director of Human Resources
- Executive Director of Institutional Effectiveness
- Public Information Officer

Although the turnover of senior level staff over the past five years has been fairly significant, there has been a reduced impact on South's ability to pursue its goals, initiatives, and strategic directions due, in large measure, to capable interim appointments and soundly conceived and functional organizational structures (covered in more detail in standards 2.D and 2.C).

By the summer of 2018, stability returned to the senior leadership team with the appointment of a new President. Following a national search and taking into consideration feedback from multiple resources, including the Search Committee, Chancellor's Executive Cabinet, South Seattle College's President Cabinet, Board of Trustees, and open forums, Dr. Pan, the Chancellor of the Seattle Colleges District, appointed Dr. Rosie Rimando-Chareunsap as South's next president effective July 1, 2018. Since joining South Seattle College in 2000, Rosie has served the College in many capacities. Prior to her selection as vice president for student services in 2011, she served as director of student outreach, admissions and recruitment, retention and student success project developer, and associate dean of student achievement. She has managed a number of complex and large-scale projects and initiatives such as the College's first AANAPISI grant program, the guided pathways program, the 13th Year Promise program and Seattle Colleges' combined graduation program.

At the time the self-study went to print, search processes were underway for both the vice president of instruction and vice president of student services positions.

New Professional Staff Union

In March 2014, professional staff working within the Seattle College District voted to form their own union through a process certified by the Washington State Public Employee Relations Commission in Olympia.

The vote means that 150 exempt staff across the Seattle Colleges, including approximately 40 at South Seattle College who work in advising, information technology, financial aid, student outreach, and other departments, are now represented by the American Federation of Teachers (AFT) Washington, the same union that represents the faculty of the Seattle Colleges. The new union is known as AFT Seattle Professional Staff Union. The College's approximately 120 benefited classified staff have long been represented by the Washington Federation of State Employees union. The advent of the new union means that nearly 90 percent of Seattle College District employees are represented by the three unions. Seattle College District administration have completed the first contract negotiations for the newly created union and the contract was ratified on August 26, 2015.

District/College Change in Funding

Finances have remained an ongoing challenge due to reduction in the state resources and the new state funding model for community and technical colleges, which relies heavily on enrollment. Over the last four years, South Seattle College, and the Seattle College District, experienced a significant reduction in state revenue. In the 2013-14 year, South Seattle College received an operating allocation of \$32 million, and in 2016-17, the College's operating allocation had decreased to \$28 million. Preserving and maintaining the College's core Mission and Values and service to students thus continues against a backdrop of very difficult realities.

In 2013, the State Board directed the presidents to develop a new model for allocating legislatively authorized funds. The previous model, in place since 1999, had acknowledged shortcomings: 1) insufficient money was directed to performance funding and education outcomes; 2) different types of student FTE (full-time equivalent) were funded at different levels with no clear rationale; 3) there was no recognition of different costs for different program or mission areas; and 4) there was no meaningful way to adjust enrollment targets when some districts were routinely over-enrolled and others were under-enrolled.

In 2014-15 the presidents developed a new allocation model which the State Board adopted in September 2015. The model is being phased in over a four-year period. It includes these key features: 1) five percent of the annual state appropriation is dedicated to performance funding via the Student Achievement Initiative; 2) each college receives an annual Minimum Operation Allocation of \$2.85 M; 3) incentive allocations are offered for basic education, applied baccalaureate degrees filling skill gaps, STEM courses, and programs leading to certificates in high demand professions; and 4) enrollment targets will be adjusted annually using a rolling three-year average. FTEs will be redistributed from under-enrolled to over-enrolled colleges.

The intent was to create an allocation model that was easier to understand, more transparent, that funded colleges based on student achievement targets and enrollment targets. As the model was deployed, however, some colleges, especially larger colleges, were negatively impacted. For example, the new funding structure provided a 'minimum operation allocation' of \$2.8 million dollars to each college, regardless of size. This positively impacted small colleges and negatively impacted Seattle, a large district. In the end, Seattle College District experienced the largest reduction of any state community and technical college in the new distribution model:

College	Reduction Over Four Years (2016-2020)
Seattle Colleges District	\$3.8 million
Spokane Colleges	\$3.5 million
Edmonds Community College	\$1.4 million
Green River Community College	Just under \$1 million

The Seattle Colleges District has worked diligently to offset this reduction with alternate funding sources including international enrollments and Running Start enrollments. At the start of 2016, the District had strong contracted enrollments of international students which contributed to the District's revenues. Over the last four years, those have declined, as they have across the country. Over the last four years, Running Start enrollment rates increased and the amount the District receives for each FTE increased due to the changes in funding for K12 schools relating to compliance with the McCleary legal case. This also contributed to the District's revenues.

Seattle Colleges has also made reductions as needed to be fiscally responsible. For example, some established programs, including pastry at South Seattle College, were eliminated due to low enrollments. The College is re-examining the structure of its apprenticeship programs. Some class sections were also reduced over the last year as a cost-saving measure.

Achieving System Integration

In December 2016, the Seattle College District initiated Solicitation #700358 to “examine cultural and structural barriers and practices that place the District's future at risk and identify opportunities for improvement and strategic realignment that will position the District for long-term excellence, relevance, and viability.” The solicitation called for an independent study of the Seattle Colleges’ “management and organizational structures, service levels, staffing, and infrastructure and to identify opportunities for improvement.” As a result of that study—and after an extensive collaboration process with campus, District, and regional stakeholders—the District decided nearly one year later to implement Achieving System Integration (ASI).

The objective of ASI is to transition the Seattle Colleges from its current organizational structure to a more integrated and collaborative system. The goal is twofold: to improve service to students and the community by organizing as a single, unified entity where applicable, and to position Seattle Colleges as a sustainable, high-performing institution to better address emerging declines in enrollment and state funding.

To date, the Seattle Colleges have begun to make changes to its administrative structure, staffing patterns, and operations. The District is also working to tie colleges and District together more effectively and better coordinate services to students and our external partners, most notably in human resources, web services, fundraising, graduation, budget development, and strategic enrollment management efforts (which includes advertising, recruitment, admission, registration, financial aid, course scheduling, and retention). The District has also begun to develop operational plans to support and operationalize its strategic plans, and in turn, the Mission and Core Themes of each campus.

While taking on organizational realignment is a complex task and will necessitate changes in organizational culture, the Seattle Colleges believes ASI will allow students to move smoothly within and across its colleges, yield long-term benefits, improve the District's financial viability and services, and allow each college in the District to retain their distinct identities and connections to the unique communities around them.

Enrollment Trends

As within the State of Washington's SBCTC system, over the last 5 years, the College has experienced a decline in enrollment that has resulted in a reduction of roughly 700 annualized FTEs for the College's programs and operating budget. This decline has just started to stabilize in the 2017-2018 academic year. These reductions have been felt campus and program-wide and have required the College to examine our approach to assessing our current practices, program portfolio and community needs. This re-sizing has led the College to prioritize our efforts and focus on retention and completion. We continue to analyze institutional and state-wide trends to support strategies that increase the successes of students from enrollment through completion.

International Student Enrollment

South Seattle College experienced significant fluctuations in International Student enrollment since 2013. The College hosts students from over 35 countries, with the top six being Vietnam, China, South Korea, Mongolia, Saudi Arabia, and Japan. Since the submission of the College's Year Three Report in 2013, the College experienced significant fluctuations in its International Student population from 367 students enrolled in Fall 2012, to a peak of 669 in Fall 2015, settling to 537 international students enrolled in Fall 2017. The volatility in enrollment has been primarily in the Intensive English Program (IEP), in a large part due to current US policies and practices which favor visa applicants who are perceived to be "college ready."

Declining international student enrollment is due to many factors overall and is a national trend. International outreach efforts to mitigate this decline include building international partnerships with programs that partially prepare students for study in the USA so that students can enter the College's IEP program at mid- or high-levels, or place directly into academic or professional/technical pathways. Another approach underway is identifying which international economic sectors align with the College's program offerings in order to approach corporations needing training (akin to our relationship with Saudi Arabian Airlines for enrollment in our Aviation Maintenance Technology program and our relationship with Equatorial Guinea Petrol for enrollment in our chemistry, accounting and management programs). In addition, the College has recently started joint marketing and recruitment with North Seattle College and Central Seattle College in order to maximize the reach for each college. It is expected that the clarity of choice evolving from the College's guided pathways efforts, along with the efforts described above, will benefit efforts in international student recruitment overall.

Program Changes

The following program changes have occurred since 2013:

Closures

- **Pastry & Baking Arts.** On September 17, 2018, it was announced that the Pastry & Baking Arts Program would close. The decision to close the program was based on a number of factors including declining enrollments, low student-to-faculty ratios, low completion rates and high costs per FTE. Students who were enrolled in the program were notified and provided the support needed to complete their education.

New Programs

- **Applied Baccalaureate Degree in Professional Technical Teacher Education.** Beginning Fall 2013, South Seattle College began offering this program designed for industry professionals who would like to teach professional and technical courses in industry or at a community or technical college.

- **Applied Baccalaureate Degree in Sustainable Building Science Technology.** Beginning in Fall 2014, this degree program, located at the Georgetown Campus, is designed to prepare industry professionals to work with complex systems that enable newly designed or retrofitted buildings to function in ways that are healthier and more durable, efficient, economical and sustainable.
- **Associate of Applied Science Transfer degree (AAS-T in Allied Health).** Beginning Fall 2018, South Seattle College approved this new degree which provides students with the prerequisite courses required to apply for admission to a nursing program or advanced allied health program.
- **Certificate of Proficiency in CNC (Computer Numerical Control) Machining.** Beginning Fall 2018, South Seattle College began offering a new 60 credit one-year program which is closely related to existing apprenticeship programs in industrial technology. Students enrolled in the program are involved in the production and machining of industry parts.

New Facilities

In Fall 2017, construction was completed on the three-story, 57,550 square foot Cascade Hall (CAH), which replaced the Cascade Court building (CAS) and provides for the expanding growth in the health care programs and meets needs for basic skills training. The facility, which was awarded [Leed Gold Standard](#), was designed to accommodate 140 new projected FTEs. In addition, the building was designed to be durable, easy to maintain and cost effective to operate as well as to provide an atmosphere that is welcoming, conducive to learning, and a desirable place to engage students. Cascade Hall features 12 classrooms, four computer labs, and four skills labs.

Cascade Hall integrates classroom and lab space for the health care programs, Adult Basic Education (ABE), and ESL programs as well as a supporting faculty suite. The integration of health care programs and basic skills provides a distinct opportunity to represent the linkages between these two instructional areas and provide an environment for academic and professional transitions and relationships.

Cascade Hall represents the first phase for the College to build on the western campus embankment and to continue taking steps in implementing the Campus Facilities Master Plan.

New Initiatives

South Seattle College has worked to identify efforts and initiatives that strengthen our mission fulfillment and further our work in the Core Theme areas. Since 2013, there have been many initiatives from various areas of the College that have advanced the institution in this regard. In brief, here are a few examples: redesign efforts in developmental English and math course sequences; implementing new approaches to placement by broadening the menu of multiple measures; continual improvement in our student onboarding and orientation processes to better serve diverse populations; strengthening student access and success to STEM fields through National Science Foundation grant and a focus on women in STEM and coding. To illustrate the innovation and positive improvements sought in these initiatives, there are two efforts in particular that illustrate the intersection of many efforts towards real systematic and institution-wide change and innovation:

- **Guided Pathways.** Since 2013 South Seattle College has pursued a redesign process to better support students and student achievement. At the time it was known as “South 2017” and has since evolved into adoption of the Guided Pathways Initiative. This has served to connect and amplify many different areas of improvement through a common framework. Guided pathways is a student-centered

approach that can dramatically increase the number of students earning community college credentials, while closing equity gaps. It involves redesigning each part of the student experience, from the stage where students choose programs and start remedial or college-level work to the time of graduation, when they move on to further education or careers. For this reason, this initiative will likely take 5-7 years to implement in full, and requires coordination among administrators, faculty, advisors, financial aid personnel, schedulers, technology specialists, and many others. Because these reforms involve changing the way things have always been done, they often are met with skepticism and resistance.

South Seattle College has received support to guide this work on its campus. The College was selected in late 2015 as one of 30 colleges nationwide to participate in the American Association of Community Colleges (AACC) Pathways Project, an 18-month institution-wide professional development opportunity. In 2016, South was selected as one of five Washington State community colleges to participate in the Guided Pathways Cohort, a five-year grant sponsored by the College Spark Foundation and State Board of Community and Technical Colleges.

The College is entering the third year of the five-year College Spark grant and continues to make progress on reforms and redesigns focused on increasing student achievement with an informed enrollment, persistence, retention, and completion focus.

- **Expansion of the 13th Year Promise Scholarship.**

The College has worked closely with its service area high schools to offer the 13th Year Promise Scholarship, providing one year of tuition-free college and wraparound support services to graduating seniors. The purpose of the 13th Year Promise Scholarship is to increase access to higher education for our community's students, particularly those from underrepresented groups (e.g. students of color, low-income students, and first-generation college students).

Since partnering with Cleveland high school in 2008, the program has expanded to include Chief Sealth (2011) and Rainier Beach (2014) high schools, creating a path to higher education for hundreds, many of whom stated that would not have otherwise attended college. Traditionally funded through private donations to the South Seattle College Foundation, the City of Seattle invested in the program in 2017 and 2018 to help further expand the program. Through that support, Seattle Central College and North Seattle College started offering the scholarship and students from West Seattle, Garfield and Ingraham high schools were invited to take part.

In November 2017, Seattle Mayor Jenny Durkan signed an executive order requesting that the Department of Education and Early Learning (DEEL) work to provide current 13th Year students an additional year of support (a "14th year") in 2018-19 and to conduct the policy and fiscal analysis to expand the program moving forward.

In March of 2018 Seattle Mayor Jenny Durkan, the Seattle Colleges District, and Seattle Public Schools signed a partnership agreement to develop a Seattle Promise Program proposal that would fund two years of tuition for all Seattle Public School high school graduates through a combination of public funding and private donations. The levy to fund this proposal was approved by King County voters in November of 2018. As a result, all Seattle Public School graduates will be eligible for two years of tuition-free college and wraparound support at the institution of their choice from among the three Seattle Colleges via the Seattle Promise Scholarship for those entering in 2020.

Response to Recommendations

Since completing the Year Three Resources and Capacity Report and subsequent visit, South Seattle College remains focused on ensuring that Mission, Vision, and Core Themes remain at the forefront of planning, guiding initiatives, activities and allocation of resources in order to ensure mission fulfillment is achievable. In addition, the College engages in ongoing and systematic assessment in order to improve performance and ensure sustainability into the future.

As a result of the Year Three visit, the College engaged in processes to address Recommendations from the visitation team. In addition, the College was directed to demonstrate further improvement with respect to Recommendation 5 from the 2009 Comprehensive Evaluation Report and Recommendations 1 and 2 of the Fall 2011 Year One Peer-Evaluation Report. The Recommendations, description of action taken, and results are outlined below.

FALL 2013 YEAR THREE RESOURCES AND CAPACITY PEER-EVALUATION REPORT

2013 Recommendation 1. “While the College has revised the conceptual framework that provides improved clarity of the design for an acceptable threshold for mission fulfillment, the evaluation committee recommends that the College continue this work by refining and aligning a definition of mission fulfillment that identifies achievement at an acceptable threshold in measurable terms (Standard 1.A.2).”

2013 Recommendation 2. “The evaluation committee recommends that the College continue to refine its success indicators for improved alignment with core theme objectives so that subsequent planning, assessment, and improvement activities are meaningfully developed over the seven-year cycle (Standard 1.B.2).”

These two Recommendations are a continuation of two Recommendations from the 2011 Year One Peer-Evaluation Report.

Background: 2011 Year One Peer Evaluation Report to 2013 Year Three Peer Evaluation Report

In response to the implementation of the new accreditation standards and evaluation process that was approved by the Board of Commissioners of the Northwest Commission on Colleges and Universities (NWCCU) in 2010, South Seattle College implemented an inclusive process to review its Mission and identify Core Themes from Spring 2010 to Winter 2011. The process was led by the Institutional Effectiveness Committee, which included representatives from faculty, classified staff, and exempt employees. The College’s Mission was reaffirmed with minor changes, and four Core Themes were developed and approved by the College Council, the President’s Cabinet, and ultimately by the Seattle Community College District Board of Trustees in February 2011.

In Summer 2011, South Seattle College submitted a Year One Self-Evaluation Report that addressed Standard 1 requirements including the College’s four Core Themes, 13 Core Themes Objectives and 36 Success Indicators. Out of the 36 Success Indicators, 14 of them were designated as Key Performance Indicators (KPIs). These 14 KPIs were selected because the College considered them necessary and sufficient conditions for mission fulfillment. The College’s definition of mission fulfillment was based upon demonstrating acceptable levels of performance on each of the 14 KPIs.

During Fall 2011, a three-person peer-evaluation team from the NWCCU conducted a Year One Comprehensive Peer-Evaluation of South Seattle College. The review was carried out using the off-site virtual environment and was conducted based upon the 2010 Accreditation Standards and Eligibility Requirements published by the Commission.

The 2011 Year One Peer-Evaluation Report concluded with two recommendations:

1. The College should further define Mission Fulfillment by articulating acceptable thresholds for institutional accomplishments or outcomes (1.A.2).
2. The College should establish objectives for each of its core themes and identify meaningful, assessable, and verifiable indicators of achievement for evaluating accomplishment of these objectives (1.B.2)

To address Recommendations 1 and 2 from the 2011 Year One Peer-Evaluation Report, the Institutional Effectiveness Committee continued to revise the process for assessing mission fulfillment by reducing the number of Core Themes Objectives from 13 to 12, reducing the number of Indicators from 36 to 33 and replacing the 14 KPIs with the 33 Indicators from the 12 Core Themes Objectives. The new process included calculating a rubric score for each of the four Core Themes. The rubric scores was based on whether the benchmarks for each of the Core Themes Objectives were being met.

In Winter 2012, the results of the revised process for assessing mission fulfillment were presented to the President's Cabinet for approval. The revised definition of mission fulfillment and the process for evaluating the accomplishments of the Core Themes Objectives were incorporated into an updated Chapter One: Mission, Core Themes, and Expectations in the Year Three Self-Evaluation Report which was submitted to the NWCCU in Summer 2013.

In the 2013 Year Three Peer Evaluation Report, the NWCCU offered five commendations but noted, "While the College has revised the conceptual framework that provides improved clarity of the design for an acceptable threshold for mission fulfillment, the evaluation committee recommends that the College continue this work by refining and aligning a definition of mission fulfillment that identifies achievement at an acceptable threshold in measurable terms (Standard 1.A.2)." The evaluation committee further recommended that "the College continue to refine its success indicators for improved alignment with core theme objectives so that subsequent planning, assessment, and improvement activities are meaningfully developed over the seven-year cycle (Standard 1.B.2)."

In February 2014, the College received formal notification from NWCCU that reaffirmed the accreditation of South Seattle Community College (now South Seattle College) on the basis of the 2013 Year Three Resources and Capacity Evaluation visit. In its [notification letter dated February 14, 2014](#), the NWCCU reiterated the recommendations made in the report from the on-campus review team noting that: "In reaffirming accreditation, the Commission requests that the College address Recommendations 1 [. . . and] 2 [. . .] of the Fall 2013 Year Three Resources and Capacity Peer-Evaluation Report in its Fall 2017 Year Seven Mission Fulfillment and Sustainability Self-Evaluation Report."

2013 Year Three Peer Evaluation Report to Present

To strengthen the areas identified in Recommendations 1 and 2 in 2013, a series of meetings occurred that involved vice presidents and other members of the President's Cabinet, senior research personnel, trained accreditation evaluators from within the College, and other individuals knowledgeable about the accreditation process including the campus Accreditation Executive Committee. Through this collaborative process, the following improvements were implemented:

- Reduce the number of Indicators from 33 to 12 tightly focused, meaningful, measurable, and verifiable KPIs that directly address the matters of greatest importance to the College's Mission

- Based on the refined set of KPIs, create a new definition of mission fulfillment that is meaningful, measurable, and verifiable, as well as providing a clearer and more straightforward definition that will be understandable by all stakeholders.

The refined set of KPIs, the revised definition of mission fulfillment and the process for evaluating the accomplishment of the Core Themes Objectives have been incorporated into an updated Chapter One: Mission, Core Themes, and Expectations. Taken together, the College has refined and aligned a definition of mission fulfillment that identifies achievement at an acceptable threshold in measurable terms. Furthermore, it has refined its Success Indicators for improved alignment with Core Theme Objectives so that subsequent planning, assessment, and improvement activities are meaningfully developed over the seven-year cycle.

2013 Recommendation 3. “The evaluation committee recommends that the College regularly review the human resources policies and procedures (Standard 2.A.6 and 2.A.18).”

Recommendation 3 evolved out of a concern that the evaluation committee could not find evidence to show a formalized process to regularly review and update Human Resource (HR) policies and procedures.

As directed, The College addressed Recommendation 3 of the Fall 2013 Year Three Resources and Capacity Peer-Evaluation Report by taking the following actions:

- The Office of Employee Services has been working closely with the Seattle College District Chancellor’s Office to ensure that Personnel and other policies are reviewed and updated on a timely, efficient schedule. Personnel policies and corresponding procedures have been prioritized for review based on the date last updated and/or needed for expedited review. Recommendations for new policies and procedures are also given priority (such as Weapons on Campus and Domestic Violence Leave).
- The Human Resources team meets every other week and reviews at least two proposed or existing policies/procedures. Between the meetings, drafts of the proposed policy and/or procedure are edited to incorporate feedback from HR directors and the Seattle College District’s Assistant Attorney General, then circulated via email in preparation for discussion at the next meeting. Once a final draft of the proposed changes has been approved, the Chief Human Resources Officer moves it forward through the proper channels for additional feedback and approval. Review of every personnel policy and procedure was spread out over a two-year timeline, effective July 1, 2014.

Since July 1, 2014, the following HR policies have been updated:

- Policy/Procedure 281: Email Use
- Policy 400: Ethical Conduct/Conflict of Interest Standards
- Policy 403: SCD Holidays
- Policy 404: Workforce Diversity Policy and Procedure
- Policy 417: Shared Leave Procedure
- Policy/Procedure 418: Reasonable Accommodation
- Policy 419: Discrimination and Harassment Policy and Procedure
- Policy/Procedure 420: Domestic Violence Leave

- Procedure 429: Reduction-in-Force
- Policy/Procedure 447: Telecommuting
- Policy 476: Other Exempt Leaves of Absence Procedure
- Policy 480: Unpaid Holidays for Reasons of Faith or Conscience Policy
- WAC 132F-419: Sexual Harassment
- WAC 132F-168: Access to Public Records

In addition, the following HR policies are currently under review:

- Procedure 419 (Discrimination and Harassment)
- Policy/Procedure 249 (Drugs Free Environment)
- 465/466/468/469 Administrative Employees Policy and Procedure

Finally, the following new HR policies have been proposed:

- Employee Termination
- Emeritus
- Affinity Group
- Travel Reimbursement for Candidates
- Distinguished Service Award
- Health & Safety

2013 Recommendation 4. “The evaluation committee recommends that for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate, and comprehensive manner by the Board of Trustees (Eligibility Requirement 19 and Standard 2.F.7).”

In a February 22, 2016 action letter, the NWCCU considered this recommendation resolved.

FALL 2009 COMPREHENSIVE EVALUATION REPORT

2009 Recommendation 1. “Most, but not all of South Seattle Community College’s academic programs provide regular and systematic assessment of program-level student learning outcomes. The committee recommends that the college extend its effective regular and systematic assessment of program-specific student learning outcomes to all academic programs. (Standard 2.B.2)”

In a February 14, 2014 action letter, the NWCCU considered this recommendation resolved.

2009 Recommendation 2. The committee recommends that the college identify program outcomes which differentiate between certificate and degree programs. (Standard 2.B.2, Policy 2.2)

In a February 14, 2014 action letter, the NWCCU considered this recommendation resolved.

2009 Recommendation 3. The evaluation committee recommends that South Seattle Community College design and distribute effective advising information to meet the needs of all students. This may be implemented through distribution of effective printed materials, an updated web page and through academic advisers. (Standard 2.C.5)

In a February 14, 2014 action letter, the NWCCU considered this recommendation resolved.

2009 Recommendation 4. The committee found evidence of at least one academic field in which the college hires only part-time faculty. The evaluation committee recommends that South Seattle Community College should employ professionally qualified faculty with primary commitment to the institution and representative of each field or program in which it offers major work. (Standard 4.A.1).

In a February 27, 2012 action letter, the NWCCU considered this recommendation resolved.

2009 Recommendation 5. The Committee recommends that South Seattle Community College support educational and student service programs by acquiring and properly maintaining computer equipment and computer systems. The Committee further recommends increasing the usefulness and improving the design of the current website. (Standard 5.B.1)

South Seattle College has taken several steps to address this Recommendation.

Background: 2009 Year One Self-Evaluation Report to 2013 Year Three Self-Evaluation Report

The Northwest Commission on Colleges and Universities conducted a full-scale evaluation of South Seattle Community College in Fall 2009. Based on this evaluation, the Commission reaffirmed accreditation with six commendations and recommendations, including Recommendation 5 listed above. As outlined in the Fall 2013 Year Three Resources and Capacity Self-Evaluation Report, the College made the following improvements in response to this Recommendation:

Acquiring and Properly Maintaining Computer Equipment and Systems

To address the first part of the Recommendation, the Technology Committee completed the development and implementation of a replacement and maintenance plan for computer equipment and systems on campus in 2011. The Committee began with the development of a comprehensive inventory list and the agreement that the useful life of computer equipment is four years. Once the inventory list was completed, a planned replacement timeline and funding source was identified to support this initiative and presented to the President's Cabinet for approval. Upon approval, the College utilized both one-time and ongoing sources (including student fees, general operating budget, and grants and contracts) to fund the initial computer purchases. The College has since created an ongoing budget line in the operating budget and the Universal Technology Fee (UTF) to address computer equipment maintenance and replacement. Additionally, the College implemented the practice of purchasing warranty coverage for four years to help address any maintenance issues that may occur during the useful life of each purchased computer.

The 2013 Year Three Self-Evaluation Report included documentation that all student-use computers older than four years have been updated and a regular cycle is now in place for future replacement. Similarly, a phased-in approach was identified for employee computers. In 2012, 75+ computers for employees were replaced, beginning with the most outdated machines. In 2013, 80+ employee computers were replaced, and a similar number were replaced in 2014.

The 2013 Year Three Resources and Capacity Peer-Evaluation Report concluded the following regarding the computer replacement component of Recommendation 5 of the Fall 2009 Comprehensive Evaluation Report:

Interviews with students, faculty, and staff were used to help confirm the condition of computers on campus. All three groups indicated they were satisfied with the condition of computers on campus and felt that they were adequate in supporting education and student service programs across campus. Additionally, committee members also visited various computer labs across campuses and found equipment to be updated and in working condition.

Increasing the Usefulness and Improving the Design of the Current Website

With respect to the second component of Recommendation 5, the Fall 2013 Year Three Self-Evaluation Report outlined the actions that had been taken to improve the college's website.

In November 2011, the College launched a comprehensive re-design of its website and the first phase was completed in August 2012. The redesign process emphasized gathering input from stakeholders, which resulted in the formation of a campus-wide task force that included faculty, staff, students and community members to assess the College's website from both an aesthetic and functional aspect. This information gathering process was completed in 2012 and resulted in both aesthetic and technical changes including:

- A global template system and global navigation.
- A new web server hosted on-site to address web page responsiveness issues previously identified by members of the college community as a concern.
- The addition of tools such as page analytics and user tracking designed to provide increased opportunity for assessing the user experience and adjusting as needed.

The 2013 Year Three Resources and Capacity Peer-Evaluation Report noted the College divided the recommendation into two distinct components and concluded that, regarding the first part of the Recommendation, South Seattle College “has completed the development and implementation of a replacement and maintenance plan for computer equipment and systems on campus.” The report further concluded the following regarding the second component of Recommendation 5 of the 2009 Comprehensive Visit:

In general, responses regarding the website indicated that the initial efforts and early stages of the web redesign process have been received well and have addressed concerns from students regarding the “clunkiness” of the previous system. Faculty members did however express their frustration with the timelines of implementation and the limitations in getting department pages updated that they have experienced as a result of turnover in and position vacancies in the web management area. Overall there seemed to be a general agreement across campus that the website has improved, but there is still room for improvement.

While the final stages of the website remodel have not yet been implemented, the College has provided evidence it has essentially addressed this recommendation.

Nevertheless, the [February 14, 2014, notification letter](#) from the Commission stated, “Recommendation 5 of the Fall 2009 Comprehensive Evaluation Report remains in need of improvement and is therefore to be addressed again in the College's Fall 2017 Year Seven Self-Evaluation Report.”

2013 Year Three Peer Evaluation Report to Present

South Seattle College is committed to increasing the usefulness and improving the design of the current website. Since 2013, the College has taken the following actions to further improve the usefulness of the College's website:

- **Improved Customer Service:** In 2013, the College Web Services department implemented a ticket system for website change requests to improve customer service regarding turnaround time, accuracy, and transparency.
- **Improved Website Design and Navigation Features:** In Winter 2016, the College website was “re-skinned” to simplify its navigational and color schemes. Additionally, top-level navigation drop-downs were simplified to aid user navigation.
- **Plans Initiated to Build a New Website:** In Winter 2016, the College also started gathering student, staff and faculty feedback on web designs and began planning for a new site launch on a custom-built content management system (CMS). Simultaneously, in December 2016, the Seattle Colleges District initiated an independent study of organizational structures to identify opportunities for improvement. One year later, as a result of that study, the District implemented Achieving System Integration (ASI) that included plans to consolidate web services across the district and build all college (South, Central, North) websites on a common CMS platform called Drupal. With this news, the College's production of a custom-built CMS and website was halted, and efforts shifted to working with District Web Services to build a new Drupal-based site. This production began in January 2018, after a Director of Web Services was hired for the District.

In transitioning to a common CMS-based platform, South Seattle College's new website will provide the following benefits:

- Further refinement of information architecture, making it easier for stakeholders to find the information they need quickly.
- With a CMS-based platform, web updates become easier, giving more staff the ability to update sections of the website on their own instead of needing to submit a web ticket. This will lead to efficiency gains and website content accuracy improvements.
- Established governance and style guidelines to ensure consistent presentation of content.
- Coordinating web software with sister institutions to modernize calendars, facilitate content management and convey common information stored in district databases.
- Further modernization of the website's look and user experience to fall in line with best practices in higher education website presentation and technology.

As of January 2019, the production and design phase for the new website is nearing completion, followed by a review and quality assurance phase that includes the opportunity for students, staff and faculty to review the site and provide feedback for final tweaks prior to launch. A full launch is anticipated in the first half of 2019.

2009 Recommendation 6. The Committee recommends that the college work with the District Office to publish the individual college budget in addition to the aggregate District budget as part of the Board of Trustees' approval of the budget document. (Standard 7.A.3).

In a February 27, 2012 action letter, the NWCCU considered this recommendation resolved.

FALL 2011 PEER-EVALUATION REPORT

2011 Recommendation 1. The College should further define Mission Fulfillment by articulating acceptable thresholds for institutional accomplishments or outcomes (1.A.2).

2011 Recommendation 2. The College should establish objectives for each of its core themes and identify meaningful, assessable, and verifiable indicators of achievement for evaluating accomplishment of these objectives (1.B.2)

Please see the response to 2013 Recommendation 1 & Recommendation 2.

CHAPTER ONE

Mission, Core Themes, and Expectations





EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 1, 2, AND 3

ER1: Operational Status

The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

South Seattle College began its credit-granting courses in 1969 and was accredited by the Northwest Commission on Colleges and Universities in 1975 and has maintained its accreditation status ever since. The college currently offers four Bachelor of Applied Science degree programs, five Associate-level transfer degrees, over 40 degrees and certificates in Professional and Technical, and 16 approved joint Apprenticeship and Training Committee (JATC) programs to offer 44 apprentice programs. The college also offers pre-college courses in English and mathematics, Adult Basic Education and GED preparation, English as a Second-Language (ESL) and High School Completion as well as non-credit courses in Continuing Education.

During the most recent academic year (2017-2018), the college enrolled over 15,000 students for the year and awarded degrees, certificates, high school diplomas, and GEDs to over 800 students.

ER 2: Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

South Seattle College is one of 34 community and technical colleges in the state of Washington and derives its authority from the [Revised Code of Washington \(RCW\) 28B.50](#), known as the Community College Act of 1967 (revised as the Community and Technical Act of 1991).

South Seattle College is one of three colleges within the Seattle College District (SCD). The Washington State Board for Community and Technical Colleges (SBCTC) authorizes SCD, including South Seattle College, to operate as a higher education institution and to award degrees. Authority is further delineated in [RCW 25B.50.150](#) which defines the Board of Trustees' duties and powers, stating that it "may grant to every student, upon graduation or completion of a course of study, a suitable diploma, degree, or certificate under the rules of the State Board for Community and Technical Colleges that are appropriate to their mission."

ER 3: Mission and Core Themes

The institution’s mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution’s purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Under the Seattle Colleges District (SCD) strategic planning process, the Board of Trustees (BOT), chancellor, and presidents—in consultation with the District community, including faculty, staff, students, administrative leadership, and external partners—[determined in January 2017](#) that the Seattle Colleges needed one vision, one mission, one set of values, and one set of goals for the entire district. A draft mission statement was introduced on [June 8, 2017](#) and formally adopted by the BOT on [July 13th, 2017](#) consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education. Its Mission statement reads: “As an open-access learning institution, Seattle Colleges prepares each student for success in life and work, fostering a diverse, engaged, and dynamic community.”

South Seattle College maintains institutional Core Themes that were adopted in February 2011 and are reviewed on an annual basis. The College’s Core Themes are clearly defined and each of the Themes is closely aligned with the College’s Mission statement, followed by the College’s interpretation of how the Themes manifest themselves in college planning, processes, actions, and assessment. The Core Themes are:

- Student Achievement
- Teaching and Learning
- College Culture and Climate
- Community Engagement and Partnerships

Substantially all of the human and financial resources at the College are devoted to support the educational Mission and Core Themes as outlined above.

STANDARD 1.A: MISSION

Mission Statement

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

In January 2017, the Board of Trustees determined that Seattle Colleges needed [one vision, one mission, one set of values, and one set of goals](#) for the entire district. In February 2017, the chancellor and Board formally launched the [“Achieving System Integration”](#) initiative to better align and strengthen the Seattle College District.

A critical part of this initiative was to engage and gain input from all stakeholders to ensure its direction was derived from, and generally understood by, its community. The District planned a series of conversations beginning in the Winter Quarter of 2017. Additional conversations continued throughout the subsequent

months to ensure faculty, staff, students, community members, and civic and business leaders were able to provide feedback. Through June of 2017, input was received from members of the chancellor's advisory council; the District management team; more than 20 external experts from business, government, and community; and nearly 200 employees through an online survey. Additional input activities included a town hall and stakeholder input meetings with faculty and classified staff.

On July 13th, 2017, the Board of Trustees approved the new 2017-2023 Strategic Plan and the following Mission, Vision, Values, and Goals that are universally used and operationalized by all three colleges:

Mission: As an open-access learning institution, Seattle Colleges prepares each student for success in life and work, fostering a diverse, engaged, and dynamic community.

Vision: Seattle Colleges is recognized as an exemplary learning institution that transforms lives, promotes equity, and enriches the community.

Values:

- **Accessibility** for all learners and partners
- **Collaboration** through open communication and commitment to working together.
- **Diversity, inclusion, and equity** for all individuals, particularly the underserved in our community.
- **Fiscal sustainability** for long-term viability and excellence in service and operations.
- **Growth and development** of faculty and staff through professional development
- **Innovation** in instruction, student services, operations, and organizational culture
- **Integrity** by adhering to the highest standards of ethics and public stewardship

Goals:

- **Student Success:** The success of our students is the central focus of Seattle Colleges. We strive to make steady gains in improving student satisfaction, retention, completion, job placement, and narrowing student performance gaps.
- **Equity, Diversity, Inclusion, and Community:** At Seattle Colleges, we firmly establish equity, diversity, and inclusion as a strategic goal and as human rights for all. We frame our decisions and actions with a lens of equity, diversity, and inclusion and are accountable to the community.
- **Organizational Excellence:** Seattle Colleges aspires to achieve excellence as Seattle's open-admission institution of higher education. We seek to achieve continuous improvements in excellence in teaching and learning, operational efficiency and fiscal sustainability, strategic innovation, employee growth and engagement, and diversity and inclusion.
- **Partnerships:** As an important engine of economic development, Seattle Colleges values and invests in strategic and ongoing partnerships with educational, business, governmental, labor, and community organizations.

The Mission statement is widely distributed. It is published on key pages of our [website](#), printed in our [college catalog](#), displayed strategically in each college building, and included in [institutional reports](#) that are distributed to the College's service areas throughout the year.

The Mission statement is appropriate for an institution of higher learning and is a reflection of the College’s comprehensive institutional purpose and intent to serve a diverse community of learners with varying educational background and goals as derived from [RCW Section 28B.50.020](#). This Washington state legislature statute requires that community and technical colleges do the following: “(1) Offer an open door to every citizen, regardless of his or her academic background or experience, at a cost normally within his or her economic means” and “(2) . . .offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education, including basic skills and general, family, and workforce literacy programs and services.”

South Seattle College has articulated the essential elements of its Mission in four Core Themes—Student Achievement, Teaching and Learning, College Culture and Climate, and Community Engagement and Partnerships. These Core Themes were generated through a yearlong extensive engagement process with community stakeholders, college staff, students, and the Board of Trustees. The Core Themes were approved by the Board of Trustees in February 2011. Together, South Seattle College’s Mission statement and Core Themes provide the direction for decision-making that supports the College’s planning, assessment, improvement and resource allocation efforts at all levels.

Interpretation of Mission Fulfillment

1.A.2[a] The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations.

The College’s definition of mission fulfillment is based upon demonstrating acceptable levels of performance as measured by the [12 Key Performance Indicators \(KPIs\)](#). See also 1.B.2.

The KPIs refer to the twelve Objectives related to the four Core Themes that guide the College’s path to mission fulfillment:

- Student Achievement
- Teaching and Learning
- College Culture and Climate,
- Community Engagement and Partnerships

Each KPI provides a high-level overview of South Seattle Colleges’ performance in certain areas that are key to the fulfillment of its Mission. Led by the Office of Institutional Effectiveness, the KPIs are informed by standards of professional practice and were developed through campus-wide participatory processes, where evaluation of their achievement is supported by College, District and state data systems and research capacity. Each KPI is institutional in scope; within the College’s ability to control or influence; reflects the results of actions taken by the College, not the actions themselves; and, connects to one or more Core Themes as well as to the Mission and Strategic Goals of both South Seattle and the Seattle College District.

Each Core Theme is linked to at least one KPI to gauge the College’s efficacy in that regard. As noted in the [Outcome Measures \(Indicator\) Guidelines](#) from the 2017 Institutional Effectiveness Report, the acceptable threshold of mission fulfillment is attainment of 75 percent or more of the benchmark target. Overall, successful achievement of eight or more KPIs will demonstrate fulfillment of South Seattle College’s Mission “prepares each student for success in life and work, fostering a diverse, engaged, and dynamic community.”

Articulation of Acceptable Threshold

1.A.2[b]. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

South Seattle College defines mission fulfillment as meeting or achieving the following thresholds:

- At least 8 of the 12 KPIs are at Exceeds or Meets Expectations *and*
- No more than 4 of the 12 KPIs are Below Expectations

To measure the extent of mission fulfillment, the College first establishes baselines for each Core Theme Indicator (2010-2011 where available). From each baseline, a target performance level is identified (an increase of 10% in most cases) as the benchmark for the College to reach by the close of academic year 2020—the end of the current campus operational plan cycle. For several indicators, where appropriate and available, indicators are further disaggregated by groups (e.g., female employees or African American students) to provide additional data and insight.

On an annual basis, performance data is collected for each Indicator. The data are then compared to benchmark levels. Each Indicator is then rated as (1) reaching or exceeding 90 percent of benchmark, (2) reaching 75 to 89 percent of benchmark, or (3) reaching less than 74 percent of benchmark. This process yields scores of data points each year, and hundreds of data points over a multi-year period. For ease of interpretation, the ratings are color-coded as shown below:

Fulfillment Rating	Criteria	Color
Exceeds Expectations	90% of benchmark or higher	Green
Meets Expectations	75-89% of benchmark	Yellow
Below Expectations	74% of benchmark or lower	Red

This data is [reported](#) to the campus community annually as part of the College's commitment to continuous improvement and is also available year-round on the College's website. Trend data over the course of the accreditation cycle is included as part of the reporting process. This intermediate metric allows tracking mission fulfillment as an ongoing dynamic process with episodic improvements, plateaus, and even occasional setbacks. The summative metric for mission fulfillment described above is a “moment in time” definition which South Seattle College believes can be enhanced by a more progressive, dynamic method of tracking progress.

An annual review of and planning for each Core Theme Objective and Indicator by the Office of Institutional Effectiveness and campus leadership and core theme committees—along with the Board of Trustees and College and District leadership's [annual review of the Strategic Plan](#) and the Mission, Vision and the strategies and operational tactics across the Seattle Colleges—will help maintain the focus of the College and ensure it utilizes authentic measurable, assessable and verifiable key performance indicators to measure accomplishment of mission fulfillment.

STANDARD 1.B: CORE THEMES

Core Theme Identification

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

South Seattle College identified four Core Themes that individually manifest the major, interdependent areas through which South fulfills its mission as a comprehensive community College. To enable South Seattle College's Mission to "prepare each student for success in life and work, fostering a diverse, engaged, and dynamic community," the following Core Themes must be manifested:

- Student Achievement
- Teaching and Learning
- College Culture and Climate
- Community Engagement and Partnership

Together, South Seattle College's Mission statement and Core Themes provide the direction for decision-making that supports the College's planning, assessment, improvement and resource allocation efforts at all levels.

Based on the Seattle College District [Achieving System Initiative \(ASI\)](#), in [September 2017](#), the Seattle College District sought out the guidance of NWCCU as to what each College would need to submit in order to gain approval to operationalize a new Mission and Strategic Plan with existing Core Themes, Objectives and KPIs.

In late [September 2017](#), NWCCU responded stating that each college needed to submit a crosswalk that provided the previous framework of mission, core theme, and indicators of achievement to the proposed revision of the Seattle College District Mission and Strategic Plan and the College Core Themes and Indicators of achievement. Throughout the 2017-2018 academic year, the College worked through alignment activities and conversations to align the Core Theme and Core Theme Objectives to the new Mission and Strategic Plan. In August 2018, South responded to NWCCU with [a crosswalk](#) that represented the connection and alignment to the district-wide new structure and how it will demonstrate achieving the College's Mission via its Core Themes and Objectives.

On [August 30th, 2018](#) South received a formal response from NWCCU stating that our informational memo and crosswalk was beneficial and we were encouraged to continue our work and direction.

The remainder of this section analyzes each specific Core Theme by identifying respective objectives and indicators of achievement. The indicators of achievement are used to evaluate whether the objective has been realized and ultimately indicate whether the Core Themes and Mission is being fulfilled.

Core Theme Objectives

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

In September, 2011, South Seattle College submitted its Year One Self-Evaluation Report to NWCCU. Feedback from the peer evaluators suggested that the College should further define mission fulfillment by articulating acceptable thresholds for institutional accomplishments or outcomes.

The 2013 Year Three self-study reflected significant changes to further refine and establish objectives for each of the four Core Themes that were meaningful, assessable, and verifiable indicators of achievement. This resulted in the creation of 33 Key Performance Indicators (KPIs). In October, 2013 the Year Three Peer-Evaluation Team recommended continued attention be paid to those two items. The results of the College's efforts included revisiting the 33 KPIs to determine which existing measures supported the Mission statement, Core Themes, and Objectives. As a result of this work, and in connection to [Achieving System Integration](#) in 2016, we were able to pair our KPIs down to the list shown below. These 12 KPIs define the elements of mission fulfillment while simultaneously providing a means of tracking the outcomes of the Core Themes work of the College.

South Seattle College's Key Performance Indicators	
1	Percentage of all new degree-seeking students retained fall to winter
2	Number of Points per Student as defined by the Student Achievement Initiative (SAI)
3	Percentage of all new degree-seeking students who earn a certificate/degree or transfer within 4 years
4	Actual Full-Time Equivalents (FTEs) in comparison to the State's allocation enrollment target
5	Percentage of all Professional Technical graduates who are employed within 9 months of graduation
6	Percentage of students who achieve level 3 (on a 4-level scale) of mastery as defined by master rubrics for each Student Learning Outcome (SLO)
7	Percentage of students who achieve level 3 (on a 5-level scale) of mastery as defined by the master course outcome rubric for Course Outcomes (CO)
8	Graduating students' self-report of instructional effectiveness
9	Ethnic composition of South's student population
10	Percentage of South's employees who represent a diverse workforce
11	Number of activities on the South campuses that are aimed at increasing cultural competence and awareness
12	Maintenance of the financial reserve as mandated by district policy

These measurable KPIs are used to assess achievement of the following Core Themes and associated Objectives and KPIs:

Core Theme	Core Theme Objectives	Associated KPIs
CORE THEME 1: Student Achievement	1.1 Students accomplish their educational objectives.	2, 3, 5
	1.2 South facilitates progression through various levels.	1, 2, 3
	1.3 Students navigate the system successfully.	1, 2, 3
CORE THEME 2: Teaching and Learning	2.1 Instructional programs are effective.	2, 3, 5, 6, 7, 8
	2.2 Students learn requisite knowledge and skills.	2, 5, 6, 7, 8
	2.3 Students are actively engaged in learning.	2, 6, 7, 8
CORE THEME 3: College Culture and Climate	3.1 South increases cultural competency; hires/retains diverse staff.	10, 11
	3.2 South encourages employee growth and contribution to community.	11
	3.3 South uses its resources efficiently and effectively.	4, 12
CORE THEME 4: Community Engagement and Partnerships	4.1 South's programs support industry workforce development.	3, 5
	4.2 South partners with schools/colleges to create a seamless pipeline.	3, 9
	4.3 South engages its community for mutual enrichment.	9

Below is the current set of 12 KPIs used to assess achievement of Core Objectives associated with the College's Core Themes. Led by the Office of Institutional Effectiveness, the KPIs are informed by standards of professional practice and were developed through campus-wide participatory processes which included the collection of input and feedback from constituents, examination of historical trends, completion of an environmental scan and SWOT analysis, and dialogue with other institutions about indicators that they have considered. This participatory process—along with a review of College, District, and state data systems and research capacity—helped the College intentionally select a comprehensive and balanced mix.

The following pages provide greater details about the Core Themes, their Objectives, and the indicators that have been selected to assess progress toward attainment of the Objectives and Core Themes and the extent of mission fulfillment for the current seven-year accreditation cycle.

CORE THEME 1: STUDENT ACHIEVEMENT					
South Seattle College is committed to increasing the achievement of all students, inclusive of various abilities, backgrounds, and aspirations.					
Objective 1.1 – South Seattle College Students Accomplish their Educational Objectives					
South Seattle College 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	Value	Measure	Baseline	Target
KPI 2: Number of Points per Student as defined by the Student Achievement Initiative (SAI)	These indicators measure a variety of gains made toward completion, providing a more nuanced snapshot of South's support of progression	Retention, progression, and completion	SBCTC SAI Report	1.45	1.5
KPI 3: Percentage of all new degree-seeking students who earn a certificate/degree or transfer within 4 years	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	Completion	SBCTC SAI Report	29%	40%
KPI 5: Percentage of all Professional Technical graduates who are employed within 9 months of graduation	For professional technical students, gaining employment in their field is the hallmark of success and indicates that the college is fulfilling its mission	Completion	SBCTC Annual Report	67%	80%

Objective 1.2 – South Seattle College Advances Student Course and Program Progression from One Level to the Next					
South Seattle College 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	Value	Measure	Baseline	Target
KPI 1: Percentage of all new degree-seeking students retained fall to winter	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	Retention	SBCTC SAI Report	56%	66%
KPI 2: Number of Points per Student as defined by the Student Achievement Initiative (SAI)	These indicators measure a variety of gains made toward completion, providing a more nuanced snapshot of South’s support of progression	Retention, progression, and completion	SBCTC SAI Report	1.45	1.5
KPI 3: Percentage of all new degree-seeking students who earn a certificate/ degree or transfer within 4 years	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	Completion	SBCTC SAI Report	29%	40%
Objective 1.3 – South Seattle College Students Successfully Navigate the College System.					
South Seattle College supports the needs of its 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	Value	Measure	Baseline	Target
KPI 1: Percentage of all new degree-seeking students retained fall to winter	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	Retention	SBCTC SAI Report	56%	66%
KPI 2: Number of Points per Student as defined by the Student Achievement Initiative (SAI)	These indicators measure a variety of gains made toward completion, providing a more nuanced snapshot of South’s support of progression	Retention, progression, and completion	SBCTC SAI Report	1.45	1.5
KPI 3: Percentage of all new degree-seeking students who earn a certificate/ degree or transfer within 4 years	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	Completion	SBCTC SAI Report	29%	40%

CORE THEME 2: TEACHING AND LEARNING					
South Seattle Community College is committed to providing consistently high-quality educational experiences that prepare students to meet their goals for life and work.					
Objective 2.1 – South Seattle College Instructional Programs are Effective					
South Seattle College 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	Value	Measure	Baseline	Target
KPI 2: Number of Points per Student as defined by the Student Achievement Initiative (SAI)	These indicators measure a variety of gains made toward completion, providing a more nuanced snapshot of South's support of progression	Retention, progression, and completion	SBCTC SAI Report	1.45	1.5
KPI 3: Percentage of all new degree-seeking students who earn a certificate/degree or transfer within 4 years	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	Completion	SBCTC SAI Report	29%	40%
KPI 5: Percentage of all Professional Technical graduates who are employed within 9 months of graduation	For professional technical students, gaining employment in their field is the hallmark of success and indicates that the college is fulfilling its mission	Completion	SBCTC Annual Report	67%	80%
KPI 6: Percentage of students assessed who achieve level 3 (on a 4-level scale) of mastery as defined by master rubrics for each Student Learning Outcome (SLO)	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	Learning (direct)	Assessment Canvas Shell	77%	85%
KPI 7: Percentage of students assessed who achieve level 3 (on a 5-level scale) of mastery as defined by the master course outcome rubric for Course Outcomes (CO)	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	Learning (direct)	Assessment Canvas Shell	94%	95%
KPI 8: Graduating students' self-report of instructional effectiveness	Students are well-positioned to determine the value of their educational experience within the context of their particular backgrounds, goals, and aspirations	Learning (indirect)	Mean difference from national norm on Noel-Levitz Student Satisfaction Inventory	5.83	6.4

Objective 2.2 – South Seattle College Students Learn Requisite Knowledge and Skills					
South Seattle College 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	Value	Measure	Baseline	Target
KPI 2: Number of Points per Student as defined by the Student Achievement Initiative (SAI)	These indicators measure a variety of gains made toward completion, providing a more nuanced snapshot of South's support of progression	Retention, progression, and completion	SBCTC SAI Report	1.45	1.5
KPI 5: Percentage of all Professional Technical graduates who are employed within 9 months of graduation	For professional technical students, gaining employment in their field is the hallmark of success and indicates that the college is fulfilling its mission	Completion	SBCTC Annual Report	67%	80%
KPI 6: Percentage of students assessed who achieve level 3 (on a 4-level scale) of mastery as defined by master rubrics for each Student Learning Outcome (SLO)	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	Learning (direct)	Assessment Canvas Shell	77%	85%
KPI 7: Percentage of students assessed who achieve level 3 (on a 5-level scale) of mastery as defined by the master course outcome rubric for Course Outcomes (CO)	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	Learning (direct)	Assessment Canvas Shell	94%	95%
KPI 8: Graduating students' self-report of instructional effectiveness	Students are well-positioned to determine the value of their educational experience within the context of their particular backgrounds, goals, and aspirations	Learning (indirect)	Mean difference from national norm on Noel-Levitz Student Satisfaction Inventory	5.83	6.4

Objective 2.3 – South Seattle College Students Are Actively Engaged in Learning					
Through pedagogies, promising practices and effective methodologies, South Seattle College provides a rich, self-directed student learning experience that will serve them well as students and prepare them for work and life.					
Indicators	Rationale	Value	Measure	Baseline	Target
KPI 2: Number of Points per Student as defined by the Student Achievement Initiative (SAI)	These indicators measure a variety of gains made toward completion, providing a more nuanced snapshot of South's support of progression	Retention, progression, and completion	SBCTC SAI Report	1.45	1.5
KPI 6: Percentage of students assessed who achieve level 3 (on a 4-level scale) of mastery as defined by master rubrics for each Student Learning Outcome (SLO)	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	Learning (direct)	Assessment Canvas Shell	77%	85%
KPI 7: Percentage of students assessed who achieve level 3 (on a 5-level scale) of mastery as defined by the master course outcome rubric for Course Outcomes (CO)	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	Learning (direct)	Assessment Canvas Shell	94%	95%
KPI 8: Graduating students' self-report of instructional effectiveness	Students are well-positioned to determine the value of their educational experience within the context of their particular backgrounds, goals, and aspirations	Learning (indirect)	Mean difference from national norm on Noel-Levitz Student Satisfaction Inventory	5.83	6.4

CORE THEME 3: COLLEGE CULTURAL AND CLIMATE					
<p>South Seattle College’s Culture and Climate is the foundation of the College that provides the infrastructure for mission fulfillment and core theme attainment.</p>					
<p>Objective 3.1 – South Seattle College is Committed to: Increasing the Cultural Competency of its Students, Staff and Faculty; and Hiring and Retaining a Diverse Workforce.</p>					
<p>South Seattle College recognizes the critical role of diversity in creating a successful educational environment for the 21st century. South Seattle College endeavors to improve the diversity and cultural competency of employees to help prepare students for participation in the broader community.</p>					
Indicators	Rationale	Value	Measure	Baseline	Target
<p>KPI 10: Percentage of South’s employees who represent a diverse workforce</p>	<p>Having employees that reflect a global workforce is critical to the success of the College in the 21st century</p>	<p>Institutional support for employee success</p>	<p>SBCTC Staffing Report</p>	<p>26%</p>	<p>35%</p>
<p>KPI 11: Number of activities on the South campuses that are aimed at increasing cultural competence and awareness</p>	<p>Multicultural competency improves the ability of faculty and staff to effectively perform their job responsibilities</p>	<p>Support for student and employee success</p>	<p>Various Departments on South’s Campus</p>	<p>84</p>	<p>175</p>
<p>Objective 3.2 – South Seattle College Provides Opportunities for Employees to Learn, Engage, and Contribute to the Campus and Greater Community.</p>					
<p>South Seattle College 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.</p>					
Indicators	Rationale	Value	Measure	Baseline	Target
<p>KPI 11: Number of activities on the South campuses that are aimed at increasing cultural competence and awareness</p>	<p>Multicultural competency improves the ability of faculty and staff to effectively perform their job responsibilities</p>	<p>Support for student and employee success</p>	<p>Various Departments on South’s Campus</p>	<p>84</p>	<p>175</p>

Objective 3.3 – South Seattle College, Through Its Approach, Processes, and Decisions, Efficiently and Responsibly allocates and Applies Its Resources (Fiscal Resources, Human Capital, and Facilities) to Effectively Achieve Its Mission.					
South Seattle College follows a conservative approach to operating the College and meets FTE targets within the budget, in constant pursuit of educational improvement.					
Indicators	Rationale	Value	Measure	Baseline	Target
KPI 4: Actual Full-Time Equivalents (FTEs) in comparison to the State’s allocation enrollment target	Monitoring and tracking our FTE production is an essential part of our financial sustainability which provides the resources and stability for South in meeting our mission	FTE	Seattle College District Enrollment	98%	100%
KPI 12: Maintenance of the financial reserve as mandated by district policy	Indicates the financial soundness and stability of the college based on the mandated Seattle College District Policy 608. The percent of annual operating budget held in reserve, with a benchmark of the district-mandated 5-10%.	Financial Stability	Seattle College District Annual Fiscal Report	8.2%	8.5% of annual operating budget

CORE THEME 4: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

South Seattle Community College collaborates with business and industry, labor, community-based organizations, middle schools, high schools and higher education institutions in support of the College’s mission and core themes.

Objective 4.1 – South Seattle College Provides Instructional Programs that Support Industry Workforce Development.

South Seattle 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.

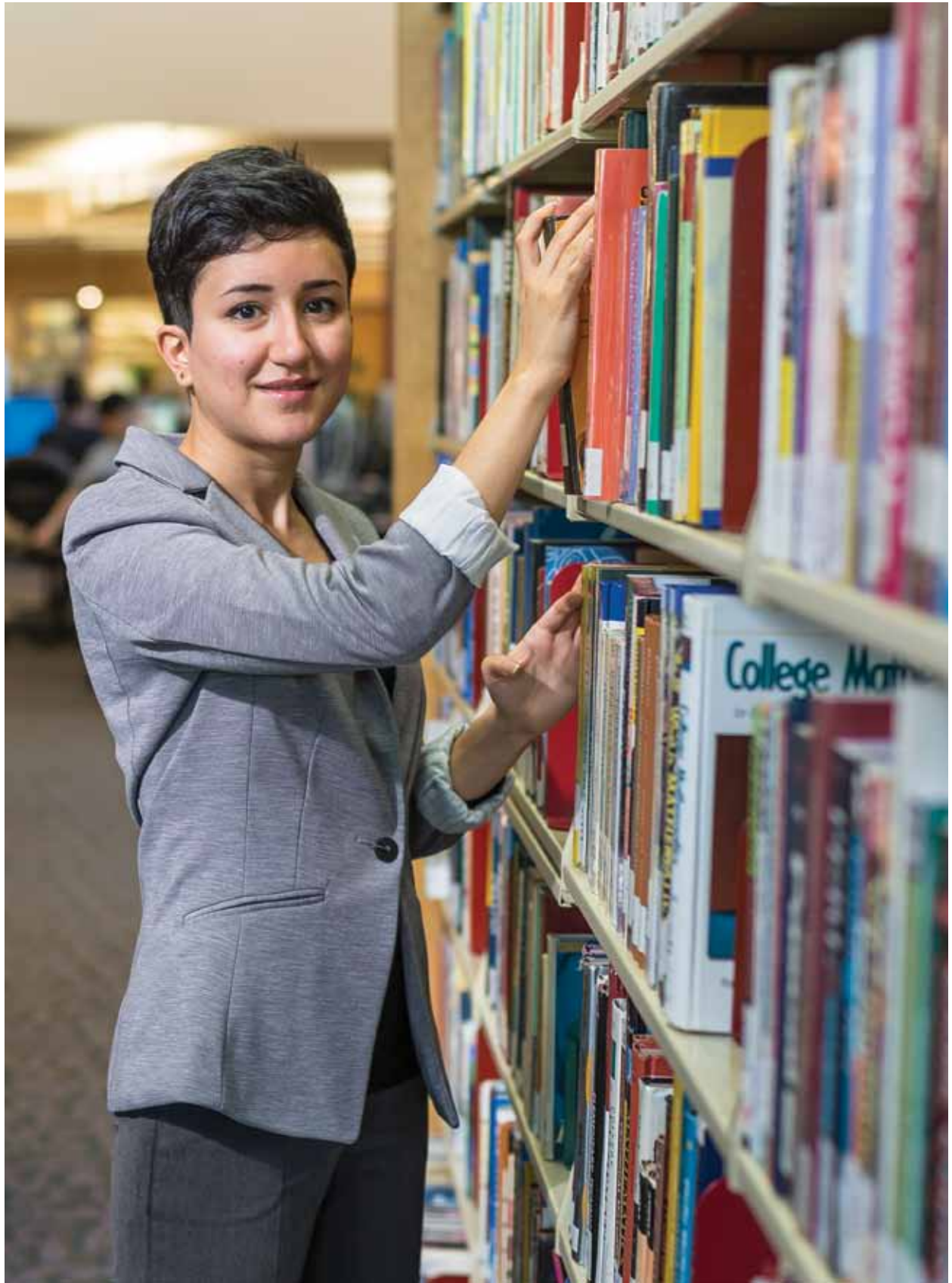
Indicators	Rationale	Value	Measure	Baseline	Target
KPI 3: Percentage of all new degree-seeking students who earn a certificate/ degree or transfer within 4 years	For students who indicate their intent to earn a credential, completion of that credential is a strong indicator that the college is meeting its mission	Completion	SBCTC SAI Report	29%	40%
KPI 5: Percentage of all Professional Technical graduates who are employed within 9 months of graduation	For professional technical students, gaining employment in their field is the hallmark of success and indicates that the college is fulfilling its mission	Completion	SBCTC Annual Report	67%	80%

Objective 4.2 – South Seattle College Partners with High Schools and University to Promote a Seamless Pipeline					
South Seattle 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	Value	Measure	Baseline	Target
KPI 3: Percentage of all new degree-seeking students who earn a certificate/degree or transfer within 4 years	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	Completion	SBCTC SAI Report	29%	40%
KPI 9: Ethnic composition of South’s student population mirrors that of South’s “feeder” high schools	Demonstrates that we are serving all parts of our community. The racial and ethnic composition of area high schools is a proxy for the composition of the larger community that we serve.	Access; serving our diverse community; uniqueness of South	SSC Student Profile; Office of the Superintendent of Public Instruction (OSPI) demographic data	35%	-20%
Objective 4.3 – South Seattle College Engages the Community for Mutual Enrichment and Participation.					
South Seattle College provides diverse lifelong learning and skill-building opportunities that are meaningful and valuable to the community.					
Indicators	Rationale	Value	Measure	Baseline	Target
KPI 9: Ethnic composition of South’s student population mirrors that of South’s “feeder” high schools	Demonstrates that we are serving all parts of our community. The racial and ethnic composition of area high schools is a proxy for the composition of the larger community that we serve.	Access; serving our diverse community; uniqueness of South	SSC Student Profile; Office of the Superintendent of Public Instruction (OSPI) demographic data	35%	-20%

The Mission statement clearly articulates the purpose of the institution and provides direction for the college, a large and complex organization. The Core Themes, Objectives, and Key Performance Indicators collectively represent essential elements of the college’s Mission. South Seattle College defines mission fulfillment as successfully meeting the Core Theme Objectives determined by the assessment and performance of Key Performance Indicators relative to predetermined targets.

CHAPTER TWO Resources and Capacity





By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

ELIGIBILITY REQUIREMENTS 4 THROUGH 21

ER 4: Operational Focus and Independence

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's Standards and Eligibility Requirements.

Governance: District | **Compliance:** College and District

South Seattle College operates under the statutory authority of the Community and Technical Colleges Act of 1991, codified in the Revised Code of Washington ([RCW](#)) [28B.50](#). It has maintained continuous accreditation with the Northwest Commission on Colleges and Universities (NWCCU) since 1969.

The College's governance structure, leadership, and administrative team allows for independent operation with accountability to the District chancellor, Board of Trustees, State Board for Community and Technical Colleges, and Washington State Legislature. Under this authority, South Seattle College independently establishes and manages its program and services and operates as a public institution of higher education with primary emphasis on transfer programs, workforce programs, and basic skills education. The College has the organizational independence and capacity to meet NWCCU's standards and eligibility requirements.

ER 5: Nondiscrimination

The institution is governed and administered with respect for the individual in a non-discriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

Governance: District | **Compliance:** College and District

As one of three colleges within the Seattle College District, South Seattle College is an Equal Opportunity Institution and adheres to [District Policy 201 on non-discrimination](#):

The Seattle College District VI is committed to the concept and practice of equal opportunity for all its students, employees, and applicants in education, employment, services and contracts, and does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender identity, veteran or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level. In addition, reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities. Authority: WAC 132F-148-010, Public Law 101-336, American with Disabilities Act (ADA) of 1990, 29 CFR Part 37.

Coordination of institutional compliance efforts with regard to equal opportunity and non-discrimination policies is assigned to the Director of Human Resources.

The College provides employees information about the [Procedure 419](#) which outlines the process for making discrimination complaints and makes the information readily available on the District website. When complaints arise, they are brought to Human Resources for investigation.

ER 6: Institutional Integrity

The institution establishes and adheres to ethical standards in all of its operations and relationships.

Governance: District | **Compliance:** College and District

South Seattle College strives for the highest levels of quality and ethical standards as one of its core values. The College has established policies and procedures ([District Policy 400](#)) in accordance with Washington State Ethics in Service law [RCW 42.52](#) that governs the actions and working relationships of South Seattle College employees with current or potential students, fellow employees, suppliers, government representatives, the media, and anyone else with whom the College has contact. In these relationships, employees must observe the highest standards of ethical conduct, avoiding conflict of interest at all levels.

Additionally, College faculty and staff are required to follow ethical standards outlined in the [faculty, classified](#) and [professional staff](#) collective bargaining agreements, students are provided with clear expectations in matters pertaining to academic honesty in the [South Seattle College Student Handbook](#), and the Seattle Colleges Board of Trustees are bound by the District's Code of Ethics for the Board ([District Policy 131](#)). Additionally, the College collaborates with external agencies such as the [Washington State Executive Ethics Board](#) to promote ethical behavior and the highest standards of professional conduct. Adherence to these standards is of high importance and the College remains committed to continued integrity.

ER 7: Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

Governance: District | **Compliance:** District

The Seattle College District has a five member [Board of Trustees](#) that oversees all three colleges in the District and derives its authority as described in [RCW 28B.50.100](#) and in accordance with [Section 100](#) of District Policies and Procedures. Each member is appointed by the governor and approved by the Washington State Senate for a term of five years. Trustees may serve up to two terms subject to approval by the governor and the Senate. All of the board members reside in the District and represent the interests of the community. No member of the Board has any contractual, employment, or personal financial interest in the institution.

The Board of Trustees meets monthly to govern the College through the formation of policy and the delegation of authority to the District's chancellor. It carries out its governance authority and duties as described in District and Washington state laws hyper-linked in the paragraph above. The Board ensures the Institution's Mission and Core Themes are being achieved through [annual monitoring reports](#) (see pages 10-13) and [District dashboards](#).

ER 8: Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

Governance: District | **Compliance:** District

The Seattle College District has a full-time [chancellor](#), otherwise known as the chief executive officer. The chancellor is appointed by the Board of Trustees who delegates authority to the chancellor to carry out the District's Mission. The current chancellor, Dr. Shouan Pan, joined Seattle Colleges in July 2016 as its 10th chancellor. An accomplished leader in higher education, Pan brings experience as a college president, provost, administrator, and professor.

In addition, South Seattle College has a full-time [president](#), appointed to the position by the chancellor. The South Seattle College president serves as the chief executive officer for the College and reports directly to the District chancellor. The current president, Dr. Rosie Rimando-Chareunsap, was appointed to the position in July 2018. Dr. Rimando-Chareunsap enjoys an 18-year history at South Seattle College and has served the institution in many capacities including Vice President for Student Services, Director of Student Outreach, and Associate Dean of Student Achievement. Dr. Rimando-Chareunsap is committed to taking South Seattle College to a new level of excellence and to leading the College as a partner in implementing Seattle Colleges' Strategic and System Integration plans. Neither the District nor College chief executive officers chair the institution's governing board. Operational/administrative authority is appropriately delegated as outlined in District's Delegated Authorities of the Board of Trustees [District Policy 108](#).

ER 9: Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

Governance: College and District | **Compliance:** College and District

South Seattle College has the administrative and support services required to provide effective leadership and management for the College's major support and operational functions. The College's staffing structures are available in [campus](#) and [District](#) organizational charts which address all organizational structures detailing administrative and support service functions. Through collaboration between all departments and the District, South Seattle College is able to foster fulfillment of its Mission statement and achievement of its Core Themes.

ER 10: Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

Governance: College and District | **Compliance:** College

South Seattle College employs a core of 88 full-time and 275 part-time professionally qualified faculty. The faculty are adequate in number and qualifications to meet its obligations toward achievement of South

Seattle College's Mission and Core Themes. Faculty are involved in the formulation of institutional policy and participate in academic planning, curriculum development and review, assessment, and institutional governance and are evaluated in a periodic and systemic manner, as prescribed by Article 6.10, Section D.1., in the [faculty collective bargaining agreement](#). Faculty workloads reflect the Mission and Core Themes of South Seattle College and the talents and competencies of faculty while allowing sufficient time and support for professional growth and renewal.

ER 11: Educational Program

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

Governance: College | **Compliance:** College

Consistent with its Mission, South Seattle College offers comprehensive educational, training and service programs that maintain high standards of excellence in academic transfer, career and technical education, adult basic education, baccalaureate, and continuing education to meet the needs of both the communities and students served.

[The Curriculum and Instruction Committee \(CIC\)](#) serves as the standing governance committee that advises the Vice President for Instruction and is responsible for curriculum and academic standards. All programs and courses are reviewed and approved by CIC and the Vice President of Instruction for their ability to identify, teach, and assess student learning outcomes, transferability, and academic quality and rigor consistent with the College's Mission and Core Themes.

Most of the College's educational programs lead to Associate of Science, Associate of Applied Science, or Associate of Arts Degrees, Baccalaureate and/or certificates and diplomas consistent with program content in recognized fields of study. A complete list of South Seattle College degree and certificate programs is available in the [District catalog](#) (see pages 159-200) and on the [College website](#).

ER 12: General Education and Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of General Education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or General Education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

Governance: College and District | **Compliance:** College

South Seattle College transfer degrees conform with policies developed by the [Washington State Intercollege Relations Commission](#) and the [Washington State Joint Transfer Council](#), ensuring that the College's transfer associate degree programs have appropriate general education breadth and depth. Degrees and one year professional technical certificates (45 credits or more) conform with NWCCU accreditation standards as well as Washington State Board for Community and Technical Colleges (SBCTC) policies addressing [instructional program and course development](#).

ER 13: Library and Information Resources

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

Governance: College | **Compliance:** College

The [South Seattle College Library](#) effectively supports the College's Mission and Core Themes by providing access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services regardless of delivery format. The library provides 35,710 books, 116,610 electronic books, 168 serials, 19 online serials, 4,393 media, and 26,590 online media and is currently staffed by 3 full-time faculty librarians, 2 part-time librarians, two full-time paraprofessionals, and four student full-time equivalencies. Centrally located on the main campus, the library is open 54 hours most weeks. The library has 36 student computers that provide convenient access to the online catalog, online databases, internet resources, Microsoft Office, and other educational software requested by faculty and students.

Ongoing collection development is conducted by faculty librarians and supported by guidance from instructors across the curriculum. Librarians further support faculty by working with them to incorporate information literacy skills in class assignments and/or by offering instruction on topics such as orientation to library resources, review on citations and bibliographies, explanations of how to use scholarly journals, and exercises on reference sources.

Students, faculty, and other users requesting reference or technical assistance may access library resources in-person, by telephone, or [24/7 online chat](#).

ER 14: Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Governance: College and District | **Compliance:** College and District

In order to meet the needs of the local community, South Seattle College operates a main campus in residential West Seattle and two satellite campuses in the nearby neighborhoods of Georgetown and Beacon Hill. The [main campus](#) consists of 27 buildings encompassing 503,243 square feet of state-owned facilities. The [NewHolly Learning Center](#) satellite campus in Beacon Hill consists of 1 building encompassing 8,584 square feet and the [Georgetown Apprenticeship & Education Center](#) satellite campus in Georgetown consists of 5 buildings encompassing 152,011 square feet of state owned facilities. Each of these physical facilities are accessible, safe, secure, and sufficient in quantity and quality to support its educational programs, Core Themes and Mission.

The College's physical network infrastructure is connected to the [Pacific Northwest Gigapop network](#), which provides reliable high-speed access for all locations. South Seattle College has a 1 Gigabyte (GB) metropolitan area network (MAN) connecting all of its campuses with a capacity for 10 GB. Wireless access is available and heavily used throughout the College; there are approximately 100 access points with a speed of 54 Megabit per second (MBps) which requires a College secure login to access and is available only to College faculty, staff, and actively enrolled students. The District's [Technology Services Department](#), which provides services and resources to help the faculty, students, and staff at South Seattle College use technology effectively, frequently communicates with campus stakeholders to ensure the College's technological infrastructure is adequate to achieve its Mission and Core Themes.

ER 15: Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Governance: College and District | **Compliance:** College

South Seattle College endorses an open intellectual forum in which faculty and students are free to examine and test all knowledge appropriate to their discipline or major area of study, including controversial topics.

Faculty rights, responsibilities, professional obligations, and autonomy are articulated in [Article 6.9](#) of the collective bargaining agreement between the District and College faculty. Through established and documented governance processes, South Seattle College respects that faculty have purview in academic matters.

Academic freedom is also guaranteed to all South Seattle College students under the First Amendment of the U.S. Constitution, [District Policy 375](#) and [WAC 132F-121-020](#).

ER 16: Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

Governance: College and District | **Compliance:** College

South Seattle College maintains an open-door, non-discriminatory admission policy as required by the State of Washington ([RCW 28B.50](#)). The College admits all applicants who are 18 years of age or older or who are a high school graduate or who have a GED. Students who do not meet the age requirement may be admitted upon appropriate release from their high school or by completing an application for consideration. The College also offers a free high school completion program for students nineteen years of age or older. Special programs at the College such as [Running Start](#), the [Center for International Education](#), and the BAS programs in [Hospitality Management](#), [Professional Technical Education and Instructional Design](#), and [Sustainable Building Science Technology](#) have separate admissions guidelines based on state and national regulations that apply to the program or population served.

South Seattle College has developed policies and procedures which support a detailed admission process designed for student success. [Admission Policy 305](#) outlines the process for a student to be admitted to the College. The specific admissions procedures and steps are explained clearly on the [College website](#), from within [MySouth](#) (the student portal to web-based services), in the [Student Handbook](#) (see page 6).

ER 17: Public Information

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles, and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Governance: College and District | **Compliance:** College and District

The Seattle College District Public Information Office coordinates the review of the District catalog which is published biannually and provides comprehensive information about South Seattle College costs, programs, policies and procedures, faculty and staff credentials, College Mission, Core Themes, and Values. The catalog is available digitally to students and College stakeholders on the [District website](#).

South Seattle College has its own Public Information Office that oversees the development and distribution of College publications, marketing, media requests, community events, information for the College website, and other instructional and student services materials to assure the information is accurate and up-to-date. The College uses multiple methods to provide basic information on admissions, enrollment, financial aid, program offerings, tuition and fees, academic calendar, policies for grading and refunds, and steps to enroll in selected programs. Information is located on the College website and in the District catalog, class schedule, and Student Handbook.

ER 18: Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Governance: College and District | **Compliance:** College

Each college district in the Washington State community and technical college system is funded with a combination of state funds (based primarily on student FTEs) allocated by the legislature through the State Board for Community and Technical Colleges; student tuition and fees; and a variety of external grants and contracts designed to support innovative initiatives to improve student learning and support services. College districts receive separate state budget allocations and are responsible for their own financial management.

South Seattle College has established and can demonstrate a stable funding base, a financial planning process connected to the institution's Mission and Core Themes, a balanced budget, and a responsible level of debt. [District Policy 601](#) ensures the availability of adequate financial resources to sustain academic programs and other College operations over the long term. Because the College has a long-term contingency reserve practice as part of its risk management practices to ensure short-term solvency and long-term financial sustainability, the College was able to handle the recent reductions in state funding. [District Policy 608](#) establishes a 5 to 10% reserve at each of the three operating units, including South Seattle College. The College's financial reserves have remained healthy and students continue to be served effectively. See 2.F.1, 2.F.2, and 2.F.3 for further details.

ER 19: Financial Accountability

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

Governance: District | **Compliance:** District

South Seattle College is audited as the part of the Seattle College District. The District undergoes external financial audit conducted by the [Washington State Auditor's Office \(SAO\)](#) in accordance with [Governmental Auditing Standards](#). The audit results are considered by the College presidents and presented to the Board of Trustees.

The District met all accreditation standards for financial reporting from 1970 through 2011. In 2011, The NWCCU determined that Colleges needed to produce financial statements and undergo external audits, in a reasonable time frame, by professionally qualified personnel in accordance with generally accepted auditing standards. Since that time, the District has produced financial statements and completed undergone an external financial audit for Fiscal Year (FY) 2013 and FY 2014. The Seattle Colleges requested to forego the audits for FY 2015, FY 2016, and FY 2017 due to staffing transitions and this was [accepted by SAO](#). See 2.F.7 for further details.

Seattle College District will undergo an SAO audit of its FY 2018 financial statements beginning in December 2018. The audit will be completed by [March 2019](#) and shared with the Board of Trustees at their subsequent meeting. The District intends to undergo such audits on an annual basis.

ER 20: Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Governance: College | **Compliance:** College

South Seattle College discloses to the Northwest Commission on Colleges and Universities and all information required by the Commission to carry out its evaluation and accreditation function.

ER 21: Relationship with the Accreditation Commission

The institution accepts the Standards and related policies of the Commission and agrees to comply with these Standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Governance: College | **Compliance:** College

South Seattle College accepts and agrees to comply with the Standards and related policies of the Northwest Commission on Colleges and Universities (NWCCU). The College agrees that the NWCCU may disclose the nature of any action, positive or negative, regarding its status with the Commission.

2.A GOVERNANCE

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Governance: College and District | **Compliance:** College and District

District Governance

The Seattle Community Colleges District, of which South Seattle Community College is a member, was established in 1967 when the Washington State legislature passed the Community College Act and created a new state system of community colleges independent of local school districts ([WAC 132K-995-990](#)).

In March 2014, the Board of Trustees approved name changes for the District itself and for each of the individual colleges comprising it. The District was renamed Seattle College District, and the three colleges became North Seattle College, Seattle Central College, and South Seattle College.

The District is regulated by the [Washington State Board for Community and Technical Colleges \(SBCTC\)](#). The presidents and chancellors of the state's thirty-four community and technical colleges coordinate statewide programs and priorities through the SBCTC and its negotiations with the state legislature. Following appropriation by the state legislature in its annual session, the SBCTC distributes state funds to individual college districts.

The District demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. [Washington Administrative Code 132F-01-010](#) empowers a five-member, governor-appointed Board of Trustees for the Seattle College District, giving it authority to “operate all existing community and technical colleges in its district” and invests it with “the appointing authority for employees of the district.” This section of the code describes the delegation of authority by the District's Board of Trustees to the District chancellor and from the chancellor to the three college presidents.

As described in [District Policy 107.13](#), the chancellor reports to the Board and each college has a president who reports to the chancellor. Each college in the District is accredited separately. Dr. Shouan Pan has been the District chancellor since July 2016. He was previously president of Mesa Community College in Arizona and before that served in executive roles in Florida and Pennsylvania. He holds a master's degree in college student personnel from Colorado State University and a doctorate in higher education from Iowa State University.

College Governance

South Seattle College demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Administrators, faculty, staff, and students understand and fulfill their respective roles as set forth by state statutes, District policies and procedures, and District collective bargaining agreements. The College's governance system helps the College accomplish its Mission and Core Themes.

At South Seattle College, governance is organized as an advisory system with two main governing councils: The President's Cabinet and the College Council. There are in addition five main leadership councils, each of which is convened by and advises a member of the President's Cabinet: Instructional Council, the Managers of Student Services (MOSS), the Administrative Services Managers and Directors, the Institutional Effectiveness Committee (IE), and the Curriculum and Instruction Committee (CIC).

The governing and leadership councils each serve a particular purpose:

- The President's Cabinet, which includes all senior administrators, is the primary governing body.
- The [College Council](#) advises the President's Cabinet and works with the president directly on policy proposals that affect members of the campus community outside of any one department or constituency. An elected body with fourteen seats, the College Council represents every sector of the campus community. The council's roles and responsibilities are laid out in its [bylaws](#).
- The [Curriculum and Instruction Committee](#), plays a major role in accomplishing the institution's instructional mission. This fifteen-member committee, which advises the vice president for instruction, is responsible for the effective and efficient management of curriculum development and oversight, including quality of content, effectiveness of delivery, and incorporation of assessment measures. It, too, operates under a set of [bylaws](#).
- The Instructional Council, convened by the vice president of instruction, collaborates to administer and ensure that instructional guidelines are applied consistently, to increase student enrollment and persistence, and to coordinate class offerings and instructional supports.
- The Managers of Student Services, convened by the vice president of student services, provides direction for services supporting intake, progression, retention, and completion.
- The Administrative Services Managers and Directors, convened by the vice president of administrative services, is responsible for all aspects of and coordination among administrative services and operations.

The [Guiding Team](#) provides for further consideration of faculty, student, and staff views. The Guiding Team oversees the College's implementation of [Guided Pathways](#). With representation from instruction, student services, business administration, the public information office, and the President's Cabinet, the team leads discussion and decision-making about the design and direction of the guided pathways redesign effort. The team's structure includes four major pillars whose work is supported by special task forces and workgroups. As with the College Council and the Curriculum and Instruction Committee, the Guiding Team operates according to its [bylaws](#).

The College's decision-making structures and processes further make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Collective bargaining agreements with [faculty](#), [classified](#), and [professional staff](#) describe each group's role and responsibilities with respect to governance. The Faculty Senate, established through AFT Seattle Colleges Local 1789, further serves as a voice for faculty concerns and provides a forum through which the faculty makes recommendations to the president. Each college in the District has a Faculty Senate to keep the AFT executive board apprised of faculty views and concerns and to enable communication between the executive board and the faculty at each college. The South Seattle College Faculty Senate elects a president or co-presidents, a secretary, a part-time faculty representative, and a grievance officer. The president of the Faculty Senate meets regularly with the College president to review relevant issues.

Students also play a role in the governance system, primarily as representatives on the College Council and other committees. Representatives of the student government meet with the president quarterly and attend Board of Trustee meetings, where their reports are a regular part of the agenda. Students' role with respect to governance is articulated in the United Student Association (USA) [Constitution](#).

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Governance: District | **Compliance:** District

[Seattle District Policy 200](#) clearly outlines the division of authority and responsibility between the system and the institution:

- The Seattle College District Board of Trustees will operate this multi-campus District as a single comprehensive, legal entity under the administrative direction of a chief executive officer who is called the chancellor.
- Under the District leadership of the chancellor, each college of the District shall have a chief unit administrator who shall be designated president/vice chancellor.
- Appropriate administrative, advisory, and other governance mechanisms shall be an operational responsibility of the appropriate unit administrator in charge of a particular operational entity.
- The chancellor shall be responsible for the overall management of the District administrative structure.

The Seattle College District maintains [official policies and procedures](#) that apply to the three colleges in the District. It is the responsibility of the College president, and in turn the vice presidents and executive team to ensure that all employees at South Seattle College are expected to perform their duties in accordance with these policies and procedures. Each employee is, by definition in their job descriptions, instructed to adhere to District policies and procedures. In addition, adjudicative processes such as student conduct, formal processes such as student complaints, and collective bargaining agreements all uphold and adhere to the established District policies and procedures. See also 2.A.1, 2.A.9, 2.A.10, 2.A.11, 2.A.15, 2.A.19, and 2.B.1.

2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Governance: College | **Compliance:** College

South Seattle College is currently in compliance with the Standards for Accreditation of the [Northwest Commission on Colleges and Universities \(NWCCU\)](#). Larry Reid is the Acting Accreditation Liaison Officer (ALO). He serves as a liaison between the Commission and the College on a variety of matters, particularly during the self-study and evaluation process. He also disseminates information and answers questions about NWCCU Standards for all campus audiences.

As part of his duties, the ALO works with the chancellor, Board of Trustees and President's Cabinet to discuss and monitor the College's compliance with NWCCU Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

The ALO regularly attends NWCCU training meetings to stay current with NWCCU Eligibility Requirements, Accreditation Standards, and Commission processes and policy requirements.

Governing Board

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

Governance: District | **Compliance:** District

The Seattle Colleges has a functioning governing Board consisting of at least five voting members who have no contractual, employment, or financial interest in the institution.

The Seattle College District is governed by a five-member [Board of Trustees](#) appointed by the Washington State Governor and approved by the State Senate for sequential five-year terms. As the highest level of District governance, the Board selects and evaluates the District chancellor, the chief executive officer for the District, to whom it delegates authority to carry out the District’s Mission per [District Policy 108](#). The president of South Seattle College reports directly to the District chancellor and also serves in a District-wide capacity as a vice chancellor. The District policies and procedures apply to all three colleges and are publicly and freely available. While each college has a significant measure of autonomy, the District policies form the basis of College operating procedures.

The Board of Trustees sets policy and helps maintain the quality and integrity of the institution. In accordance with District policy, the Board:

- Sets District policies and delegates to the District chancellor the authority to implement and administer those policies;
- Selects, appoints, and evaluates the District chancellor;
- Approves the District’s Mission and exercises broad-based oversight to ensure compliance with District policies;
- Approves academic degrees and delegates to the Colleges the ability to approve certificates, other major programs of study, and any substantive changes to existing programs;
- Approves the District and institutional budgets and periodically reviews fiscal and audit reports.

The chancellor and the three college presidents attend all regularly scheduled monthly meetings of the Board as non-voting participants as do the president of the faculty union, the president of the professional staff union, the president of the classified staff union, and the student body presidents from each campus. To provide continuity, the terms of individual Board members are staggered. No member is a District employee, and none have any financial interest in the District or its colleges. Further, [District Policy 103](#) restricts eligibility to those who are not “an employee of the community college system, a member of the board of directors of any school district, a member of the governing board of any public or private educational institution, or an elected officer or member of the legislative authority of any municipal corporation.

District policies are publicly available and regularly updated. The policies include those establishing the legal basis and rules for board decision making. [District Policy 106](#) states: “No action shall be taken except by an affirmative vote of at least three members.” Further, [District Policy 131](#) establishes that Board members “have no legal authority outside the meetings of the Board.”

The primary responsibility of the Board of Trustees is to meet the changing educational needs of the community while reflecting the community's values in fulfilling the College Mission. Trustees certify the consistency of College Missions and goals, formulate policy, and ensure effective leadership and responsible use of resources. The Board also holds open, public meetings on a regular, publicly announced schedule. The District's current Board members are:



Teresita Batayola

CEO of International Community Health Services, Washington state's largest Asian and Pacific Islander non-profit organization providing primary health care services. Prior to entering the healthcare field, Batayola worked and practiced in economic development, community and international development, and strategic planning. Batayola holds a BA in Public Affairs from Seattle University and an MS in Urban Administration from Bucknell University. Term: October 2014 - September 2020.



Louise Chernin, Chair

President and CEO of the Greater Seattle Business Association (GSBA), the largest LGBT Chamber of Commerce in the United States. Chernin holds a BA in Sociology from City University of New York-Brooklyn College. Term: August 2015 - September 2020.



Stephen Hill, Vice Chair

Former director of the Department of Retirement Systems and Health Care Authority, and former Senior Vice President of Human Resources at Weyerhaeuser. He also serves on the boards of the Consumers Union, Seattle Symphony, Habitat for Humanity, Seattle City Club, KUOW, MODA Health, and Bainbridge Graduate Institute. Hill received a B.S. in Forestry Management from the University of California at Berkeley and an MBA from the University of California at Los Angeles. Term: January 2013 - September 2022.



Rosa Peralta

Independent consultant working in the field of civil rights, juvenile justice, community engagement, education and healthcare. Peralta's work focuses on developing tools and standards to improve and increase collaboration among public institutions, nonprofit organizations and foundations to promote programs and systems that protect and advance the rights of youth and poor people. Peralta graduated from Whitman College with a BA in Sociology. She is a PhD candidate (ABD) at the University of Michigan, where she earned her MA in Sociology. Term: January 2018 - December 2022.



Robert M. Williams

Director of Community Reinvestment Act loans and investment manager at Union Bank. He is a Seattle native and an alumni of Washington State University (WSU), and his daughter graduated from Seattle Colleges in 2015. Williams holds a B.A. in Business Administration-Finance from WSU and is a graduate of the Pacific Coast Banking School at the University of Washington. Term: October 2018 - September 2023.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

Governance: District | **Compliance:** District

The Seattle College District Board of Trustees acts only as a committee of the whole. [District Policy 128](#) states that “the Board of Trustees exercises collective authority based upon decisions made by majority vote (minimum of three) in regular or special meetings.” Except by specific authorization of the Board as a whole, no member may make statements on behalf of the Board. [District Policy 131.11](#) encodes a code of ethics for Board members and states that individually the Board members “have no legal authority outside the meetings of the Board.” See also 2.A.1.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

Governance: District | **Compliance:** District

The Seattle College District Board of Trustees establishes and exercises broad oversight of institutional policies. [District Policy 108](#) describes authority that the Board delegates to the District chancellor as well as those powers that reside exclusively with the Board of Trustees. This includes the authority “to adopt every declared ‘policy’ of the District,” including Section 100 whose policies pertain to the Board itself.

The District office maintains a tracking database to ensure periodic review, and revision as necessary, of all policies. Each vice chancellor is responsible for ensuring that policies within his/her area is reviewed on a rotational basis.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

Governance: District | **Compliance:** District

The Seattle College District Board of Trustees maintains responsibility for selecting and appointing the chief executive officer who is held accountable for District operations. As [District Policy 107](#) states, the Board “shall employ, for a period to be fixed by the board, a district president, whose working title shall be chancellor.”

Our current chancellor is Dr. Shouan Pan. He was appointed chancellor of Seattle Colleges in July 2016 to implement and administer Board-approved policies related to the operation of the institution. His full biography can be accessed [on the District website](#). The chancellor’s evaluation is held annually either in an executive session or at a Board retreat. Chancellor Pan’s most recent evaluation occurred in June 2018.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Governance: District | **Compliance:** District

The Seattle College District Board of Trustees undergoes regular self-evaluation to ensure its duties and responsibilities are fulfilled in an effective and efficient manner, with the most recent evaluation taking place Fall 2018. This self-evaluation was reviewed and reported at the [October 18, 2018](#) Board of Trustees meeting.

Leadership and Management

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

Governance: College and District | **Compliance:** College

South Seattle College has an effective system of leadership. [District Policy 200](#) requires that the Seattle College District Board of Trustees operate its multi-campus District as a single comprehensive, legal entity under the administrative direction of a chief executive officer who is called the chancellor. Overall leadership is vested in the Chancellor's Executive Cabinet, which is the executive level body for operational governance and decision making at a District level. Members of the Chancellor's Executive Cabinet are qualified administrators with appropriate levels of responsibility and accountability.

The Chancellor's [Executive Cabinet](#), in addition to the chancellor, includes three college presidents, a vice chancellor of academic and student success, an associate chancellor of workforce education, a vice chancellor of administrative services (and human resources), an associate vice chancellor for global initiatives, a director of government relations, a vice chancellor of communications and strategic initiatives, an associate vice chancellor and chief information officer and a vice chancellor for advancement. Each Cabinet member is assessed annually through defined expectations and performance evaluation measures as explained in 2.B.2. Moreover, at the end of each year, Executive Cabinet members, including the chancellor, prepare written self-evaluations of their progress in meeting their goals, and develop their goals for the coming year. Goals and performance are aligned with the Seattle Colleges' Mission statement, Strategic, and Operational plans.

Each college in the District has a chief unit administrator, also known as the president/vice chancellor. Each president reports to the District chancellor, who in turn reports to a five-member, governor-appointed [Board of Trustees](#). Currently, the Seattle College District chancellor is Dr. Shouan Pan and the South Seattle College president and vice chancellor is Dr. Rimando-Chareunsap. Their credentials are as follows:



Chancellor Shouan Pan, Ph.D.

Dr. Shouan Pan was appointed chancellor of Seattle Colleges in July 2016. He spent the previous eight years as president of Mesa Community College in Mesa, Ariz. His other executive roles include provost of Broward College-South Campus; executive dean of Instruction and Student Services at Florida State College at Jacksonville; dean of Student Life at Community College of Philadelphia; and assistant professor of Educational Psychology and Recruitment and Retention Administrator at Northern Arizona University.



South Seattle College President Rosie Rimando-Chareunsap, Ed.D.

Rosie Rimando-Chareunsap has been the president of South Seattle College since 2018 and also serves in a district-wide leadership role as vice chancellor for equity, diversity, and inclusion. Dr. Rimando-Chareunsap has served in various capacities at the College since 2000, most recently as vice president for student services from 2012 to 2018. She holds a Doctor of Education in Higher Education Administration from Washington State University.

Both the chancellor and the president are employed in their positions full-time and charged with planning, organizing, and managing the College.

The Office of Institutional Effectiveness (IE) reports to the president and is tasked with assessing the College's achievements and effectiveness in support of its Strategic Plan, Mission, and Core Themes. See Chapter 1 for details.

The chancellor serves as an ex-officio member of the Board of Trustees but does not serve as its chair. See also 2.A.7.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

Governance: College | **Compliance:** College

South Seattle College employs 53 administrators which represents 9% of its personnel. As the College's [organizational chart](#) demonstrates, there are sufficient administrators associated with the College's three primary units—Instruction, Student Services, and Administrative Services—to effectively manage the College and serve its students.

The President's Cabinet, which is the executive level body for governance and decision making at the College, is responsible for effective leadership of their respective units within Instruction, Student Services, and Administrative Services, as well as cross-division collaborative leadership aimed at advancing the College toward mission fulfillment. It is composed of the following:

- [Liz Murata](#), Interim Vice President of Instruction
- [Joyce Allen](#), Interim Vice President of Student Services
- [Elizabeth Pluhta](#), Vice President of Administrative Services
- [Betsy Hasegawa](#), Associate Vice President of Equity, Diversity, and Inclusion
- [Greg Dempsey](#), Executive Director of Institutional Effectiveness
- [Kathie Kwilinski](#), Executive Director, Center for International Education
- [Ty Swenson](#), Director of Communications and Marketing
- [Linda Manning](#), Director of Human Resources

It is the policy of the College to attract and retain qualified individuals to serve in principal administrative positions, both academic and nonacademic. All administrators are hired based on the appropriate competencies, administrative experience and academic credentials. See also ER 9 and 2.B.1 for details.

The president and senior-level administrators listed above are assessed annually through [defined expectations and performance evaluation measures](#). Additionally, the President's Cabinet is responsible for ensuring that administrators and managers in their units are annually evaluated as well. See 2.B.2 for details.

POLICIES AND PROCEDURES

Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Governance: District | **Compliance:** College and District

Academic policies are clearly communicated to faculty and to administrators and staff with responsibilities related to those areas. The District's [instructional policies and procedures](#) (see section 500) are widely accessible to all faculty, staff, and administrators in the Seattle College District. These policies address the instructional calendar, instructional programs, District personnel standards, college awarded credit, grading system, use of human subjects, and body substance isolation.

Policies related to teaching, service, scholarship, and artistic creation are found in Article 6 and Article 13 of the [faculty collective bargaining agreement \(CBA\)](#). Evaluation of full- and part-time faculty is clearly communicated in Section 6.10 (full-time faculty), Section 7 (probationary faculty), and Sections 10.7 and 10.8 (part-time faculty). Article 11 covers faculty workloads. The CBA is also widely accessible to all faculty and to administrators and staff, both in print and online.

Quarterly new (and returning) faculty orientations, [conducted by the Teaching and Learning Center \(TLC\)](#), communicate academic policies to both part- and full-time faculty. The College also publishes a [Faculty Handbook](#) which also outlines a wide range of academic policies. In addition, the chancellor, campus president, vice president of instruction, vice president of student services, registrar, and deans communicate with faculty regarding policies that affect their work, such as content that is required in a syllabus, student's right to privacy ([FERPA](#)), and [policies regarding student conduct](#) on a regular basis in person, at meetings, and over email.

Academic Policies are readily available to students as well. From the [College's website](#) students can easily access information on policies, procedures, issues, rights, and statistics. The [District catalog](#) contains a comprehensive policy overview, beginning on page 43. The [Student Handbook](#) also provides information on major policies. The District policy on [student rights and responsibilities](#) and the [student code of conduct](#) is available on the District website and intranet. See also 2.A.15.

The [online class schedule](#) lists important dates and deadlines along with policies related to enrollment and student resources. A [quarterly viewbook](#) is mailed to students in the College's catchment area and to prospective students who have requested information. All students who apply for admission receive information titled Next Steps. This document includes links to the College website and department contacts where students can get information on College procedures and policies. Campus policies and procedures are also discussed during meetings with advisors.

The College also publishes "[Tuesday Tips](#)" each week via email to all registered students which communicates important deadlines, information, policies and resources to students. Finally, faculty members discuss academic policies and student expectations through a course syllabus which is distributed to students at the beginning of the quarter. See also 2.C.2.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Governance: College and District | **Compliance:** College

Policies regarding access to and use of library and information resources are documented, published and enforced. These policies are published on the [website](#) and outline general information about the library, circulation and borrowing policies, policies regarding facilities and equipment, [copyright and privacy](#), and collection development. Policy updating and training occurs as needed at library staff meetings. See also 2.A.24.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Governance: College and District | **Compliance:** College

South Seattle Colleges maintains clear, widely published policies and consistent processes for accepting credit from accredited colleges and universities. These policies maintain the integrity of South Seattle College's programs while facilitating student mobility between institutions and supporting students in the completion of their educational goals.

The Credential Evaluation Office is responsible for the receipt and evaluation of student transfer credit applications. To ensure that course credits transferred in from other colleges are equivalent, the college relies primarily upon two resources: the [Transfer Credit Practices of Designated Education Institutions](#) published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the website for the [Council for Higher Education Accreditation](#). Credits from regionally accredited schools are automatically accepted. For situations in which transfer credits are from schools which are not a part of a regional accreditation body, course descriptions from catalogs are compared and schools are contacted.

Faculty and instructional deans are consulted to determine course commonality between institutions. Transfer credits for international students are evaluated using original transcripts and formal guidelines and publications. The College follows AACRAO guidelines for posting [transfer-in credit](#) on the transcript separately from credit earned in residence. Students also have access to Degree Audit, an online tool for students to view completed courses, transferred-in credits, and requirements remaining for their intended degree.

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Governance: District | **Compliance:** College and District

Guidelines and rules for student's rights and responsibilities at South Seattle College are clearly stated in [WAC Chapter 132F-121](#), including [academic honesty](#), [appeals](#), [grievances](#), and [disability accommodations](#), and are administered consistently and equitably.

The [District catalog](#) also serves as a reference guide for new and prospective students and includes information about the College Mission, admission requirements, rights and responsibilities, as well as academic regulations. Other resources which distribute this information include the [Student Handbook](#), [College website](#), and District's [Student Right-to-Know/Rules](#) website page, and [Seattle College District Policy 365](#).

Academic Dishonesty

Page 9 of the South Seattle College [Student Handbook](#) informs students that as a condition of enrollment, each student assumes responsibility for adhering to standards of conduct that will contribute to the pursuit of academic goals and to the welfare of the academic community, including “maintaining high standards of academic integrity.” This information is also posted on the District website (see Seattle College [District Policy 365](#) and [Procedure 375](#)), on faculty syllabi, the [rubric for “Personal Responsibility” student learning outcome](#), and on the campus [student conduct form](#) which notes that, “Academic dishonesty i.e., entrance testing, plagiarism, cheating, etc. may warrant disciplinary action. The instructor, through the associate dean, may refer the matter to the vice president of students or designee for disciplinary action. An instructor need not give credit for work which is the product of cheating, plagiarism or another student misconduct. However, the lowering of a course grade is not allowed in cases of cheating, misconduct and plagiarism.”

Grievances and Appeals

The District policies and procedures relating to student discipline, including the imposition and appeals of such discipline, are set forth in [Chapter 132F-121 of the Washington Administrative Code](#). Copies of chapter 132F-121 WAC may be obtained from the vice president of student services. This information can also be found on page 10 of the [Student Handbook](#), [College website](#), and on the [District website](#).

Any student enrolled at the College may file a complaint against any student or College employee when they believe they have personal knowledge of a violation or bias incident. For grades, students may file complaints with the dean of enrollment services who serves as the complaint officer. Complaints related to sexual harassment can be filed with the affirmative action officer. Violations of the student code of conduct may be reported to campus security or the vice president of student services/designee. Information on the complaint process can be found on the [College website](#).

Disability Accommodations

The Seattle Community College District complies with the [Americans with Disabilities Act \(ADA\), Section 504 of the Rehabilitation Act of 1973](#) and with the [disability laws](#) of the State of Washington. Faculty syllabi include instructions on how to contact the department of educational support services if a student has a documented disability. To receive reasonable accommodation, students are responsible both for requesting accommodations and for providing appropriate written documentation. Students who have special needs are referred to the [Disability Services Office](#) for assistance.

[The Office for Civil Rights \(OCR\)](#) monitors institutions that receive federal funding to ensure compliance with ADA and Civil Rights regulations. OCR requires the State Board for Technical and Community Colleges to [numerically rank each college](#) in order for OCR to make their selection for the Civil Rights Review. South Seattle College was last selected for a campus-wide compliance on-site monitoring visit and review during the 2011 academic year.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Governance: College and District | **Compliance:** College

South Seattle College has developed policies and procedures which support a detailed admission and placement process designed for student success. [District Policy 305](#) and [District Policy 306](#) outline the processes for a student to be admitted to the College. The specific admissions procedures and steps are explained clearly on the [College website](#), from within [MySouth](#) (student portal to web-based services), and on page 6 of the [Student Handbook](#).

Admission

South Seattle College maintains an open-door, non-discriminatory admission policy as required by [RCW 28B.50](#). The College admits all applicants who are 18 years of age or older or who are a high school graduate or who has a GED. Students who do not meet the age requirement may be admitted upon appropriate release from their high school or by completing an application for consideration. The College also offers a free high school completion program for students nineteen years of age or older. Special programs at the College such as [Running Start](#), the [Center for International Education](#), and the BAS programs in [Hospitality Management](#), [Professional Technical Education and Instructional Design](#), and [Sustainable Building Science Technology](#) have separate admissions guidelines based on state and national regulations that apply to the program or population served.

Placement

Recognizing the role that placement plays in student completion rates, South Seattle College has developed policies to guide the [placement of students](#) in courses and certificate or degree programs that are consistent with an evaluation of their prerequisite knowledge, skills, and abilities. New students at South may use a variety of placement options including prior college course completion, high school transcripts or Smarter Balanced (SBAC) scores, ACT, SAT, TOEFL, or IELTS score reports. The Center for International Education and Basic & Transitional Studies can also use an in-house English and ESL/IEL placement instruments for initial placement. The College adheres to Washington State Board for Technical and Community College (SBCTC) [Placement Reciprocity Policy](#), which provides for students to be placed at course levels determined by assessment at other Washington education institutions, regardless of the process used.

For students that don't have any of these placement options or would like to use an alternate tool, the College's Student Assessment Services Office also administers the Wonderlic placement test for English and math course placement. Wonderlic cut-scores are locally normed to South Seattle College's population to assure a reasonable probability of student success at a level commensurate with the College's expectations. Reliability is maintained through ongoing statistical review between the Assessment Office and faculty coordinators.

Continuation, Termination and Readmission

The College's continuation, termination, and readmission policies are published, clearly stated, and administered in an equitable and timely fashion. South Seattle College adheres to [District Policy 311](#). When students receive an Academic Alert or are placed on Academic Probation or Academic Suspension, they are notified immediately via email and informed of the actions they must take to remain enrolled and directed to appropriate support resources. More details about the College's process in these situations can be found on the [College website](#).

Students dismissed from the College for lack of [academic progress](#) receive a letter which includes a copy of [readmissions policies and procedures](#) and a contact person should they want to appeal the dismissal.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Governance: District | **Compliance:** College

South Seattle College provides comprehensive co-curricular programs and activities designed to build community; ensure academic success; encourage creative expression, personal growth, and well-being; foster diversity and social justice; and promote student advocacy and leadership. Co-curricular activities are governed by the South Seattle College [Office of Student Life](#) and the United Student Association (USA) and through the official recognized [constitution](#), [bylaws](#), and [financial code](#).

South Seattle College maintains and publishes [District Policy 360](#) that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities which include [student government](#), [student clubs](#), a [child care center](#), [food pantry](#), and a [Veterans Center](#) and [Center for Equity, Inclusion, and Diversity](#) among others.

The College does not operate a student newspaper, but it complies with the journalistic freedom and responsibility policies outlined in Washington Administrative Code ([WAC](#)) [132F-121-040](#).

The College's use of student fees to support student activities and programs complies with the Revised Code of Washington ([RCW](#)) [28B.15.041](#) and [RCW 28B.15.045](#). [District Policy 605](#) and [Procedure 605](#) clearly states the roles and responsibilities of students and the College with regard to student activities and fees.

South Seattle College and the Seattle College District do not operate collegiate athletics. For more information about co-curricular activities, see also 2.D.11.

Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Governance: District | **Compliance:** District

The human resources policies and procedures for the Seattle Community College District are published, maintained, and available to all College employees on the District's [Policies and Procedures website](#) (see Section 400) and intranet which includes an Employee Guide to provide essential information and tools to recruit, hire, onboard, develop and sustain District employees. The guide also provides links or citations to relevant Board of Trustees Policies and Procedures, collective bargaining agreements, and Washington State law where applicable.

In response to Recommendation 3 of the Fall 2013 Year Three Resources and Capacity Peer-Evaluation Report, the Human Resources Services Division has been working closely with the Seattle College District Chancellor's Office to ensure that Personnel and other policies are reviewed and updated on a timely, efficient schedule in a manner that is consistent, fair, and equitably applied to the College's employees and students.

The District reviews its policies based on the category of the policy. General policies are reviewed over a five-year period. Finance and technology policies are reviewed every three years. Personnel policies are continually reviewed based on the date last updated. Recommendations and requirements for new policies and procedures are given priority over the review of existing policies.

Seattle Colleges created a compliance officer position within the HR team at the Seattle District Office. The position is tasked with policy development. The current incumbent has a law degree and three years' experience at Seattle Colleges. Among many other duties, the compliance officer drafts policy language and ensures the policy development process is followed. Policy development in the Seattle Colleges engages union leadership in all policy revisions. Prior to moving forward with a new policy, or changes to an existing policy, the compliance officer forwards drafts to the unions for their input. The unions have thirty (30) days to consider and respond. After union input is received and any necessary changes are made, the executive sponsor of the proposed policy presents it to the Chancellor's Cabinet for their edits, review and approval. Finally, the executive sponsor presents the policy to the Board of Trustees in a first reading for their review and discussion, and then again the following month for their final action.

The Seattle College District is an equal opportunity employer, as stated on all employment recruitment materials, the catalog and other related publications. The District provides reasonable accommodation for students, employees and applicants for employment with disabilities. The District regularly provides training and makes online training available to ensure that HR policies and procedures are equitably applied. See also 2.B.1.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Governance: District | **Compliance:** College and District

The [classified staff](#), the [faculty](#), and a number of the [professional staff](#) are represented employees and their bargaining agreements address conditions of employment policies and procedures specific to each constituent group.

All employees, full-time and part-time, are first informed of employment conditions and work assignments through detailed job postings position descriptions provided at the time of recruitment. Once hired, full time employees receive employment agreements that confirm their terms and conditions of employment. Student and hourly temporary employees are apprised of their working conditions through an employment form they sign.

As detailed in 2.A.7, 2.A.8, and 2.B.2, the College has clearly defined evaluation processes for administrators, exempt and classified employees, and faculty. In addition, employees covered by negotiated agreements receive copies of the applicable agreement which outlines employee rights and responsibilities and criteria and procedures related to evaluation, retention, promotion, and termination. Policies, procedures and collective bargaining agreements are posted on the human resources page of the employee internet portal, which is accessible to all employees.

New employees attend a new employee orientation presented by the District's human resources staff. This orientation has been recently updated and expanded to a full day interactive training, held at the District Office monthly.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

Governance: District | **Compliance:** College and District

The Seattle College District ensures the security and appropriate confidentiality of human resource records. Human resource records include paper and electronic applicant data, employee information, and payroll data that may be subject to public disclosure. These files are securely maintained at the District office. Personnel and payroll files are kept in a locked area with limited access.

Security and confidentiality of tangible paper records, property and equipment are achieved through use of traditional locks, keys, and electronic security monitoring systems. Intangible electronic data is protected by secure data systems that include secure logins, unique system identification numbers, passwords, controlled access, encryption, back-up systems, off-site duplicate storage, and contractual relationships that guarantee the safeguard and integrity of institutional data.

Further confidentiality is ensured through Seattle [District Policy 414](#) and [Processes 414.10-.30](#). In particular, Policy 414.10.2 notes that, “Any employee may review the contents of his or her own personnel file by appointment with the District human resources department. Except for routine administrative matters or court order, files will be open to any other individual only with the written permission of the employee.”

South Seattle College abides by [Schedule Title: CT02 – Personnel/Payroll](#) of the general retention schedule for Washington’s Community and Technical College System.

Institutional Integrity

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Governance: District | **Compliance:** College and District

South Seattle College represents itself clearly, accurately, and consistently through its announcements, statements, and publications. The College’s Mission statement appears on the website and in all publications. The College’s Core Themes are listed on cabinet agendas and [meeting minutes](#) and newer business cards also have the Core Themes printed on back.

The Seattle College District produces a [District catalog](#) to communicate its academic intentions, programs, and services to students and to demonstrate that its academic programs can be completed in a timely fashion. In addition, current course offerings and important deadlines are communicated on the College’s [online course schedule](#) which is updated nightly to ensure accuracy. Moreover, the College mails an [informational pamphlet](#) to the zip codes in its service area, which highlights various programs and services, and points to the College’s web-based quarterly and annual schedules. Via these mailings and the website, the public is provided with clear and accurate information about programs, class schedules, and requirements for entrance to each program or course.

All external publications (rack cards, brochures, flyers, pamphlets, miscellaneous postcards) and advertisements are reviewed, approved, and most often produced by the Public Information Office to guarantee the accuracy, consistency, and appropriateness of material disseminated to the public and to assure the integrity in all representations of the College’s Mission, programs, and services.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

Governance: College and District | **Compliance:** College and District

The College maintains high ethical standards in all of its dealings both internally and externally. As a member of the Seattle College District, South Seattle College operates within the framework of the Board policies and procedures that outline ethical standards and expectations for board members, faculty, staff, administrators, and students (see also 2.A.23). These documents are communicated to students, the general public, and external organizations through the District's public website and to employees on the District's intranet site, a password protected website.

The Seattle College District policies prescribe ethical standards of behavior for trustees, employees, and students:

- **Trustees:** [District Policy 131](#) outlines board members' moral and ethical responsibility to discharge their functions impartially and to vote with "honest conviction" on the basis of "all available facts." It provides guidelines for holding closed (executive) sessions and describes the board members' responsibility to keep the community informed about the Colleges. The policy grounds the legal authority of the board in Revised Code of Washington (RWC) state law ([RCW 28B.50.100](#)) that clearly states that the "primary function of the board is to establish policies," while delegating District operational responsibility to the chancellor and College staff. This policy was reviewed and amended in 2008.
- **Employees:** The District policy for all employees regarding ethical conduct and conflict of interest standards is [Policy 400.10 – 400.80](#). The policy addresses issues such as gifts and confidential information. Annual training is provided on ethics and the mandatory employee orientation also addresses this topic. [Policy 404](#) asserts the College's commitment to affirmative action. [Policy 419](#) addresses sexual harassment. [Policy 451](#) asserts that workplace violence or a hostile work environment will not be tolerated and requires that employees adhere to practices that are designed to make the workplace safe and secure. [Policy 259](#) makes clear that electronic resources are the property of the District and should be used "only in a manner that supports the education mission of the district."
- **Students:** The College's position regarding academic dishonesty, falsification of statements, forgery, and other matters of student behavior is delineated in the student conduct and student misconduct sections of the College's [Student Handbook](#) (pages 9-11) and on the [Policies, Procedures, Issues, Right and Procedures](#) page of the College website which provides links for students to view the different state laws. The web page also provides information on academic standards, sexual harassment, smoking, and a student's right to privacy under FERPA regulations. The Student Handbook which is revised and updated annually, is available in both print (limited quantities) and online, and is frequently referenced by faculty, staff, and administrators in their interactions with students. The website page is also widely accessible and updated as-needed. Academic policy information is also communicated by broadcast e-mail messages and frequently through the course syllabi.

Three policies govern the use of students as human subjects for research purposes. [District Policy 390](#) requires prior approval from the appropriate administrator for such research and asserts students' right to choose not to participate. [District Policy 530](#) acknowledges the Seattle Colleges' "responsibility for protecting the rights, well-being, and personal privacy of individuals [. . .] where learning by students requires the use of human subjects as part of demonstrations or experiments." The College's [Human Subjects Review](#) web page spells out in greater detail the conditions under which research involving students can be conducted and the results disseminated as well as students' right to refuse or discontinue participation at any time.

South Seattle College ethically and responsibly manages student and employee data. Before access is given to the student information tools, such as the student information system, the financial aid information system and the advising tools, FERPA is explained in person (upon request) or via a signed document indicating the [materials on FERPA](#) (see the Training Basics section at the bottom of the page) have been read. Anyone granted access to use the student information system or who is given access to advising tools must sign a document indicating a basic understanding of FERPA and agreement to adhere to FERPA guidelines. The [Faculty Guide](#) also contains a document that outlines "FERPA Basics" for faculty and instructors.

Additionally, in conjunction with the District office, the College sends out periodic notifications to all employees regarding Whistleblower Protection Laws, Ethics Policies, school closure rules, regulations, and appropriate policies.

The processes for faculty, staff, and student complaints and grievances are covered in the [faculty collective bargaining agreement](#) (Article 6.2 and Article 15.1-12), the [classified staff agreement](#) (Article 30), and on page 10 of the [Student Handbook](#).

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Governance: District | **Compliance:** College and District

South Seattle College, as a publicly-funded and governed institution, clearly defines conflict-of-interest criteria and consistently complies with institutional and state policies, established to prevent misconduct, preserve appropriate levels of institutional autonomy, and prioritize education as the College's primary focus.

[The Washington State Executive Ethics Board](#), established and supported by the Washington State Legislature, provides guidance in ethical conduct for all Washington public institutions, including South Seattle College. Furthermore, the Washington Ethics law, located in the Revised Code of Washington, [Chapter 42.52](#), applies to all Washington state employees. It governs the actions and working relationships of South Seattle College employees with current or potential customers, fellow employees, suppliers, government representatives, students, the media and others with whom the College has contact.

The Ethics Board's policies state that no employee or officer of South Seattle College may have a financial interest or engage in any activity that is in conflict with the proper discharge of the employee's official duties. Further, no employee may use his/her official position to secure special privileges for either him/herself or any other person, nor receive compensation from any person or entity except the State of Washington for performing his/her official duties. Additionally, employees are individually responsible

for resolving any doubt regarding the meaning of the code in favor of good, ethical judgment. It is each employee's responsibility to avoid even an appearance of impropriety.

The College has adopted several District policies and procedures to further prohibit conflict of interest for all employees and the Board of Trustees. The policies relating for employees include the Ethical Conduct/Conflict of Interest Standards ([Policy 400](#)) and Employment of Relatives ([Policy 410](#)). Policies relating to the Board of Trustees include: the Legal Basis of the Board of Trustees ([Policy 107](#)); Restrictions ([Policy 103](#)); Powers and Duties ([Policy 107](#)); Mission, Values, and Objectives ([Policy 110](#)); Code of Ethics of the Board ([Policy 131](#)); and Tendering and Accepting Gifts for SCD ([Policy 152](#)).

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Governance: District | **Compliance:** College and District

South Seattle College maintains clearly defined policies with respect to intellectual property, as stated in Article 13.5 of the [faculty collective bargaining agreement](#), the [South Seattle College Library copyright page](#), and [Seattle College District Policy 280](#). These policies cover materials, processes, or inventions created by academic employees and include properties created with College or state support, properties published using College resources, properties created by employees yet licensed through the College, properties created without College or state resources, and properties with potential for joint ownership.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Governance: College | **Compliance:** College

South Seattle College accurately represents its accreditation by The Northwest Commission on Colleges and Universities (NWCCU), which is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. South Seattle College maintains an [accreditation webpage](#) stating that the College is accredited by the NWCCU and includes hyperlinks to the College's NWCCU accreditation reports.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

Governance: College and District | **Compliance:** College and District

South Seattle College maintains a comprehensive review and approval process for all contractual agreements. Whenever the College enters into contractual agreements with outside agencies or businesses for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the College. This is reviewed and approved (if applicable) by the relevant department

leadership, College business office, the District business office, and/or College president. Purchasing and contracts in excess of \$150,000 and \$250,000 require approval of the vice chancellor of finance and chancellor, respectively.

The overall process, with its focus on maintaining and upholding the integrity of South Seattle College, is in accordance with the District and state guidelines listed below:

- [Seattle College District Policy 670](#) (Grants and Contracts)
- [Seattle College District Policy 621](#) (Purchasing)
- [State Administrative & Accounting Manual \(SAAM\)](#)
- [RCW 39.26: Procurement of Goods & Services](#)
- [RCW 39.04: Public Works](#)

Additional details related to purchasing and contracting such as: information for vendors, guidelines for purchase of goods and services, guidelines for professional services contracts, supplier diversity program and others are provided on the Seattle College District Intranet.

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Governance: College and District | **Compliance:** College

South Seattle College’s Mission, Core Themes, and Values defines and actively promotes an environment that supports academic freedom, independent thought in the pursuit and dissemination of knowledge in its stated value of diversity in its Strategic Plan: “We create a richer environment by embracing different cultures, ideas, perspectives and people.”

The College also publishes and adheres to policies, approved by its Board of Trustees, affirming the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. Faculty rights, responsibilities, professional obligations, and autonomy are articulated in Article 6.9 of the [collective bargaining agreement](#) between the District and College faculty. Through established and documented governance processes, South Seattle College respects that faculty have purview in academic matters, including classroom freedom, library collection/materials/Internet resources, Constitutional freedom, freedom of association, freedom of petition and silence and the right to organize.

Academic freedom is also guaranteed to all South Seattle College students under the First Amendment of the U.S. Constitution, [District Policy 365](#), [District Policy 375](#), and [WAC 132F-121-020](#). The complaints procedure outlined in [District Policy 370](#) provides students further protections for academic freedom.

South Seattle College further extends the rights, responsibilities and protections of freedom and independent thought to staff in clearly published policies that are distributed in a variety of forms such as [District Policy 201](#), and [District Policy 419](#).

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Governance: District | **Compliance:** College

In the classroom, faculty, as public employees are expected to abide by [District Policy 400](#) on ethical conduct. Although South Seattle College does not require faculty members to publish scholarship, instructors are expected to demonstrate integrity and fairness when presenting scholarship (original research or others' materials) and to distinguish personally held views from generally accepted facts and principles. Campus practices, resources, and policies that support these expectations include:

- Articles 6.9 and 13.5 of the [faculty collective bargaining agreement](#),
- [South Seattle College Library copyright page](#)
- [District Policy 280](#)

Finance

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

Governance: College and District | **Compliance:** College and District

The College's financial policies and procedures are listed on the District's website, [Section 600](#), and cover allocation and management of resources, financial records, cash control, student fees, accounting, purchasing, equipment inventory, reserve, grants and contracts, travel, internal control, and other related policies required by the state's community and technical college system. Financial functions are centralized at the District level under the chief financial officer with authorization for financial functions at the College level as appropriate.

The three college presidents and the chancellor of the Seattle College District report quarterly to the Board of Trustees about the financial conditions of the District and its Colleges. The District's business and finance office submits monthly financial reports to the Board.

2.B HUMAN RESOURCES

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Governance: College and District | **Compliance:** College and District

South Seattle College employs a highly qualified and diverse workforce to meet its Strategic Goals and operational functions as defined by the Core Theme Outcomes and the College Mission. As of June 2018, there are 88 full-time faculty, 215 part-time faculty, 139 classified and 114 exempt employees.

The Human Resources (HR) Department, working with department administrators, is responsible for recruitment for all new employees. South Seattle College uses the [NeoGov online application system](#) and [Human Resources](#) website, housed in the Human Resources Services Division at the Seattle College District, for centralized hiring of faculty and staff.

South Seattle College recruits and employs personnel who are qualified in their fields of expertise to provide high quality instruction for students and high-quality service for external and internal customers. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. The College recruits employees in compliance with federal and state law, District policies and procedures (including District Policy [404](#) and [508](#)), and applicable faculty, classified and professional staff collective bargaining agreements.

Job descriptions accurately reflect duties, responsibilities, and authority of the position. All recruitments are based on an approved position description that clearly defines the duties and qualifications for the position based on a classification system and the relevant decision-making authority. Each job description is kept on file and is periodically reviewed through reclassification requests, departmental reorganizations, or prior to recruitment to fill a vacancy. Updates are made when it is determined that essential duties, responsibilities, or requirements of the classifications have changed.

A screening committee process and inclusion advocate is generally used for all regular full-time faculty, professional, and administrative positions. The collective bargaining agreements for faculty (see [Article 6.5](#)), classified staff (see [Articles 4.1-4.6](#)), and professional staff (see [Articles 16.1-16.5](#)) outline further provisions regarding the hiring processes for each personnel type. All recruitment and hiring processes are monitored from the start to the finish by a trained specialist from the HR Department.

The Seattle Colleges is committed to hiring a diverse workforce to better meet the District's Mission and Core Themes. In late Summer 2018, the District created a hiring review committee, composed of exempt, faculty and classified volunteers from across the District. This committee, meeting frequently, has reviewed the work of the statewide Diversity & Equity in Hiring & Professional Development (DEHPD) group, and is using their [best-practice recommendations](#) to inform proposed changes in the Seattle College District hiring process. The DEHPD is a coalition comprised of employees from the 34 community and technical colleges (CTCs) in Washington state. DEHPD was formed in 2014 in order to respond to the low numbers of faculty, administrators, and staff of color and other underrepresented groups throughout the CTC system. The Seattle hiring committee hopes to complete its work by late 2019.

Other future plans include hiring a dedicated recruiter to ensure the Seattle Colleges are seen as a preferred employer. Additionally, more trainings in recognizing implicit bias in the hiring process are planned for Spring 2019.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Governance: College and District | **Compliance:** College and District

South Seattle College aligns employee efforts with its Mission and Core Themes by evaluating administrators and staff systematically and at stated intervals in order to encourage professional growth and improvement, recognize outstanding performance, and when appropriate, implement corrective and improvement processes related to performance.

Performance evaluation processes and forms for personnel are provided on the District Intranet and are in accordance with [District Policy 409](#) and applicable collective bargaining agreements. More specific details by employment type is listed below:

- **Administrators:** Administrators are evaluated at the end of each academic year. The process is electronic. The employees prepare written self-evaluations of their progress in meeting their goals and develop their goals for the coming year. Goals and performance are aligned with South Seattle College's Mission statement, Core Themes, Strategic, and Operational plans. (Related document: [Exempt/Administrative Evaluation Questions Listed on Online Form](#))
- **Classified Staff:** In accordance with [Article 6](#) of their collective bargaining agreement, classified employees are evaluated annually to give supervisors an opportunity to discuss performance goals with them and to assess and review their performance with regard to those goals. Supervisors can then provide support to the classified employee in their professional development, so that skills and abilities can be aligned with College/District Mission and goals. Performance problems will be brought to the attention of the employee when the supervisor becomes aware, to give them an opportunity to address the issue. (Related document: [Classified Staff Evaluation Form](#))
- **Professional Staff:** In accordance with [Article 18](#) of their collective bargaining agreement, professional staff are evaluated at the end of each academic year. The process is electronic. The employees prepare written self-evaluations of their progress in meeting their goals, and develop their goals for the coming year. Goals and performance are aligned with South Seattle College's Mission statement, Core Themes, Strategic, and Operational plans. (Related document: [Exempt/Administrative Evaluation Questions Listed on Online Form](#))
- **Faculty:** As outlined in [Articles 6, 7, and 8](#) of their collective bargaining agreement, the frequency of faculty evaluations differs by employment status. For example, tenure-track faculty are evaluated quarterly by the members of their tenure review committee and post-tenure and priority hire faculty must submit student evaluations from one class per year to their unit administrator and are typically evaluated every three years. Part-time faculty must submit student evaluations for each course and are typically evaluated before the beginning of the fifth quarter within the nine (9) out of twelve (12) quarter sequence as outlined in Article 10.7 of their agreement. (Related documents: [Post-Tenure Faculty Evaluation Form](#), [Request for Course Evaluation Forms](#), [Tenure Evaluation Form](#), [Part-Time and Priority Hire Part-Time Faculty Course Evaluation Form](#)).

Faculty evaluations conducted by the unit administrator often include classroom observation, review of student evaluations, a written summary of faculty performance based upon previously determined criteria, a discussion with the faculty member, and a space for faculty to respond among others. After review of the evaluation, if deemed unsatisfactory, an improvement plan may be devised. Such a plan may include peer observation and mentoring by faculty colleagues.

The tenure review process includes a more detailed evaluation process. The evaluation process for full-time faculty on the tenure track is described in Article 7 of their collective bargaining agreement. Evaluation for Intensive English Programs (IEL) probationary Core faculty is described in Appendix H.10 and evaluation for Special-Funded, full-time, non IEL faculty is described in Article 6.

Currently, professional staff and administrative evaluations are submitted and maintained electronically by the District's HR Services Division while faculty and classified evaluations are maintained in their respective units. As a result of this accreditation self-review process, the College realizes that while most evaluations are being done in a timely manner, it is not as consistent or institutionalized as we would like.

As such, the District and campus HR offices will begin coordinating in Spring 2019 to implement a more formalized process to ensure consistent collection of evaluations is happening on campus.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Governance: College and District | **Compliance:** College and District

South Seattle College recognizes the value of professional growth and development of faculty, staff, and administrators, and supports the ability for all employees to stay current in their role.

All employees are provided opportunities for professional development through the District's Convocation Day and South Seattle College's President's Day, both of which are held prior to fall term every year. These College-wide service days provide trainings in topics including, but not limited to, FERPA, Title IX, and copyright and ownership use as well as a forum for participants to share best practices and ask interdisciplinary and interdepartmental questions in a collegiate setting.

Another benefit available to all Washington state employees is a [tuition waiver](#) to attend other state colleges on a space-available basis. In addition, a part of both the [national AACC Guided Pathway cohort](#) and statewide [College Spark Guided Pathway cohort](#), the College participates in quarterly retreats and institutes that are open to all employees. The College typically brings teams of 7 to 15 colleagues from various divisions and various employee classifications for planning and professional development.

The College also provides the following professional development opportunities for specific employment classifications:

Faculty: Article 14.2 of the [faculty collective bargaining agreement](#) provides for the District's support of professional development activities through the creation of a 100% release time position for a full-time tenured faculty member to serve as the District Faculty Development Program Coordinator. This member and \$60,000 in funding for the District Faculty Development Program which is structured to include:

- [A Faculty Development Advisory Committee \(FDAC\)](#)
- [Curriculum Grants Committee \(CGC\)](#)
- [Professional Leave Committee \(PLC\)](#)
- [The Center for International Education Faculty Development Committee \(IPFDC\)](#)
- [District Distance Learning Committee \(DDLDC\)](#)
- [Other Funding Sources](#)

Eligible faculty may apply for grant funds through these committees to pursue numerous professional development opportunities, such as conference and workshop attendance, curriculum development and revision, projects focused on student retention and assessment, and special innovative department or team-centered projects. The District also provides South Seattle College faculty access to [District workshops, conferences and events](#), [learning communities](#), and [mentors](#).

The District provides for further professional development through the faculty CBA. Article 11.1 guarantees faculty eight development and non-instructional days in addition to Convocation and President's Day. Three of these days are set aside for course and curriculum development, laboratory maintenance, routine preventive shop maintenance, review and/or preparation of audio-visual instructional aids. Two of these days is set aside for non-instructional tasks, including professional development. And finally, three of these days are set aside as development days (one per quarter) and are utilized for faculty to participate

in divisional/departmental/program meetings and activities. The content for these days is planned and delivered jointly by unit administrators and faculty who are chosen to be involved.

In support of these on-campus efforts, South Seattle College's [Teaching Learning Center \(TLC\)](#) hosts a variety of trainings and services to enhance teaching effectiveness, including access to [Lynda.com](#), an online database subscription of video tutorials to teach skills in software usage, development and management, as well as additional creative and business skills.

For faculty interested in more extensive professional development opportunities, Article 14.5 notes that faculty are eligible for release time for prior-approved, work-related professional activities and Article 5.10 outlined three (3) types of [professional leave](#) for tenured faculty: sabbatical leave, retraining leave, and return-to-industry leave.

Finally, the College also sends two or more faculty members who have been selected annually by their peers to receive the [National Institution for Staff and Organizational Development \(NISOD\) Excellence Award](#) and to attend the annual conference in Austin, Texas. In addition to being recognized for their award, the selected faculty members attend workshops and sessions related to student success, workforce preparation, leadership, and organization workshops. The College funds the cost of travel and attendance at the conference.

Administrators: Exempt staff convene quarterly under the leadership and organization of President's Cabinet, which provides quarterly development opportunities and an annual retreat. There are also quarterly District-wide management meetings and a statewide [Community and Technical College Leadership Development Association](#) which provides quarterly training opportunities.

Furthermore, South Seattle College administrators are encouraged to apply to participate in the [Washington Executive Leadership Academy \(WELA\)](#), a year-long leadership development program designed as part of a senior leadership succession plan. The College's Dean of Student Achievement and Dean of Academic Transfer, among others, are successful WELA graduates.

Classified Staff: Classified staff are eligible for professional development activities as outlines in Article 9 of their [collective bargaining agreement](#). The Classified Development Advisory Committee (CDAC) provides a variety of development opportunities including an annual retreat and mini-grants for external training.

Since 2012, South Seattle College's Student Services division has convened quarterly mandatory trainings for the full- and part-time employees of the division, ranging from technical skills development, to cultural competency topics, and planning and engagement work in College-wide efforts such as [Guided Pathways](#). This has enabled all members of that division to engage in professional development in an efficient and sustainable way.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Governance: College and District | **Compliance:** College and District

Guided by its Mission and Core Themes, South Seattle College employs sufficient faculty to offer high-quality educational programs in academic transfer, professional technical programs, apprenticeship, basic skills, community education and lifelong learning, and Bachelor's in Applied Science degrees.

Statewide minimum qualifications for faculty appointments appear in [Washington Administrative Code 131-16-091](#). All instructors, full-time and part-time, meet these minimum requirements unless an exception is approved in accordance with the code. As of Fall 2018, South Seattle College employs 282 faculty members. Approximately 70 percent of the faculty members hold a master's degree or higher. For all transfer classes, faculty are required to hold a master's degree from an accredited institution. For professional technical classes, faculty must be experienced in their fields.

Terminal Degrees of Full-Time and Priority Faculty

Degrees	Number	Percentage
Doctorate	13	8.2
Master	99	62.3
Bachelor	29	18.2
Professional Certificate	18	11.3

There are three categories of faculty in the Seattle Colleges, including full-time faculty, part-time priority hire faculty, and part-time faculty who are not priority hire. In Fall 2018, the College employed 67 full-time faculty members, 65 part-time priority hire faculty members, and 150 part-time (non-priority hire) faculty members. "Priority hire" faculty is a status that is awarded to part-time faculty who have served the College consistently over time. This is a negotiated benefit described in Article 10.7 of the [faculty collective bargaining agreement](#), created to improve retention of part-time faculty and to reward part-time faculty who have served the College for multiple quarters. Faculty who have been employed an average of 50% or more for 9 of the last 12 quarters, who successfully completed evaluations, are placed on the priority hire list. This status provides preferred course assignments and a general consistency of assignment, but not a right to continued employment.

Full-time faculty make up 24% of all faculty at South Seattle College. Of that 24%, 78% are tenured. This high percentage speaks to the experience and longevity of the full-time faculty, which ensures continuity for our academic programs. Part-time faculty make up 76% of all faculty. Of that 76%, 30% are 'priority hire' part-time faculty. This shows nearly a third of part-time faculty have been identified, and are being rewarded, for having a higher level of experience and competence than other part-time faculty. The full-time/part-time ratio is lower than the average nationally, and is an area for future improvement. The Seattle College District and the faculty union together have developed an agreed-upon plan to increase the number of full-time faculty regularly over the next three years.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Governance: College and District | **Compliance:** College and District

Faculty responsibilities and workloads are optimized to meet South Seattle College's Mission and Core Themes. As defined and governed by Articles 4.1, 6.8, 6.10, 7.4 10.2, 11.1, 11.2, 11.3, 11.4, Appendix G, Appendix H and Appendix I in the [faculty collective bargaining agreement](#) (CBA), the agreement states that instructional responsibilities outlined in Article 6.8.A will take precedence for all faculty and defines the annual faculty workload as 172 days, or 165 instructional and 7 non-instructional days.

The weekly workload for full-time faculty varies by program contact hours, ranging from 15 weekly hours for general lecture, 18-25 hours for programs that require laboratories, 20 hours for special programs such as ABE and ESL, and 30 hours for librarians and counselors. Full-time faculty are also required to hold up to five office hours per week as stipulated in Article 11.4 of the CBA. Additionally, full-time faculty are expected to participate in departmental, campus and College governance to meet professional responsibilities as outlined in Article 6.8.B.

Part-time faculty weekly workload varies from quarter-to-quarter, though most part-time faculty work 10-12 hours a week depending on their program assignment. Part-time faculty may complete non-instructional duties as well for compensation. Qualifying non-instructional duties will generally fall under Article 4.6 (faculty program coordinators) or Article 6.8.B (additional obligations). Non-instructional duties for part-time faculty will be paid at the stipend rate (Article 4.6).

All faculty are required to remain current in their respective fields. South Seattle College is dedicated to the development of a competent, student-oriented, secure and dedicated faculty who are uniquely qualified to meet the challenge of the Seattle metropolitan area. Accordingly, Article 14 in the CBA outlines provisions regarding faculty professional development.

Faculty evaluations and job descriptions provide evidence that faculty are fulfilling their contractual obligations (see also 2.B.4 and 2.B.6.). Full-time faculty interested in receiving the annual increment and turnover funding towards salary increases as outlined in A.3 of the CBA, can also submit to their unit administrator a one or two page [Education, Experience and Professional Development \(EPPD\)](#) form on an annual basis that includes a description of activities engaged in throughout the previous academic year which support the faculty member's present or future instructional assignment and professional interests and a discussion of how the activities support District, College and/or divisional/program goals and objectives. This too, provides further evidence of how faculty are fulfilling their contractual obligations.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Governance: College and District | **Compliance:** College and District

All South Seattle College faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. At South Seattle College, faculty evaluation is conceived of as a continuous improvement process, providing ongoing feedback to strengthen faculty professional skills. As outlined in Articles 6, 7, and 8 of the [faculty collective bargaining agreement \(CBA\)](#), the College maintains separate evaluation processes for the following faculty types:

- **Full-Time Faculty:** Tenured faculty members are evaluated under the provisions of Article 6.10 in the faculty Agreement. Post-tenure evaluation procedures include quarterly student evaluations, a comprehensive administrative evaluation once every three years and may include optional peer evaluations. If there are areas of concern regarding performance, a performance review process may be conducted as outlined in this Article.

- **Probationary Tenure-Track Faculty:** The evaluation process for full-time faculty on the tenure track is described in Article 7 of their collective bargaining agreement. Tenure track faculty members are evaluated under the provisions of Article 7.3. Tenure-track faculty are evaluated for every course, every quarter until such time as the probationer is either granted tenure or the probationary faculty appointment is non-renewed. The probationary period may be extended one to three quarters providing additional time for the probationer to complete satisfactorily a professional improvement plan already in progress.
- **Part-Time Faculty:** Part-time faculty are evaluated under the provisions of Articles 6.10 in the faculty Agreement. Part-time are typically subject quarterly student evaluations and are evaluated by their unit administrator the first quarter upon hire and then before the beginning of the fifth quarter within the nine (9) out of twelve (12) quarter sequence as outlined in Article 6.10. The evaluation process includes student and administrative evaluations and may include peer evaluations.
- **Part-Time Priority Hire (PHL) Faculty:** A PHL faculty member is part-time faculty member who has been placed on a department/division priority list after meeting the qualifications outlined in Article 10.7 of the CBA and is given the right of first refusal for any divisional/department assignments on their qualifying list. PHL faculty are evaluated under the provisions of Articles 10.7 and 10.8 in the CBA. The procedures include quarterly student evaluations, a comprehensive administrative evaluation once every three years and may include optional peer evaluations. If there are areas of concern regarding performance, a performance review process may be conducted as outlined in this Article.

The evaluation process for each faculty type specifies the timeline and criteria by which they are evaluated and utilizes multiple indices including self-evaluations, peer observation, student evaluations, and administrative evaluations, each of which is directly related to faculty's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities. Evaluations conducted by the unit administrator often include classroom observation, review of student evaluations, a written summary of faculty performance based upon previously determined criteria, a discussion with the faculty member, and a space for faculty to respond.

After review of the evaluation, if deemed unsatisfactory, an improvement plan may be devised. Such a plan may include peer observation and mentoring by faculty colleagues. See also 2.B.2.

2.C EDUCATION RESOURCES

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Governance: College and District | **Compliance:** College

South Seattle College proudly offers four Bachelor of Applied Science degree programs, five Associate-level transfer degrees, over 40 degrees and certificates in Professional and Technical, and 16 approved joint Apprenticeship and Training Committee (JATC) programs to offer 44 apprentices' programs. The College

also offers pre-college courses in English and mathematics, Adult Basic Education and GED preparation, English as a Second-Language (ESL) and High School Completion as well as non-credit courses in Continuing Education.

These programs align with the College's Mission, recognized fields of study, workforce needs, and the standards for rigor, content, and program structures, required by the [State Board for Community and Technical Colleges \(SBCTC\)](#) and the [Intercollege Relations Commission \(ICRC\)](#). The College's curricula promote both course specific skills (including Course Level Learning Outcomes or CLO's) and program-level learning goals (including Program Level Learning outcomes or PLO's) required for degree and certificate completion. See also 2.C.2, 2.C.4, 2.C.5 and 2.C.10.

South Seattle College identifies and publishes expected learning outcomes for each of its degree and certificate programs. Assessment of student learning outcomes is integral to South's commitment to student success and educational excellence. When courses are developed, they go through an approval process which requires identification of general educational outcomes (called [Student Learning Objectives or SLOs](#)) as well as course-specific outcomes. This approval process includes review and approval by the faculty [Curriculum and Instruction Committee \(CIC\)](#), a standing committee composed of representatives from all instructional divisions, including three non-voting ex officio unit administrators, and is chaired by a faculty member elected by the membership. It is responsible for overseeing course/program origination, course/program revision, and curriculum assessment and review at the College. The committee consults with other College departments, such as Enrollment Services or the Office of Student Assessment Services, on issues which require their expertise. The committee advises the vice president of instruction, with whom ultimate approval authority rests.

Once approved by the CIC, official course outlines specify which of the SLOs are being addressed at various points in the curriculum and are published in the Course Inventory within the [Automated Course Approval system \(ACAS\)](#), accessible through the Inside Seattle Colleges (ISC) platform (only available to employees; will provide access to the visiting accreditation team). A [historical collection](#) of course outlines can also be found on the publicly accessible Southnet site for College personnel. Finally, current course outlines can be found on syllabi or by request from one's instructor.

The processes for assessing student learning and tracking student completion and success is supported by the College's Office of Institutional Effectiveness. See also 2.C.2, 2.C.9, 2.C.10, 2.C.11, and Chapter 4.

Most of the College's educational programs lead to Associate of Science, Associate of Applied Science, Associate of Arts, Baccalaureate degrees and/or certificates and diplomas consistent with program content in recognized fields of study. A complete list of South Seattle College degree and certificate programs are available in the [District catalog](#) and on the [College website](#).

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Governance: College and District | **Compliance:** College and District

South Seattle College identifies course, program, and degree learning outcomes consistent with instructional policies and procedures and publishes them in written and electronic form in the catalog, the website, and on course syllabi. These outcomes guide faculty in their instructional design and allow South Seattle College students to readily identify course, program and degree scope and content. Outcomes are consistent, no matter however offered or wherever delivered.

Learning outcomes at the course and program level are reviewed by the CIC who advises the vice president of instruction. They establish College-wide general education outcomes (called [Student Learning Outcomes or SLOs](#)) and provide leadership for their incorporation into course outlines. See also 2.C.1.

Academic transfer courses are built upon course outlines that link individual course objectives to the College-wide SLOs. Programs are defined by a [basic English and Quantitative/Symbolic Reasoning \(QSR\) requirement and an Areas of Knowledge Distribution requirement in three areas: Natural World \(Life Sciences & Physical Sciences\); Visual, Literary, and Performing Arts \(Humanities\); and Individuals, Cultures and Societies \(Social Science\)](#). SLOs are mapped according to basic or distribution area, and it was determined that adequate breadth and depth were evident and are widely available to enrolled students, via course syllabi, on the College website and in printed materials and program requirement sheets.

Each course is required to have a current course outline approved by the CIC that enumerates the College-wide SLOs addressed in that particular course, along with the course-specific learning objectives and a topical outline. The District utilizes an [Automated Course Approval System \(ACAS\)](#) (only available to employees; will provide access) to facilitate this process. This system ensures that all components of the course outline, including learning objectives, are specified. It also includes a [seven-step review process](#) for both new or revised course outlines to ensure broad-campus participation and review.

[Article 6.8](#) of the Faculty Collective Bargaining Unit requires that all faculty, “provide unit administrator and students with a syllabus, consistent with the master course outline, for each course assigned.” Faculty members are required to provide students a syllabus for every course at South Seattle College, either as a hard copy or as an electronic copy available on the Canvas Learning Management System. Syllabus templates, with this expectation embedded, can be found on the College’s [Southnet](#) site as well available on instructional division-specific repositories. Faculty are expected to articulate in the course syllabi how these SLOs are addressed in their courses. In addition to their dissemination through course syllabi, current course outlines can be found in the ACAS document center. Furthermore, a historical collection of course outlines are maintained on the [College website](#).

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Governance: College | **Compliance:** College

South Seattle College defines academic credit in [District Policy 522](#) and adheres to NWCCU’s [Credit Hour Policy](#), the State Board for Technical and Community College’s (SBCTC) [Credit Values and Credit Equivalency Policy \(Section 5.40.10\)](#), and [federal policies](#). Documented student achievement, credit, and course grades are outlined in [District Procedure 520](#) and are based on explicit definitions and policies embedded in national norms. All courses, whether fully face-to-face, online, or hybrid/blended, adhere to this definition of academic credit.

The College assigns credit in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education. [District Policy 515](#) states that a student may be awarded College credit as a result of successful completion of prescribed courses or units of instruction; approved transfer of credit from another regionally accredited college or university, recognized international college or university, or post-secondary institution; adequate performance on a challenge exam or standardized advanced placement exam; relevant prior experiential learning (work experience); or other recognized educational experience such as military training or training approved

by the state, industry, or a professional association. There may be limits on approved transferable credits based on residency, degree and accreditation requirements.

The College's credentialing/degree processes and policies, whenever offered and however delivered, also align with recognized academic standards, including the Revised Code of Washington ([RCW 28B.77.215](#)) and pages 20-14 in the [Intercollege Relations Commission \(ICRC\) Handbook](#). Course grades (or their equivalency as defined in the paragraph above) determine credits awarded, and determine the ability of students to progress to subsequent courses requiring satisfactory prerequisite achievement. Certificates and degrees are awarded based on student achievement of student learning outcomes at the course and program levels.

South Seattle College's [degree and certificate options](#) are outlined on pages 152-200 in South Seattle College-specific portion of the District Catalog. The College participates in the [SBCTC Direct Transfer Agreement \(DTA\)](#). This agreement indicates that South Seattle College student achievement is consistent with accepted local and regional higher education norms.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Governance: College | **Compliance:** College

South Seattle College's degree programs demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning—all of which reflects the College's Mission and Core Themes. Divisions and departments use subject matter experts; state guidelines; recognized academic and professional standards; input from industry experts; and transparent institutional processes to develop degree programs and evaluate them for breadth, depth, coherence, and sequencing. See also 2.C.1. and 2.C.2.

Degree Programs

Proposals for creating or revising degree programs, courses, or curricula originate at the departmental level by faculty members in consultation with deans, and may arise from regular program review, course sequencing, in response to student demand, transfer institution requirements, community requirements or industry changes, or professional accrediting agency expectations.

Program origination and revision must get approval from the Office of Instruction and College president prior to review by the fifteen-member [Curriculum and Instruction Committee \(CIC\)](#). To offer a new program, faculty, in conjunction with her/his/their administrator, must complete [all required forms](#), course coding forms, and course outlines for new courses and describe the program, including a list of courses to be offered. For Professional-Technical Programs, [all State Board forms](#) must be filled out completely prior to submitting information to the CIC. The faculty and Unit Administrator proposing the new program [must answer the relevant questions](#) and submit the completed form to the Office of Instruction before the CIC reviews the proposed program. District-level approval may also be required.

The instructional administrators, faculty, and staff utilize annual and quarterly scheduling, program reviews, program viability, and as-needed updates of courses and program requirement sheets for all programs to maintain curricular coherence, currency, and integrity. Further, all transfer degrees are in full compliance with [statewide DTA degree frameworks](#) that facilitate degrees that contain appropriate breadth, depth, course sequencing, and learning synthesis within transfer degrees. The quality of South Seattle College's courses, degrees, and certificates is also actively monitored through [Core Theme Two](#)

([Teaching and Learning](#)) assessment efforts. See 1.B.1, 1.B.2, 3.A.1, 3.A.2., and the Core Theme Two section of Chapter 4 for further details.

For each course within a certificate and degree program, course outlines detail pre-requisites and/or placement requirements; course content in the form of a topical outline; [College-wide Student Learning Outcomes \(SLOs\)](#) that are addressed within that course; and course-specific learning objectives. Every course outline, whether in the Academic Transfer Division or Professional & Technical Career Training Division, contains these basic elements; however, professional technical course outlines also contain program-specific outcomes developed and regularly reviewed in consultation with industry experts.

Admission and Graduation

Admission and graduation requirements are clearly defined and widely published. Admission requirements are published in the [District catalog](#) (see pages 29-31). While the [Bachelor of Applied Science \(BAS\)](#) and [Apprenticeship Program](#) have unique admission and graduation requirements articulated on their program website, the admission policy for most students can be found on the general [Steps to Apply](#) page on the College website which states the College's open admission policy and Mission to "provide an affordable, quality education that creates a fast track to good paying jobs, the option to transfer to a four-year university or College at a great value, the opportunity to develop basic skills, and the chance to enrich your life, personally and professionally."

Graduation requirements are clearly outlined on the [College website](#) which specifies how to apply for graduation (a required step for students to earn their certificate or degree) as well as information on what students can expect after applying for graduation and where students can pick up their diplomas on campus. Admission, progress, and graduation requirements are also available through the Advising Center via program planning worksheets.

To support student's progression to graduation, the College utilizes [Degree Audit](#) which allows students to compare courses they've taken to the requirements for certificates and degrees at the College. In addition, the College employs [completion coaches](#) and [academic advisors](#) to work with students to ensure they are utilizing degree audit along the way. For further information on the College's admission and graduation policies, see also 2.A.16 and 2.D.5.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Governance: College and District | **Compliance:** College and District

As referenced in Article 13 of the [faculty collective bargaining agreement \(CBA\)](#), [District Policy 505](#), and in operation processes, faculty have clearly defined contractual and institutional roles in the areas of curriculum development (design, approval, implementation, and revision), selection of new faculty and learning outcomes.

[The Curriculum and Instruction Committee \(CIC\)](#) is part of the College's commitment to participatory governance. The purpose of CIC is to oversee the quality of curriculum, to avoid duplication of courses, to increase efficiency and effectiveness, and to provide faculty voice in curricular decisions. CIC reviews new courses and programs, as well as major program revisions, and makes recommendations to the vice president of instruction. CIC is typically made up of fifteen faculty members and three non-voting administrators.

Faculty also exercise a major role in curriculum development and revision. As articulated in Article 13.2 of the faculty CBA, the District agrees to budget \$20,000 each instructional year for faculty-initiated projects and an additional \$10,000 each instructional year for curriculum and professional development projects initiated by part-time faculty. Examples of [recent curriculum projects](#) funded include a group curriculum grant for a developmental English course pathway redesign, a course revision for a contextualized Chemistry 121 class for Allied Health students, and a proposal to develop a new Political Science 203: International Relations course for Academic Transfer students.

Future curriculum work includes the Math Department's "Corequisite to Completion" proposal that aims to support the College's [Guided Pathways](#) efforts by creating math corequisite bundle courses by the 2020-21 AY to increase the number of students achieving their College-level transferable quantitative reasoning (QRS) math requirement on state-approved DTA forms from approximately 500 students (currently) to 800 or more students (in 2020-21 AY) within its first year of full implementation.

Assessment of Learning Outcomes

Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. As part of South Seattle College's 2013-2016 Strategic Planning efforts outlined in 3.A.1 & 3.A.2, the College created a collective process for assessing the [College-wide Student Learning Outcomes \(SLOs\)](#) in Academic Transfer and Course Outcomes (CO) in Professional Technical programs. This work included the creation of [seven rubrics](#), one per SLO, using various templates as exemplars. The American Association of College and Universities (AACU) rubrics were a starting template and then other rubrics from around the country were assessed for relevance to our stated language surrounding each SLO. This work was led by the College's Assessment and Continuous Improvement Coordinator in consultation with the Assessment (ASC) sub-committee of SPARC and faculty experts in each instructional unit. A more detailed description of this process can be found in the Core Theme Objective 1.1. section of Chapter 4 of this report.

Faculty Role in the Selection of New Faculty

South Seattle College faculty take an active role in the hiring process, both full- and part-time. Full-time screening committees include three or more faculty, often from the same discipline area or division. The committee works closely with Human Resources and an Inclusion Advocate in the creation of recruitment notices, preparation of screening and interview questions, the selection of candidates to interview, the interviewing of candidates, and the recommendation of finalists to the vice president of instruction and the president. For part-time hiring, the faculty coordinator often works with their dean to review job applications, develop interview questions, interview candidates, and make hiring recommendations to their Dean who has ultimate hiring authority. For more details, see Article 6.5 in the faculty CBA.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Governance: College and District | **Compliance:** College

South Seattle College librarians have faculty status. Information literacy is a [Student Learning Outcome](#) for the College, and the library faculty focus on integrating it meaningfully across the curriculum. For example, when new courses are introduced for review at the Curriculum and Instruction Committee (CIC), the library representative will suggest how information literacy can be woven in. The library faculty collaborate with faculty colleagues in many disciplines to offer instruction sessions that focus on subject-specific assignments.

Librarians also collaborate with online instruction, providing customized websites with resources designed for each course. In addition to these collaborations, the College has participated in a number of grant-funded programs that provide support for more formalized collaborations between discipline faculty and librarians. These projects have resulted in long-standing partnerships in Nursing, ESL, Psychology and English, among other areas. The collaborations often comprise two or more customized instruction sessions that help meet learning outcomes set by both the librarian and the course instructor, and introduce students to a range of information literacy skills. The projects typically have an assessment and reporting component as well.

Some faculty are already familiar with specific library databases or other resources and schedule time to use the library independently with their students. Many College courses are research-dependent, and [library databases](#) and print materials are critical to students for supporting these research efforts. Professional technical programs also integrate library resources into their courses.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Governance: College and District | **Compliance:** College

Prior Learning Assessment is a shared focus for the community and technical college system in Washington state. The Seattle Colleges is guided by [Policy 515](#) and [Procedure 515.01-15](#) and is described on page 40 in the [District catalog](#). Student transcripts include a notation indicating which courses have been completed through prior learning.

Students can demonstrate and be granted credit through successful compilation and submission of the Prior Experiential Learning Portfolio (PEL). The College's procedures adhere to the [Washington State Board of Technical and Community College \(SBCTC\)](#) and NWCCU accreditation guidelines for maintaining degree and certificate integrity; capping and approving credits; identifying such credit on transcripts; disallowing credit duplication; and making no pre-evaluation assurances about the number of credits to be awarded.

To refine and improve these established processes, South Seattle College is participating actively on a statewide Prior Learning Assessment Work Group, which was created under legislative direction with these seven goals:

1. Increase the number of students who receive academic credit for prior learning and the number of students who receive credit for prior learning that counts towards their major or toward earning their degree, certificate or credential—while ensuring that credit is awarded only for high quality course-level competencies.
2. Increase the number and type of academic credits accepted for prior learning.
3. Develop transparent policies and practices in awarding academic credit for prior learning.
4. Improve prior learning assessment practices across the institutions of higher education.
5. Create tools to develop faculty and staff knowledge and expertise in awarding credit for prior learning and to share exemplary policies and practices among institutions of higher education.
6. Develop articulation agreements when patterns of credit for prior learning are identified for particular programs and pathways.
7. Develop outcome measures to track progress on the goals outlined in this section.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Governance: College | **Compliance:** College

South Seattle College maintains final judgment in accepting transfer credit. The College maintains clear published policies and consistent processes for accepting credit from accredited colleges and universities, as described in the [District catalog](#) (page 40). These procedures are guided by [standard campus practices](#), [state regulations](#), and [accreditation requirements](#) for ensuring that the quality, type, and level of transferred or received credits are legitimate, relevant, and appropriate.

Applying these policies and procedures, official transcripts are evaluated for course equivalencies by the College's credential evaluators on a course-by-course basis. To help ensure consistent evaluations, courses from other Washington state community and technical colleges are noted and tracked in the state equivalency database. In evaluating courses that have not previously been evaluated, the evaluator refers to course descriptions in the catalogs of the transferring institutions to determine if the course is comparable in nature, content, academic quality, and level to credit it offers. If catalog information is insufficient, the evaluator requests course descriptions from the transferring colleges and may ask students to provide course syllabi. The evaluator then confers with faculty in instructional areas to which the credit might apply. Transcripts are evaluated within four to six weeks of receipt to enable students to develop educational plans in a timely manner.

Credit accepted for transfer to South from other institutions is not included in the College's official calculation of the College grade point average. Awards bestowed at graduation recognizing graduates for academic achievement are based on the official College GPA.

The College subscribes to Washington's State Board for Community and Technical Colleges' (SBCTC) [Inter-College Reciprocity Policy](#). This policy provides reciprocity for specific courses, distribution areas and placement and is intended to ease student transfer between Washington State Community and Technical Colleges. This reciprocity agreement is noted for students on page 10 of the [District catalog](#).

In 2007 the SBCTC [established a common course numbering system](#). This system now includes many courses at the 100 level and above in transfer and professional/technical curriculum. Common course numbering provides easy transfer-of-credit for students moving between Washington state public colleges and universities, and many private institutions. Common course numbering is described for students on page 4 of the [District catalog](#).

The College publishes its policies on student rights and responsibilities and College rights and responsibilities in the [District catalog](#), pages 41-46. These policies provide guidance to students and College employees regarding transfer credit, ensuring academic quality and procedural integrity.

Articulation agreements have been established with a number of colleges in the Pacific Northwest, which enable students to easily transfer credit to and from those institutions. The College is also a member of SBCTC's [Articulation and Transfer Council \(ATC\)](#). The ATC recommends solutions related to statewide transfer issues to the SBCTC's [Instruction Commission](#) and generally carries out the statewide work of implementing the solutions to issues once those recommendations have been approved by the Instruction Commission. In addition, ATC also develops and establishes common major-ready pathways for the state's community colleges. South's membership and compliance with the 100 guidelines in both the [Intercollege Relations Commission \(ICRC\)](#) and ATC help to ensure that incoming as well as outgoing transfer credits support transfer degrees of high academic quality.

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Governance: College | **Compliance:** College

South Seattle College's certificates, associate degrees and baccalaureate degrees adhere to the guidelines and approval processes established the Washington State Board for Technical and Community Colleges (SBCTC) and when applicable, statewide degrees designed for transfer from a community and technical college to public and most independent universities including the [Direct Transfer Agreement \(DTA\)](#) and the [Associate in Science-Track \(AS-T\) Agreement](#).

The General Education component of South's undergraduate programs conform with policies developed by the [Washington State Intercollege Relations Commission](#) and the [Washington State Joint Transfer Council](#). This framework ensures that students complete a core of general education that represents an integration of basic knowledge and skills, preparing them for ongoing development of their academic, professional and life skills. See also 2.C.4 and 2.C.5.

Transfer Associate Degrees

All academic transfer associate degrees offered by South Seattle College include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. The college uses terminology consistent with the University of Washington—the four-year institution of choice for most of the College's transferring students—to designate the three Areas of Knowledge Distribution Areas: Visual, Literary and Performing Arts (VLPA), Individuals, Cultures and Societies (ICS), and the Natural World (TNW).

South Seattle's Colleges five Associate transfer degrees includes courses in the following general education categories:

	Visual, Literary and Performing Arts (VLPA) (i.e. humanities and fine arts)	Individuals, Cultures and Societies (ICS) (i.e. social sciences)	Natural World (TNW) (i.e. mathematics and natural science)
Associate of Arts Direct Transfer Agreement (AA-DTA)	15	15	15
Associate of Arts Direct Transfer Agreement w/Asian Pacific Islander (API) Emphasis (AA-DTA API)	15	15	15
Associate of Business Direct Transfer Agreement (AB-DTA)	15	15	15
Associate of Science Track 1 (AS-T 1)	5-10	5-10	30+
Associate of Science Track 2 (AS-T 2)	5-10	5-10	30+

The courses in these categories align with seven general education (related instruction) learning outcomes, in line with NWCCU and SBCTC requirements, that South Seattle College titles [Student Learning Outcomes \(SLOs\)](#). Each SLO identifies abilities with individual learning outcomes that prepare students to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.

Baccalaureate Degrees

South Seattle College's [three Applied Baccalaureate degrees](#) require a minimum of 60 credits of general education be completed during the lower and upper division coursework combined in the following distribution areas: 10 credits of English; 5 credits of Quantitative/Symbolic Reasoning (QRS); 10 credits of Visual, Literary and Performing Arts (VLPA); 10 credits of Individuals, Cultures and Society (ICS); and 10 credits of Natural World (NW) with five credits of lab sciences. The remaining general education courses may be distributed in a manner that best suits the curriculum needs of the baccalaureate program.

Professional Technical Degrees

South Seattle College's Professional and Technical Applied undergraduate AAS-T degrees, AAS degrees and certificate programs of forty-five (45) quarter credits in length or more contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. All programs must [meet statewide standards and be approved by the SBCTC](#) prior to program implementation. The programs utilize the campus-wide general education SLOs described above and conforms with NWCCU's standards for related instruction. See also 2.C.10 and 2.C.11.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

Governance: College and District | **Compliance:** College

The [Seattle Colleges catalog](#), on page 4, defines general education coursework and provides the following rationale for its inclusion in certificates and degrees:

The purpose of General Education is to provide educational depth and breadth through development of essential skills in reading and writing, research and information literacy, critical thinking, problem-solving, understanding individuals and cultures, creative expression, and quantitative and scientific reasoning. These transferable skills support students as they continue in higher education, move forward in careers, and continue the process of lifelong learning. The catalog notes that each college in the District has developed learning outcomes and specific degree requirements to support these General Education goals.

As described in 2.C.9, all South Seattle College programs of 45 or more credits share a [General Education/Student Learning Outcome \(SLO\)](#) component. The specific courses that meet the SLOs vary by program but reflect the shared SLOs of communication, computation, human relations, critical thinking and problem-solving, technology, personal responsibility, and information literacy.

Each SLO identifies abilities with individual learning outcomes that can be assessed using [an evaluation rubric](#) to ensure each SLO is preparing students to become more effective learners in relation to the College's Mission, Core Themes, and the learning outcomes for those programs. See also 2.C.5.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Governance: College and District | **Compliance:** College

As described in 2.C.9 and 2.C.10, South Seattle College's General Education component (in all transfer and Professional-Technical programs of 45 credits or more) includes the "related instruction" curricula, required by accreditation and state standards. The "related instruction" or general education courses have well-defined learning outcomes and curricula and are overseen and taught by appropriately qualified faculty.

Professional technical certificate programs of fewer than forty-five credits at South Seattle College use a research-validated approach whereby related instruction is embedded into the technical curriculum. When courses are developed, they go through an approval process which requires identification of general educational outcomes (College Level Outcomes) as well as course-specific outcomes. This approval process includes review and approval by the faculty Curriculum and Instruction Committee (CIC), the program dean, and the vice president of instruction. Once approved by the CIC, official course outlines specify which of the SLOs are being addressed at various points in the curriculum and are published in the Course Inventory within the [Automated Course Approval system \(ACAS\)](#), accessible through the Inside Seattle Colleges (ISC) platform (only available to employees; will provide access). A [historical collection](#) of course outlines can also be found on the publicly accessible Southnet site for College personnel.

Professional technical programs incorporate the College's [Student Learning Outcomes](#), documented in the Program Guides and Master Course Outlines. For certificates greater than 45 credits, designated related instruction courses are incorporated into the scope and sequence. Professional technical faculty and deans have worked closely with transfer faculty and deans in the development of these contextualized related instruction courses in the areas of mathematics, human relations, and English. Students take these courses that have been contextualized to their professional technical program rather than specifying additional general education courses as a part of the certificate. However, Associate of Applied Science degrees require from 10-20 credits of general education courses.

Certificates of forty-five credits and applied degrees have specific related instruction requirements that are outlined for students on the program planning sheets. These can be viewed on [the website](#) under specific program pages, program options, and/or program outcomes. Students are also informed of the general education components through course syllabi, following the College's [syllabus template](#). All courses are taught by qualified faculty. The College follows the District [Agreement](#) with the American Federation of Teachers (AFT) governing the selection and hiring of qualified faculty, both full-time and part-time, which is addressed in Article 6.5 (page 32).

Graduate Programs

2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Governance: College and District | **Compliance:** College

The College does not offer graduate programs.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

Governance: College and District | **Compliance:** College

South Seattle College's continuing education programs and other special programs complement the College's Mission to enhance the community and partnerships, student achievement, and teaching and learning.

The continuing education department plays an integral role in Core Theme Four: Community Engagement and Partnerships by offering classes that provide opportunities for members of the community to build skills, make connections and enrich their lives. The lifelong learning program serves approximately 2,800 individual students annually through a variety of courses and workshops, both face-to-face and online. In addition, the department partners with academic departments on campus to offer continuing education opportunities for professionals in the technical fields taught by the College.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Governance: College and District | **Compliance:** College

In accordance with its Mission, Values, and Core Themes, South Seattle College non-credit community and continuing education courses appropriate to the needs of its community residents and employers. The Continuing Education Department offers classes for personal enrichment and for lifelong learning and professional development.

Continuing education classes are market-driven and address a variety of topics. The content, quality, and approval processes for South Seattle College's continuing education and special learning curricula (as defined in 2.C.16) meet state and accreditation requirements.

Continuing Education is fully integrated with the academic and governance structures of the institution. The director is a member of Instructional Council and reports to the Vice President of Instruction. Continuing Education is designed as a self-sustaining department that is primarily funded with revenue

collected from lifelong learning and professional classes. All courses offered go through an application review process. The director and the program specialist of lifelong learning review program content, instructor qualifications and the financial viability of all continuing education classes the College offers. Where appropriate, specialized certificate programs have advisory committees that oversee the instructional quality, content and student satisfaction.

Most continuing education courses are developed and taught by instructors who have specialized experience or industry certification in the subject area of the course. When appropriate, the continuing education director consults with professional and technical deans and faculty for instructor recommendations and curriculum review. Continuing education courses are evaluated on a quarterly basis in a process that includes student evaluations and staff feedback. Instructors are also asked to evaluate their experience with continuing education. Evaluations are tabulated; enrollment data and class revenue are compiled, and then reviewed by continuing education director to ensure the quality and consistency of continuing education procedures and course delivery.

The vast majority of Continuing Education's courses are non-credit. Any courses offered for college credit, including any which are customized, are subject to the same processes and reviews as courses which are a part of the College's regular offerings. Through collaboration with school districts in Washington State and the [Washington State Office of the Superintendent of Public Instruction \(OSPI\)](#), the continuing education department offers an approved teacher certification preparation program for individuals from business and industry who want to teach career and technical (CTE) skills in middle and secondary schools. The online/hybrid program serves over 200 teacher-candidates annually and goes through a rigorous state review process (OSPI).

As a part of its Mission, the College has a [Basic & Transitional Studies \(BTS\) Division](#) which serves approximately twenty percent of the student population. The purpose of this department is to provide a gateway to the College for students who are unprepared for college level work, and those who are English Language Learners. Although students are not earning College credit, the department follows all College procedures regarding faculty selection and quality, course approval, and student enrollment and grading. In addition, the BTS department is reviewed every three years by the Washington State Board of Technical and Community Colleges (SBCTC) which oversees the federal funding the College receives to support the program. The BTS dean is an active member of Instructional Council and Instructional Deans workgroups.

The BTS Division confers high school diplomas for adults over 21 through its [High School 21+](#) program. The College also has a dropout retrieval program for students under 21, [Career Link](#), which is a model for the state. This program partners with a local school district to re-enroll out of school youth under the age of twenty-two. Career Link students complete degree requirements to earn a high school diploma and typically also earn College credits while at South.

The special learning courses discussed above in BTS and in Career Link, along with continuing education, are important contributors to the College Mission, as well as the College's Core Themes.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

South Seattle College's Continuing Education is a provider of clock hours, which are issued in compliance with standards and procedures set forth in [Washington Administrative Code \(WAC\) 181-85](#) and support the College's Mission and Core Themes.

South Seattle College's process for awarding Continuing Education Units (CEUs) reflects accepted state standards. One CEU is defined as ten clock hours of participation in an accredited and organized continuing education program with qualified instruction. The primary purpose of CEUs is to provide a permanent record of an individual's learning experience. In addition to offering CEUs, the Continuing Education Department also offers clock hours for teachers. Clock hours are awarded on a 1:1 basis (one hour of instruction = one clock hour.) Compliance with state regulations is granted by an annual reauthorization process through the Washington State Office of the Superintendent of Public Instruction. Learning outcomes are detailed on the course outlines. CEUs and clock hours are granted after participants have demonstrated mastery of the stated course objectives or competencies.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Governance: College | **Compliance:** College

Continuing education uses its own registration system, accessible through the College's [LearnatSouth](#) website that permits students to register for classes without going through the College's Student Management System (SMS) system. This option is intended to make registration more user-friendly and to store more complete course descriptions. All relevant student data is uploaded into the SMS system on a regular basis by the continuing education staff and the course names and enrollment records can be tracked quarterly.

2.D STUDENT SUPPORT RESOURCES

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Governance: College and District | **Compliance:** College

Consistent with its Core Themes and methods of delivery, South Seattle College provides effective learning environments appropriate to the College's programs and highly diverse student population. The College coordinates support and instruction wherever possible to ensure organizational responsiveness to student needs.

Academic support programs promote the retention, persistence and completion of the College's student population by providing comprehensive and effective academic support and student development programming. The College provides a variety of services available to all students as well as targeted programming to support underrepresented groups and special populations.

[Advising and Counseling Services](#) provides all students with comprehensive services through placement, quarterly course selection, educational planning toward certificate or degree completion, and transfer preparation and support. Counselors provide additional support through personal, career, and educational counseling.

Enrollment Services are designed to provide students with operational support from first inquiry through application, admissions, enrollment, retention, and graduation. The department includes the following teams: [admission and registration](#), [student assessment services](#), credential evaluation, [new student services](#), [financial aid](#), first year experience, and [completion coaches](#).

[The Writing Center](#) serves students from all College programs with writing assistance by appointment or on a drop-in basis.

[The Math and Science Tutoring Center \(M.A.S.T.\)](#) provides drop-in help to students in all levels of math and science, including physics, chemistry, and statistics. M.A.S.T. also serves as a study hall for students.

[The Math and Learning Lab \(M.A.L.L.\)](#) provides drop-in help for students needing assistance in development math courses. Tutors are available to help students solve problems and improve their math skills.

[The Tutor Center](#) provides one-on-one tutoring and helps to facilitate study groups for all classes offered at the College.

[College Transfer Resources/Transfer Center](#) is coordinated by an academic advisor and staff from TRIO Student Success Services. They bring representatives of baccalaureate institutions to campus to provide information about transfer, sponsor workshops, attend classes, and meet with students individually to discuss issues related to transfer. The Transfer Center is co-located with TRIO-SSS Collaborative Learning and Instruction Center.

[WorkSource Career Center](#) is committed to student success through the gainful and meaningful employment of all graduating students. Workshops for students and community members on preparing resumes, conducting online job searches, and interviewing are held weekly. The center also partners with the basic and transitional studies division to help develop employment opportunities for English as a Second Language (ESL) and General Education Diploma (GED) students. Resources and individual counseling are available to assist students in making educated career choices.

[TRIO-Student Success Services \(SSS\)](#) provides academic and personal support to students from first-generation and low-income backgrounds and students with disabilities. Services include advising and assistance in course selection, tutoring, financial and economic literacy, FAFSA and scholarship information and assistance, transfer information and planning assistance, and peer and professional mentoring. Students enrolled in TRIO-SSS have access to the [Collaborative Learning and Instruction Center \(CLIC\)](#) which provides drop-in tutoring from experienced tutors.

[TRIO-Educational Opportunity Center \(EOC\)](#) provides guidance and assistance to adults who want to begin or restart their College education or career training. Services include; Financial Aid application assistance, funding opportunity referral, scholarship application, College admission assistance, High School GED information, ESL course information and advising services, and are free to eligible individuals.

[Disability Services](#) coordinates services and arranges academic adjustments for students with documented physical, mental or sensory disabilities in accordance with the Americans with Disabilities Act of 1990, as amended.

[The Writing and Learning Lab](#) provides academic support to students whose first language is not English. Students can get help with writing homework, sentence development, grammar practice, speaking practice, basic academic skills, and can participate in study groups.

[The Center for International Education](#) provides comprehensive support services to international students enrolled at the College. Services include immigration advising, academic and educational planning, transfer and career advising, personal support, and tutoring in math and English.

[Pre-College and High School Programs](#): In addition to supporting the learning needs of students enrolled at South, the College provides support to students at the secondary level.

- Through the TRIO Pre-College programs [Talent Search](#) and [Upward Bound](#) secondary school students from low-income and first generation backgrounds are provided personal and academic support to promote secondary graduation and postsecondary enrollment.
- [Career Link](#) high school, located on South Seattle College's main campus, provides secondary school students who have dropped out with an opportunity to complete their secondary education.
- The [Running Start](#) program enables qualified high school juniors and seniors to enroll in College courses.

Current Student Success Initiatives

South Seattle College is actively involved in implementing [Guided Pathways redesigns](#) to improve the onboarding, retention and graduation of students.

- [American Association of Community Colleges \(AACC\) Institute](#): South Seattle College was selected as one of thirty community colleges across the nation to participate in a series of six institutes focused on redesigning the College around a Guided Pathways concept.
- [College Spark Grant](#): South Seattle College was selected as one of five initial community colleges in Washington State to receive a College Spark grant which awarded the College \$100,000.00 a year over the course of five years to support Guided Pathway redesigns.
- [Integrated Planning and Advising for Student Success \(IPASS\)](#) is a three-year grant awarded to the Seattle College District by Educause through the Bill and Melinda Gates Foundation. The grant provides three years of financial, technical, and change-management support to improve students' success and degree completion.
- [Project Finish Line](#) is a Gates Foundation grant focusing efforts on policies, practices and service redesigns to help students achieve a degree or certificate
- The [Pathway to Completion](#) grant is redesigning the entry and first year experience by providing entering students with clear and accelerated pathways and processes, effective instructional options and intrusive supports

- [Ready, Set, Transfer](#) provides tools and support to start and keep students on a pathway to careers in science, technology, engineering or mathematics (STEM). The program provides students with learning communities, peer mentoring, academic support, faculty mentors, seminars, guest speakers, and other resources to be successful. The program also provides scholarships to talented, low-income students pursuing careers or transfer degrees in STEM fields. With its second round of funding for RST secured, the College has added an emphasis on reaching students in pre-college math pathways to encourage STEM education and careers.
- [Guided Pathways for Student Success Title III Grant](#). The grant totals just over \$2 million over five years, running from October 1, 2018, through September 30, 2023, and will build upon the previous Title III grant which focused on improving student progression to completion and graduation using strategies to achieve the critical 45-credit momentum benchmark, a proven strong indicator of success. The primary institutional goals identified in the grant proposal are to: 1) Increase completion and retention rates and decrease time to completion by designing and implementing a Guided Pathways structure that is supported with data tools, integrated systems, and robust communities of practice composed of faculty, staff and expert coaches; and 2) Identify and address problems such as equity gaps by building a “culture of evidence” supported with data tools, integrated systems, and professional development that foster a whole-College practice of continuous improvement.
- Through its two **AANAPISI grants**, the institution provided programs and resources to improve student transition, retention, graduation and transfer to four-year institutions. When the second grant officially ended in the summer of 2016 the College institutionalized its dedicated advising as the [AANAPISI Center](#).

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Governance: College and District | **Compliance:** College

South Seattle College provides for the safety and security of students with a multi-dimensional program that includes five highly visible security officers and five part-time security guards interacting with staff, students and guest as they make their rounds; well-established relationships with state and local law enforcement agencies; threat assessment intervention; emergency preparedness training; and adherence to federal regulations related to crime reporting.

The [Campus Safety Office](#) staff take a lead role in crisis management planning, in training for crisis scenarios, and in systematic testing of emergency alerts.

- The College has collaborated with the Department of Emergency Management for the City of Seattle and with FEMA in exercises to deploy supplies to the community using the College as a distribution site.
- Every quarter during emergency simulations pop-up announcements are sent to all College workstations, while texts and email messages are sent to registered subscribers.
- Messages are also broadcast to the 132 telephones that have been converted to serve as mini public address systems and to the outdoor public address systems.

Security officers must have two years prior experience to be considered for employment. Professional development includes forty- to eighty-hours of crime prevention training, first aid, and [National Incident Management System \(NIMS\)](#) training. Security personnel are trained in cardiopulmonary resuscitation (CPR) and first aid and in the handling of emergency referrals for students in crisis, should an emergency occur in the late evening or weekends when counselors are unavailable.

The College has annually scheduled training on responding effectively to student emotional escalation. The security director participates in student threat assessment reviews with counseling faculty and the student conduct administrators as a preventative measure to insure the safety of the College community.

The College posts [crime statistics](#) on the web in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act) and the security director has attended related training on the Clery Act.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Governance: College and District | **Compliance:** College and District

Admissions

Consistent with [District Policy 305](#), South Seattle College is an open admissions institution. Anyone eighteen or older or who is a high school graduate or who has a GED may attend. Underage students may complete an application for consideration. The College also offers a free high school completion program for students ages sixteen to twenty-one.

The Center for International Education, Running Start, Adult Basic Education, English as a Second Language, GED Preparation, Career Link Academy, and the BAS degrees have separate admissions guidelines based on state or federal regulations that apply to the program requirements or to the population served. Information on admissions standards including links to specific information on admissions requirements for specialized programs can be found online.

Recruitment and Enrollment

New student recruitment and enrollment strategies for South Seattle College are led by five key teams:

- [New Student Services \(NSS\)](#) focuses on outreach and structured onboarding programs that serve all new students in the enrollment pathway. The team recruits through off campus fairs, presentations, tabling and coordinates on-campus tours, Admissions Workshops, New Student Orientation, and informational inquiry services. The team also works closely with our Public Information Office to coordinate recruitment communication campaigns to prospective and new students through a District-shared Customer Relationship Management (CRM) software.
- [The Seattle Promise Program](#) (Formerly the 13th Year Promise Scholarship Program) provides up to two years of tuition-free college and wraparound support services for the following targeted schools: Cleveland, Chief Sealth, Garfield, Ingraham, Rainier Beach, and West Seattle high schools. This program will provide two years of tuition for all Seattle Public Schools high school graduates starting in 2020 with the support of the Families, Education, Preschool and Promise Levy that Seattle citizens

voted to fund in November 2018. The Seattle Promise team provides outreach and onboarding support through high school events and programming at the College called the Readiness Academy and Summer Bridge. In addition, the program supports students to be academically successful once enrolled in college courses with intrusive advising and networking students to other success services.

- **The TRIO Educational Opportunities Center (EOC)** provides enrollment support for low-income, first-generation-to-college adults (age 19+), with a focus on veterans (including family members) and English language learners, who have not yet earned a bachelor's degree. Services include assistance with applying to college, applying for financial aid, placement help, and discussing career options.
- **The Center for International Education (CIE)** focuses on the recruitment, orientation, enrollment, and support of students coming into the USA on non-immigrant student visas. The CIE team participates in international education fairs, gives presentations at international high schools, develops institutional partnerships with colleges and universities for faculty and student exchange, trains education abroad counselors on South's programs and services and coordinates on-campus visits for prospective international student groups or individuals with their parents. Support programming includes an on-arrival orientation program as well as the ISD200: Orientation to Success in American College class along with regularly scheduled workshops on SEVIS requirements and adapting to life in the USA.
- **BAS Program Recruitment:** The BAS programs in Hospitality Management, Professional Technical Education & Instructional Design, and Sustainable Building Science Technology currently targets all associate degree holders in Washington state for enrollment in South's four-year program. Staff from the BAS programs attend transfer events and professional association events, and conduct in-class visits at other community and technical colleges. The programs also provide targeted mailings to associate degree graduates in the Seattle Colleges, send marketing materials to academic transfer advisors across Washington and Oregon, and hold one-on-one information sessions throughout the year.

Other supplemental outreach is often done by instructional departments. Faculty and staff from these departments attend events that are targeted to audiences who have interest in their particular industries.

Orientation

South Seattle College requires new students to go through some type of orientation programming. The general orientation, called [START: New Student Orientation \(NSO\)](#), is offered both in person and online and provides information critical to success for students transitioning to college. Its areas of focus include student involvement, degree pathways, funding, and student resources. Along with this information there is also a demonstration of online services and the opportunity to speak with an advisor in a small group setting in order register for the first quarter of classes. The online orientation provides all the same content as well as directions for how students can communicate with an advisor to register for their classes.

There are numerous program specific orientation options that students may take in lieu of, or in addition to, the START NSO if they are enrolling in a specialized program. These specialized programs include Running Start, BAS programs, ABE/ESL/GED, Career Link, Seattle Promise, International Education, and WorkForce programs (Start Next Quarter Orientation).

Students entering the College who have previously completed a degree at another institution are considered to have sufficient college experience to ensure success and are exempt from the START NSO requirements. [Detailed information on orientation practices for all departments on campus](#) is distributed internally.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Governance: College and District | **Compliance:** College

Course and program additions and revisions are reviewed by the [Curriculum and Instruction Committee \(CIC\)](#), approved by the vice president of instruction, and forwarded to the District office and State Board for Community and Technical Colleges (SBCTC). The College follows the [SBCTC program review and viability procedures for technical and professional programs](#). When courses and/or programs are dropped or placed on inactive status, arrangements are made to ensure that currently enrolled students are able to complete their coursework at South or at nearby college.

South Seattle College, as part of the Seattle College District, began implementing a new process called [Program Viability](#) during Fall 2017. The purpose of Program Viability is to use simple and consistent data to evaluate the viability and sustainability of a program by examining student enrollment and FTE trends, student faculty ratios and cost per FTE. This is a very structured process that unfolds over an academic year or two (depending on the quantitative and qualitative data). As a result of this new process, the Auto Body Collision program, after a program teach out, closed in spring 2018. Engineering Technical Drafting and Design provided a program teach out and will be closing at the end of winter quarter 2019. The Pastry/Baking Arts program is currently providing a program teach out and will close at the completion of summer quarter 2019.

As an example of how the College makes appropriate arrangements to ensure that students enrolled in a closing program have an opportunity to complete their program in a timely manner and with minimum disruption, students in the Pastry/Baking Arts program were notified of the program closure prior to the beginning of Fall 2018. On the first day of class a support team (made up of the program advisor, director of retention and completion, and the dean) met with students. They were provided with a contact list of the support team and the director of workforce education and the director of financial aid. Since that date, the students' needs and progress towards completion have been closely monitored by program advisors and the program dean.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy; d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.

Governance: College and District | **Compliance:** College and District

The Seattle College District publishes a combined District catalog in print and online. While the catalog is typically published biannually, the [current catalog](#) covers the 2018-2019 AY only as a result of the District's recent decision to implement [Acalog](#), an online catalog management system that will allow the District to easily create, organize and publish interactive course information in real-time.

The current catalog serves as a reference guide for new and prospective students, staff and faculty and contains District-wide information as well as a section specific to South Seattle College (pages 153-212) and the Georgetown Campus (pages 172-173). Because the District-wide catalog is typically published every other year, critical information is also published online and shared in a [quarterly viewbook](#) distributed to the College's service area.

South uses several distribution systems to ensure all current and potential students living in the service area have easy access to the latest class schedule [published online at the College website](#). Copies of a quarterly viewbook that connects readers with registration information, financial aid resources, important upcoming dates and details on accessing the online class schedule are available in public areas across campus and distributed to local high schools and community centers by College staff and by a service that reaches businesses and other facilities not reached by mail. A large number are carrier-sort mailed to residences in the College service area, covering thirteen ZIP codes. Copies are also mailed in response to inquiries by phone, website, in person, or through the online admissions page.

The District catalog provides information for the following areas as indicated; this information is also published on the College website and in the Student Handbook.

- Institutional Mission and Core Themes (page 125)
- Entrance requirements and procedures (pages 29-38)
- Grading policy (page 38-39)
- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, projected timelines to completion based on normal student progress, and the frequency of course offerings (pages 159-200)
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty (pages 385-406)
- Rules, regulations for conduct, rights, and responsibilities (pages 41-43)
- Tuition, fees, and other program costs (pages 36- 38)
- Refund policies and procedures for students who withdraw from enrollment (pages 36-38)
- Opportunities and requirements for financial aid (pages 32)
- Academic calendar (inside back cover)

2.D.6 Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

Governance: College and District | **Compliance:** College

When applicable, eligibility criteria for state or national licensure or unique requirements for employment/ advancement appear in departmental web pages (within the College's website) and in program requirements descriptions in the online District catalog. For example, the Aeronautical Technology Program notes on the [program website](#) and [District catalog](#) that passing the Federal Aviation Administration (FAA) Airframe and Powerplant (A&P) exam is a condition of entry into the industry.

For those programs such as the Aeronautical Technology program that require state or federal licensing before graduates can work in their chosen fields, success rates for the exams are closely monitored to ensure that program content qualifies students to pass the exams upon completion of the programs.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Governance: College and District | **Compliance:** College and District

South Seattle College adheres to state regulations regarding the security and retention of student and institutional records, including the [Family Educational Rights and Privacy Act \(FERPA\)](#) and the Washington State [Revised Code of Washington \(RWC\) 40.14 Chapter](#).

Additionally, South Seattle College maintains a reliable and retrievable backup of those records, regardless of their form. The College's Student Management System (SMS) is part of a statewide computer network, which regularly backs up data and stores student records in Olympia, so they can be retrieved and restored should the need arise. The District also submits student final term records to the state on a quarterly basis, thus creating another safeguard against data loss.

Onsite (electronically), as an added security measure, department administrators, the assistant registrar, and/or the dean of enrollment services and registrar control the approval process and individual password authentication to access student records in the student management system database and the director of advising controls access to the advisor planner tool, which displays student data from the SMS.

Onsite (physically), academic and financial aid records are processed and archived in a secured fire-proof room within the Robert Smith Building. Registration forms are filed and stored in paper format, with historical files moved to a secure cage area in another building until they reach their destruction date, at which time they are securely shredded by a contracted third-party provider; all other academic records are scanned and stored electronically. Access to electronic records is by authorized personnel only and the system files are securely stored and backed up on District-maintained servers.

The institution publishes and follows established policies for confidentiality and release of student records on the [District catalog](#) (page 41-42) and [District website](#). The College adheres to FERPA regulations and provides students the ability to request non-disclosure of information and withhold the release of directory information. Registered students also receive quarterly email notification explaining their rights as defined by FERPA.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Governance: College and District | **Compliance:** College and District

South provides an effective and accountable program of financial aid consistent with its Mission and student needs. The administration of the [Financial Aid Office](#) is audited annually by the state for compliance with federal and state regulations. Financial aid staff members attend regular training events to ensure timely and accurate implementation of all regulatory changes. The financial aid team continually reviews its practices to identify opportunities for improvement, and changes are implemented on an ongoing basis to ensure that South Seattle College students receive excellent financial aid services.

The administration and control of financial aid funds is a joint venture among five entities:

- The South Seattle College Financial Aid Office
- The South Seattle College Business Office
- The South Seattle Workforce Education Office
- The Seattle College District Accounting Department
- The source of the funds, which may be federal or state agencies or private contributors

The Financial Aid Office administers the funds, the business office disburses funds, the District accounting department processes third party billing and draws down funds for federal and state funded programs, and the contributing entities require and conduct reconciliation between funds authorized by the financial aid office and disbursed by the accounting department.

South participates in all Title IV federal programs except Perkins, Teach, and PLUS Loans. The College also participates in all state and institutional grant and scholarship programs. As funding is exhausted for these programs, the Financial Aid Office tracks which students are eligible for funding through the financial aid management system. This allows funds to be distributed to eligible unfunded students, provided additional federal and state funds are awarded to the school or through attrition.

In addition to handling the large financial aid programs provided by the federal and state governments, the College also works with public agencies to coordinate fund disbursements to the students from these agencies. These funds are coordinated through the [Workforce Education Office](#). Examples of such agencies include Division of Vocational Rehabilitation, the Department of Labor and Industries, and Boeing and Trade Act. In addition, Workforce provides support and navigation services for these students and vendors.

Workforce Education provides tuition and support services to students through Workforce grants including: Basic Food, Employment and Training (BFET), Worker Retraining, and Workfirst or Temporary Aid for Needy Families (TANF). These students are typically low income and need training in order to gain employment. Workforce helps students secure financial aid in addition to supporting students that may not qualify for other types of aid. The Workforce office coordinates services across departments to help students navigate the College system.

The College also coordinates with the now independent [South Seattle College Foundation](#), the District's officially affiliated [Seattle Colleges Foundation](#) as well as third party private organizations that provide scholarship assistance to students. As required by the program participation agreements with the federal and state governments, the Financial Aid Office, in partnership with the Worksource Office coordinates all outside resources (agency and scholarship funding) disbursed to students in conjunction with the regular financial aid programs. This process ensures that students are not being over-awarded according to federal and state regulations and that the funds flow to the students in time for them to pay tuition and fees, books, supplies and other living expenses.

Although there are numerous financial aid programs administered by the Financial Aid Office, there are often students ineligible for financial aid based on calculations for determining eligibility by funding source. If a student isn't eligible for financial aid, the College offers a payment plan in conjunction with Nelnet Business Solutions. For a nominal administrative fee, the [FACTS payment plan](#) allows students to sign up for a no-interest monthly payment plan. This service encourages student retention.

Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students on the "[Types of Financial Aid](#)" page located on the College website.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Governance: College and District | **Compliance:** College

Students receiving financial assistance are informed of any repayment obligations. South Seattle College regularly monitors its student loan programs and the College's loan default rate. Students are informed of their obligation to repay student loans in several ways. Before receiving loans, all borrowers must complete entrance counseling, which provides rights and responsibilities of student loan borrowers, including the responsibility of the student to repay the loan. Student's must actively request student loans, and their loan awards are displayed on their [Financial Aid Student Portal](#) which displays their financial aid awards with the name "loan" included in the description. Students must actively accept all of their financial aid, at which time they are agreeing that they have read the Terms and Conditions of their funding, the [Return of Title IV policy](#), and the [Satisfactory Academic Progress policy](#). When student loan borrowers drop below ½ time enrollment, graduate, or leave South Seattle College, they receive Exit Counseling materials by mail to remind them of the loan repayment obligation, and to provide information on managing loan repayment.

Beginning September 2015, South Seattle College began participating in the Federal Direct Loan Programs for Subsidized and Unsubsidized Loans. Because of the limited amount of time in the program, the College has not yet been issued a three-year Cohort Default Rate it expects to receive one in April of 2019. In an effort to keep default rates down, South Seattle College partners with [Inceptia](#), a third party that facilitates our default prevention program, including proactive outreach as students enter repayment and reactive outreach if the student becomes delinquent. In addition, to the College's third-party efforts, campus financial aid staff counsels every student that borrows a loan on entrance counseling requirements including rights and responsibilities of borrowing and repayment options.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Governance: College | **Compliance:** College

South Seattle College designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. The College's director of advising and running start oversees a full-time assistant director of advising, seven full-time student success specialists/advisors, and three part-time advisors who are located in two offices across campus: the [Advising Center](#) and the [AANAPISI Center](#). This team serves students in the College's Academic Transfer Division, Basic & Transitional Studies Division, Running Start Program, New Start Orientation Program, and the Professional and Technical Career Training Division.

Advising also offers specialized services for unique populations through select programs on campus, often using a case-management approach, such as: The Center for International Education (CIE), TRIO Student Support Services, Completion Coaching, Bachelor of Applied Science programs, Seattle Promise Scholarship (Formerly the 13th Year Promise Scholarship), WorkSource, WorkForce, Career Link, and the College's Apprenticeship Programs.

All campus advisors help students interpret placement assessment tools, select courses, and create educational planning guides for staying on track with certificate and degree requirements as well as assist

with graduation applications, course selection, prerequisite and course sequencing information, assistance with academic difficulty, assistance with petitions, waivers, and/or exceptions, referrals to other services. Part-time advisors often meet with students for individual appointments and on a walk-in basis while full-time advisors/student success specialists often work with specific programs or [Areas of Study](#) to assist students in navigating their program offerings which often requires specialized trainings and/or duties (for example, CIE advisors are trained to provide accurate information and assistance in helping international student maintain their student status in accordance with SEVIS regulations). Select advisors also support [Start Next Quarter orientation](#) run by WorkForce to advise students eligible for funding through that office, support small group advising in [START New Student Orientation](#) sessions, and provide classroom visits and educational workshops to highlight advising services, start educational plans, and discuss career options/resources.

South also has three Counselors who advise students, and provide one-on-one services for students needing educational, personal, and career exploration support.

As a [Guided Pathways institution](#), South Seattle College is in the process of implementing substantive changes based on guided pathways principles to better support students as they select, enter, and progress through programs of study at the College. Recognizing sound advising is key to student persistence and completion, a representative group of fourteen campus personnel convened an Advising Redesign Task Force in 2018 to review the advising processes for South Seattle College.

The Task Force is in the process of reviewing Advising processes and procedures as well as needed professional development and communications for change or implementation. Changes made since our 2013 visit, and as a direct result of the Advising Redesign Task Force, include mandatory orientation for all new students entering degree, certificate or College transfer programs; the formation of a retention and [completion team](#); the adoption of new advising technology tools such as Advisor Dashboard and [Starfish](#); the decision to adopt Areas of Study and assign a lead advisor to each [Area of Study](#); the development and publication of an [Advising Syllabus](#); and the development of approximately 40 program of study degree maps (a quarter-by-quarter default sequence of courses, including gateway and critical courses) in collaboration with Academic Transfer and Professional & Technical faculty. For further details, please see Core Theme One, Objective 1.3, in Chapter 4 of this report.

Advising evaluates the effectiveness of its program in a variety of ways. As part of the advising redesign, advising leadership, in coordination with representative stakeholders, completed an internal review and assessment of how advising is delivered in February 2018. In addition, students are asked to submit feedback after their advising appointments through the College's Booker scheduling software which Advising utilizes to determine perceptions of the advising process. Regularly administered survey instrument, the [Community College Survey of Student Engagement \(CCSSE\)](#) is also used to evaluate the effectiveness of the College's advising processes. Additionally, several programs within advising also offer surveys as a means of assessment including New Student Orientation and Running Start.

Advising Personnel Qualifications and Preparation

Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. All advising staff must meet minimum hiring requirements, and training is conducted College-wide to ensure consistency of knowledge, expectations, and performance.

Continuity of service and ongoing advising training is provided via twice monthly Advising & Counseling meetings, twice monthly Advising Center meeting, quarterly professional development days, an annual advising summer retreat, an advising listserv, online advising training course (housed on campus

Canvas Learning Management System), regular updates on new policies and curriculum procedures and initiatives, specialized training programs on new initiatives, and professional development trainings both on- and off-campus. In recent years, most advisors have attended some form of external professional development including National Academic Advising Association (NACADA) workshops, SBCTC institutes, workshops at neighboring baccalaureate institutions, and numerous webinars offered by student affairs professional organizations.

Policy and Procedure Availability

Advising requirements and responsibilities are defined, published, and made available to students. District and College advising policies, procedures, requirements, and responsibilities are made available to students in a variety of ways, including:

- [College](#) website
- The [District catalog](#)
- The College's [quarterly online class schedule](#)
- The [Student Handbook](#)
- The [Advising Syllabus](#)
- Handouts in the Registration Office and in the offices of advisors, counselors, and educational planners.

These sources provide general information about admissions procedures, placement testing, financial aid and other payment options, course prerequisites, and enrollment. Students and community members can also access [‘student right to know’ information](#), [campus security data](#), and other policies and procedures related to students’ rights and responsibilities.

Students enrolled in various programs also have access to an [online degree audit system](#), where they can receive a real time reflection of completed and remaining course requirements for certificate and degree completion. Advising also maintains an email address where current and prospective students can submit advising related questions if they are not able to visit the Advising Center in person. Advisors also take phone appointments upon request.

The [Steps to Enroll](#) webpage, which includes advising, is also available in both the print and web versions of the District catalog, in a publication called A Guide to Your Future @ South, and in the Student Handbook. The Registration and advising/counseling offices also provide important handouts that are easily accessible to all students. [Sheets to register, add, drop, or audit a course, order a transcript, apply for graduation or degree completion](#), FAFSA worksheets, and other handouts and forms are ready for students to pick up in person. In addition, these handouts are available on South’s website if a student is not able to pick them up in person.

2.D.11 Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

Governance: College | **Compliance:** College

South Seattle College’s co-curricular activities are consistent with, and directly support, the College Mission, Core Themes, programs, and service by fostering a diverse, engaged, and dynamic community that supports teaching and learning while enhancing student achievement. Co-curricular activities are appropriately governed and fully supported within the College.

The dean of student life provides administrative leadership and management for all services within the Office of Student Life in collaboration with faculty, staff, students, and the local community. Student life areas include:

- **Art Gallery:** The mission of the Art gallery is to promote understanding and the appreciation of the arts within the South Seattle College campus and in the surrounding communities through exhibitions that contribute to education and cultural enrichment while engaging the College community in learning opportunities and supporting cultural and artistic diversity. Admission is always free.
- **Campus Recreation:** Campus Recreation includes the Game-Room, the Fitness Center, the Outdoor Sports Court facilities, Recreational Activities and Intramural Sports. The staff, through its facilities and services, provides health, wellness, nutritional, and personal-growth programs that complement student learning outcomes and promote student retention and success.
- **Center for Equity, Inclusion, and Diversity:** Supports the academic, professional, and personal success of multicultural students of all genders. The Center also empowers student leaders, whom they call Student Commissioners, to explore, celebrate, and educate the campus community about gender, racial, cultural equity, and issues of social justice.
- **Child Care Center:** The South Seattle College Preschool and Child Care Center has been serving the diverse needs of the College families since 1976. It is a state-certified center and is funded in part by College and student funds. The center is a place where children can develop positive attitudes about themselves and others, participate in age-appropriate learning experiences and opportunities, gain skills to deal with life situations and develop knowledge about their world while their parents pursue educational and professional goals.
- **Food Pantry:** The food pantry promotes the academic success of students living at or near the poverty line and dealing with housing and food insecurity by providing a reliable source of food and toiletry items to students in need on-campus.
- **Phi Theta Kappa:** Phi Theta Kappa (PTK) is the official South Seattle College Honor Society. The mission of PTK is to recognize academic achievement and to provide scholarship, leadership, fellowship, and service opportunities to students.”
- **Student Clubs:** South Seattle College currently has eleven student clubs, including the Black Student Union, Dance Club, Gender + Sexuality Alliance, Rocket Club, and the LatinX Union. All student clubs and organizations are managed by enrolled students and advised by faculty and staff of South Seattle College. Student clubs have a variety of focuses (cultural, social, community service, leadership, professional skills) and provide students with co-curricular opportunities to engage in academic, community, and student body activities to promote a collegiate environment.
- **Student Life Operations:** Provides a student lounge, free tea and coffee, lost and found, cap-and-gown lending to graduates, and a rental bulletin board.

- **United Student Association:** The United Student Association, USA, is the official student government of South. This body consists of elected officers who represent student concerns to the College administration. They are supported by student fees and seek to engage students with educational, cultural, social, and recreational experiences that enhance classroom learning.
- **Veterans Center:** The Veterans Student Center coordinates with the campus Veterans Affairs department and serves as a liaison between other departments and community organizations on behalf of the Veterans Center. The center also provides educational opportunities, activities and event, and assists veterans with the proper resources needed to be successful in their education, career and life goals.

Co-curricular activities are governed by the South Seattle College Office of Student Life and the United Student Association (USA) and through the official recognized [constitution](#), [bylaws](#), and [financial code](#).

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Governance: College | **Compliance:** College

[The South Seattle College Bookstore](#) is contracted with a third-party vendor, Barnes & Noble. The benefit of using a third-party vendor is realized in additional services and savings to students and faculty. The bookstore is able to offer a large assortment of textbooks and the buying power to lower the overall cost of books while in compliance of all Higher Education Opportunity Act ([HEOA](#)) requirements. Additionally, many items such as school supplies, digital media, greeting cards, and food and drink items are available for purchase providing the convenience of not having to leave campus.

[The Food Court](#) offers a variety of options for breakfast and lunch. Beginning Fall 2018, The Otter's Den Grill offers homemade personal pizzas from its new professional pizza oven. Furthermore, breakfast items can also be ordered from the grill in the mornings. The grill also offers freshly made burgers and fries. The hot line offers a rotation of complete lunch meals daily. And for grab-and-go items (such as made to order sandwiches and salads) the deli has many fresh items to choose from.

Food Services also operates a catering department that provides service for on- and off-campus special events, facility rentals, and advisory committee meals. In addition to a variety of rental space available on campus and at the [Georgetown Campus](#), [Jerry Brockey Conference Center](#) is also available to host large conference events or weddings.

Parking is supported with operating funds and program revenues. While student parking fees are part of the Student Services and Activity Fees, all daily parking fees and fines are used in the Parking budget for lot repairs and maintenance.

South Seattle College's [Copy Center](#) is open to students, faculty, staff, and members of the outside community. It is a cash-based operation.

The campus community is encouraged to offer comments or suggestions on any of our auxiliary services; in person, by email, or through regular student and employee surveys.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Governance: College | **Compliance:** College

South Seattle College does not have an intercollegiate athletic program. However, the College does offer a robust campus recreation and intramural sports program with facilities including tennis, basketball and volleyball courts; a fitness center; and a games room. These programs contribute to the health and vitality of the community and allow students to develop lifelong fitness skills.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Governance: College and District | **Compliance:** College and District

South Seattle College’s identity verification process for students enrolled in elearning courses is effective and consistent via fax and email. Both registration and eLearning use the same protocol, which requires students to complete and submit an [online form](#) that requests specific identifying information (via email, fax or in person) to receive their student ID number and PIN to access records and services via the web. The verification process protects student privacy following FERPA procedures. Each quarter students are informed of the [privacy policy](#) by email.

South Seattle College uses the Canvas Learning Management System (LMS) to deliver its distance education courses. Students access the Canvas system by using their student identification number (SID), along with a default password of eight characters. During the first login, the student is required to change the password. This SID and secure password are required for logging into the LMS.

In addition to the above security and identity verification process, instructors of individual eLearning classes use a variety of methods to identify student identity in the assessment process. Some faculty use interactive discussion forums that are writing-rich and involve regular student-instructor interaction. This technique, based on national best practices, provides instructors with the ability to observe writing and communication styles that support recognizing the work of individuals. Faculty use this technique to enhance student learning and to deter plagiarism.

Another technique is the use of the College’s test proctoring services. Identity verification using photo ID is required in all forms of test proctoring. Proctoring is available on campus for no charge in [Academic Center Proctor Center](#). Students may arrange other proctors that are approved by the instructor or eLearning staff. Arranged proctors are oriented to the student photo identification and test security procedures. These services are typically provided at no cost. Electronic proctoring is also available on an instructor-by-instructor basis.

2.E LIBRARY AND INFORMATION RESOURCES

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

Governance: College | **Compliance:** College

Consistent with its Mission and Core Themes of Teaching and Learning, Student Achievement, and Community Engagement and Partnership, South Seattle College holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the College's programs and services, whenever offered and however delivered.

Centrally located on the main campus, the library provides access to a variety of print resources, including 35,710 books, 168 serials, and 4,393 media at the reference, circulation, or media desk for students, faculty, staff and community members to access during the 54 hours (on average) that the library is open each week. As part of a multi-campus District, students also have access to the collections at North Seattle College and Seattle Central College through the [library catalog](#) and may also request books, periodicals, or media through the College's interlibrary loan service. This allows South Seattle College's library to focus efforts on maintaining a current collection that is directly aligned with the College's programs while providing students and faculty access to the diversity of collections in the region's academic libraries.

Library faculty support the Teaching and Learning and Student Achievement Core Themes by working with faculty to incorporate information literacy skills in class assignments and by offering instruction to students on topics such as orientation to library resources, review on citations and bibliographies, explanations of how to use scholarly journals, and exercises on reference sources.

The library further supports both Core Themes through its course reserve program that allows instructors to set aside textbooks, books, DVDS and/or articles to students for limited checkout. This allows students who cannot afford to buy textbooks to borrow textbooks for limited periods of time. Students report completing entire quarters without having to purchase expensive textbooks due to this practice.

Library computing resources include 36 public workstations that provide convenient access to the online catalog, online databases, internet resources, Microsoft Office, and other educational software requested by faculty and students. To accommodate individuals with disabilities, the library also provides access to assistive technology and equipment such as adjustable tables for wheelchair use, 23-inch monitors with ZoomText Magnifiers, JAWS Screen Readers, and a Kurzweil K1000 with an attached Epson high speed scanner which makes printed or electronic text accessible to people with visual disabilities by speaking text aloud in a variety of natural-sounding voices.

Electronic resources and services, such as 116,610 electronic books, 19 online serials, and 26,590 online media are also available around the clock from the [library website](#), the link to which appears on the front page of the College website. These materials are available on multiple platforms and in multiple formats, many of which can be configured for mobile devices. The library also provides 24/7 chat reference service through a worldwide library cooperative. These online resources and services are accessible to remote users and on-campus students whether the library is open or closed. From the library website, library users can:

- Search the library catalog
- Search online encyclopedias and reference databases
- Search periodicals databases

- Connect to topic-specific research guides
- Access research help and tutorials
- Access ebooks
- Access [QuestionPoint](#) reference chat
- Request instruction sessions
- Reserve a study room
- Suggest materials for purchase

The library is staffed by three full-time faculty librarians and two part-time librarians; two full-time paraprofessionals; and four student full-time equivalencies. Beyond ensuring that there is always someone at the service desks, this level of staffing ensures effective collection development and timely acquisitions; enables efficient collection management and interlibrary borrowing; makes possible outreach to faculty in instructional divisions; provides time for collaboration with faculty and staff colleagues; and enables coordination with eLearning to support student use of instructional technologies.

The library faculty are responsible for building and developing all print and electronic collections, acquiring materials in every medium to support the full array of the College's instructional programs and services. Collection decisions are often made in response to faculty requests, reference desk requests, and anticipated program needs. As new collections are built and existing ones strengthened, currency and coverage are foremost considerations. In subject areas where change is rapid, electronic books are one way to maintain currency.

Electronic resources are generally acquired in collaboration with the libraries at Seattle Central College and North Seattle College, the other two campuses in the District. District-wide committees, on which each of the campuses is equally represented, make decisions about shared acquisitions of databases and ebooks. Independently, the library at South Seattle College subscribes to databases and online periodicals that serve programs unique to the College.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Governance: College | **Compliance:** College

Library planning is guided by data, including feedback from campus personnel and library users. At the campus level, library faculty members and the dean serve on a number of committees engaged in data-based planning. These committees include:

- Instructional Council
- Curriculum and Instruction Committee (CIC)
- Institutional Effectiveness (IE)
- SPA/SPARC
- Faculty Senate
- Safety Committee

At the District level, library faculty members and the dean serve on committees which either coordinate services District-wide or make recommendations to the chancellor. These committees include:

- District Library Technology Committee
- Online User Experience Committee

- District Library Acquisitions Committee
- District Library Statistics Committee
- Copyright Committee
- Faculty Development Committee

The data reviewed on these committees and feedback collected from committee members is used to guide the library's planning and continuous improvement.

In addition, additional data informs decision making around institutional priorities, student and employee needs, and library developments. Library faculty regularly review the collection and databases, making recommendations for improvement. Data is collected from gate counts, use statistics of print resources, eBook and periodical database collections, reference desk transactions, library instruction sessions, the Employee Climate Survey, and student surveys such as the CCSSE. The information acquired is systematically analyzed and utilized in planning, providing the library with regular opportunities to evaluate and continuously improve.

Collection Development

The library faculty actively seek input from the campus community to build and develop collections. Each librarian has distinct responsibilities for collection development and for coordinating with colleagues in the academic programs division, the professional technical programs division, the basic and transitional studies division, and the BAS programs in Hospitality Management, Professional Technical Education & Instructional Design, and Sustainable Building Science Technology. Students, faculty, and staff may recommend new materials either at the reference desk or to a particular library faculty member. The library faculty also monitor student reference questions to guide acquisitions.

A major focus of collection development is meeting student research needs. As standing members of the Curriculum and Instruction Committee, the library faculty are able to:

- Solicit suggestions from faculty developing new courses or programs for related materials to add to the collections
- Advocate for information literacy components and related materials to be included in new courses or programs

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Governance: College | **Compliance:** College

South Seattle College provides appropriate instruction and support for students, faculty and staff to enhance their efficiency and effectiveness in obtaining, using, and evaluating information resources, whenever and however assessed.

Information literacy is one of the College's seven [Student Learning Outcomes \(SLOs\)](#). As such, it is a special focus of library service at South for which the College received a commendation in 2013. The library engaged in information literacy planning through an information literacy committee composed of library faculty and faculty from each of the instructional divisions: academic transfer, professional and technical programs, and basic and transitional studies. In support of the [student learning outcome on information literacy](#) the committee outlined work toward these goals:

- Foster collaborative relationships with faculty to integrate the teaching of information literacy in courses across the disciplines
- Teach students information literacy skills based on the College's Information Literacy Student Learning Outcomes
- Develop effective tools for the assessment of information literacy instruction
- Encourage librarians to attend conferences, trainings and workshops to develop their knowledge, abilities and skills in teaching information literacy
- Offer professional development opportunities to faculty on information literacy and library resources

In succeeding years, the committee redefined its purpose and broadened its focus to include open educational resources and digital literacy more generally. This approach follows the direction of Information Literacy advocates like the American Library Association (ALA) and Association of College and Research Libraries (ACRL) who have recognized in their Framework for Information Literacy for Higher Education, that “information literacy as an educational reform movement will realize its potential only through a richer, more complex set of core ideas”.

Since 2003, the library faculty at South have been active participants in [the community college information literacy initiative](#) funded through the Washington State Library by the Library Services and Technology Act (LSTA). In one phase of the project, the library faculty partnered with colleagues from a [range of programs](#) to develop assignments jointly and provide information literacy instruction to their classes. In 2015-16, the most recent phase of LSTA-funded activity, [Librarians as Open Education Leaders \(LOEL\)](#), the library secured planning grants for the College-wide use of open educational resources (OER) and worked with student government on OER, which focus then became a key element in their legislative agenda. In line with this development, the library faculty ultimately found that it was more effective for planning purposes to participate actively in other significant campus-wide committees where they could consistently provide an information literacy point of view on a wide variety of issues.

Each quarter, drop-in library orientations and/or workshops are offered on a range of topics to all members of the campus community. Workshops last for one hour and are advertised through flyers, on the library website, and by campus email. Orientations, [which average 12 per quarter](#), focus on information literacy including the use of library resources.

In addition, to further support the Information Literacy SLO, library faculty regularly schedule information literacy instruction sessions for particular classes at the request of, or as the result of outreach to, instructional colleagues. Typically, an instructor specifies a subject or assignment around which the librarian builds an information literacy module. These sessions introduce students to information literacy concepts such as basic search techniques, familiarity with library resources, critical analysis of resources, and the ethical use of information.

Library Website

The [library website](#) and the many resources it connects students to are critical components for achieving the College's Student Learning Outcome (SLO) of Information Literacy. The website is a content-rich instructional tool that provides access to the following:

- [Guided tutorials](#)
- Carefully selected databases with academically appropriate information
- Links to citation guides with information about responsible use of others' creative content
- Topic guides to specific instructional areas

The website serves as the primary teaching tool for collaborative instruction sessions with discipline faculty, as well as for LIB101 and the INFO online course series. With the introduction of the Canvas Learning Management System in 2012, the library website was embedded in classroom navigation and is now a feature of the online classroom.

Training for Faculty

The library faculty offer workshops designed for instructional colleagues on topics such as [copyright](#) or [open educational resources](#). Working with individual faculty, they provide research assistance and training on database searching, assignment design incorporating information literacy and its assessment, and other topics within the scope of their expertise.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Governance: College | **Compliance:** College

South Seattle College regularly and systematically evaluates the quality, adequacy, use, and security of its information resources and services. Planning, evaluation, and informed decision making are essential characteristics of the South Seattle Library.

Information Literacy: Since the library's initial involvement in 2005 with ACRL's Information Literacy Immersion Program, library faculty and discipline faculty have worked together to infuse information literacy instruction into classes. As a direct result, the Nursing program had early on integrated information literacy into their entire curriculum and nursing students were regularly assessed using rubrics which include criteria for information literacy.

Since then, library faculty continue to regularly collaborate with other faculty colleagues in the use and inclusion of library resources in their assignments and curriculum. Great emphasis is put on the importance of information literacy including its integration into course assignments. Many faculty routinely include library orientations and information literacy instruction in their quarterly plans. Examples of such collaborations since 2013 include:

- A nursing faculty member continuously updating a version of an assignment created with librarian input in 2006. The objective of this assignment is to familiarize beginning nursing students with the scientific research paper. Students are asked to learn about the characteristics of a scientific research paper and apply what they have learned to find a suitable research paper in a library database, identify its sections, and discuss how the research applies to nursing practice.
- A culinary arts faculty member who wanted her students to learn the information literacy skills to continue proactive learning on their own after graduating from the program. She assigned the students to compile a notebook during the course of their time at South in which they collected either one professional article or two formulas per quarter. Students had to show how their sources were relevant to the material being covered in class; in the case of formulas, they also had to explain to their classmates how they would adapt the recipe for the station currently being covered in class.

- An English faculty member working with the library faculty to create a rubric for assessing an annotated bibliography assignment. This assessment tool continues to be used and has been adopted by other faculty in the division.
- Two ESL instructors who worked with a librarian to create an information literacy assignment whereby groups were assigned to do an oral report about a grammar point. Students learned how to use the library catalog to identify a grammar book, found the book on the shelf using the call number, evaluated whether the book contained the needed information for their report, and checked out the book for later. The librarian did collection development to ensure that a collection of suitable books was available.

For face to face reference service, students can complete an evaluation form which asks about satisfaction with the reference transaction and provides space for comments.

For online reference service, QuestionPoint chat provides students with an option for completing a short questionnaire about the transaction. When completed, the questionnaire is sent directly to the reference email inbox where the librarians can view the response.

Collection Development

The library faculty select materials for the library's collection based on evaluation criteria in the [collection development policy](#). The primary goal is to ensure that the collection meets the needs of the College's instructional programs and attention is paid to ensuring that the collection is adequate for students' research needs. The library faculty assess the adequacy of the collection a number of ways including:

- At the reference desk as they respond to student questions
- Through collaboration on library-based projects with faculty in the various disciplines
- With usage reports generated by the library management system

In deselecting materials, the librarians consider the publication date of the materials, historical relevance, circulation of the materials, duplication in the collection, and physical condition of the item.

Shared Databases

Database usage statistics are routinely collected at the campus level and regularly reviewed by the District-wide Library Statistics Committee on a quarterly basis. If low usage suggests that a database is no longer serving student needs, trials of other databases with similar purpose are arranged and users asked to evaluate them. Cost, frequency of use, ease of use, age and relevance of the information contained in the database help determine which products to consider.

Library Website

Since the last accreditation visit, the library has continuously worked on redesigning its website to update the underlying technologies and strengthen its value as an instructional tool. The redesign process has involved administering usability testing, researching best practices, and developing user scenarios. [Faculty and staff were also surveyed about library resources](#) including the website and there are plans for surveying students in Spring 2019 to guide future developments. This approach has assured that the library can successfully serve students on an academic track and in professional technical programs, international students and English language learners, faculty and community members.

The new site has been built in [LibGuides](#), a hosted service used by thousands of College libraries around the country. Though the site redesign is still in progress, the current version addresses current user preferences, needs and search habits. The hosted solution simplifies maintenance and assures around the clock service and uptime. It also provides data on page views for content on the library website as well as links accessed. This information is used to aid in the development of online library guides and linking to web-based resources. Additionally, the service provides data on the usage of databases linked from the library website. This information is used by the District library committees and individual libraries to aid in database selection.

2.F FINANCIAL RESOURCES

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Governance: College and District | **Compliance:** College and District

The Washington State Legislature's Revised Code of Washington ([RWC](#)) [28B.50.090](#) grants overall authority for financial management of the community and technical colleges to the [State Board for Community and Technical Colleges \(SBCTC\)](#).

South Seattle College demonstrates financial stability with sufficient cash flow and reserves to support its programs and services in accordance with state regulation agencies which provide oversight and direction for specific financial management requirements:

- SBCTC establishes [policies and procedures](#) for the system regarding capital budget planning and submission, and management of tuition and fees
- The [Office of Financial Management](#) provides direction for accounting and administrative procedures through the [State Administrative and Accounting Manual](#) (SAAM).
- The [State Department of Enterprise Services](#) also governs many fiscal matters, such as purchasing and risk management.
- [The Office of the Attorney General](#) and the [State Auditor's Office](#) issue rulings, opinions, and procedures that apply to various administrative and fiscal operations of the College.

Sufficient Cash Flow

South Seattle College's operations are not dependent on any one source of funding. Funding for the [2017-2018 Fiscal Year](#) is comprised of state allocated funds; tuition and fees; contracted learning and apprenticeships; and locally generated funds from self-supporting units, including bookstore sales and facility rentals. More detail on the sources of funding is outlined in 2.F.2.

Like all community colleges in Washington state, South Seattle College is supported by two primary flows of general operating funds: tuition and the system-wide state appropriation that is coordinated on an annual basis by SBCTC. In 2016, SBCTC revised its [allocation methodology](#) to provide a more equitable, transparent process for distributing state funding. The new allocation model is partially based on each college's attainment of student achievement and enrollment goals along with a minimum operating allowance. The remainder of state funding comes through earmarks and provisos, given to colleges for specific purposes; for example, South receives a specific funding for the Labor Education and Research Center.

In the Seattle Colleges, the state funding is provided to the District as a single entity. The District then develops a distribution model, which has been used since the SBCTC revised the allocation model in 2016. The distribution model pools the tuition and state appropriation, then redistributes them among the three colleges, Seattle Vocational Institute (SVI) and the Seattle District Office. The distribution is primarily based on FTEs for each college, as adjusted by three-year averaging. Earmarks and provisos that come to the College directly are distributed to the College directly. For example, certain state funded programs such as the Basic Food Employment and Training Grant; Perkins funding, and the Job Skills program grant are designated for and distributed specifically to South Seattle College. Grants and contracts funding, and dedicated and self-support funding are generally distributed to the colleges directly as well.

The goal of the distribution model is to smooth out the financial, and enrollment, variances that occur between the three Seattle colleges so the colleges can meet community needs. For example, South has a large portion of basic education and apprenticeship classes. While South's service area has a need for these classes, and they generate FTEs, students do not pay full tuition. Thus, it would be financially difficult for South to offer these courses without the current distribution model.

Reserves

South Seattle College further demonstrates financial stability with sufficient reserves to support its programs and services. Through prudent fiscal steps the College has retained a formal reserve of 10.3% of the aggregate total of each accounting fund's annual expenditure budget. The College has worked carefully to keep its reserves above the 5% minimum required for compliance with [SCD Policy 608](#).

Year	Fiscal Reserve
2014-2015	9.5%
2015-2016	9.3%
2016-2017	10.1%
2017-2018	10.4%
2018-2019	10.3%

Financial Planning

Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

As established in [District Policy 200](#), it is the responsibility of each individual college in the District to allocate resources and manage program offerings and operations in such a manner as to meet its [Mission, Core Themes, and priorities](#). Under this direction, the Finance Office on the South campus monitors the operating and capital budgets, reserves, cash management, debt management, and fund transfers. The financial practice of the College is dictated by the [District Policy 601](#) and the [State Administrative & Accounting Manual \(SAAM\)](#). For more details about the College's financial planning process, please see 2.F.2.

To further maintain fiscal stability, South Seattle College works closely with the SBCTC and the legislature to anticipate fluctuations in state appropriations, growth allocations, tuition rates, and expenditure levels.

The College then creates [annual forecasts](#) that helps it plan for full-time equivalent (FTE) downturns and maintain a steady balance of its reserves.

The College also supplements its budget by actively pursuing grants, contracts, and partnerships with businesses and industry in-order to serve student needs and enhance learning experiences. In fiscal year 2018-2019, the College entered into grant and contract agreements totaling more than \$16M. Although grants and contracts are not included in the operating budget calculations, they contribute to the operating budget through indirect charge back. These grants and contracts have become increasingly important in helping the College meet the educational demands of its students.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Governance: College and District | **Compliance:** College and District

In accordance with state regulations and institutional policies, South Seattle College strategically manages its enrollments and resources and carefully develops its budget in a year-round collaborative process, which draws from three clearly defined components: state allocations, tuition, and locally generated revenue. See also 2.A.30, 2.F.1 and 2.F.3.

Realistic Budgeting

In 2018-2019, South Seattle College had a total annual budget of approximately \$51 million; this includes an operating allocation of \$28.4 million (state appropriation and tuition), \$16.5 million in grants and contracts (the Center for International Education, Running Start, federal grants), and \$2.9 million in dedicated and self-support funds (auxiliary, rental, etc.) and \$4.1 million in other funds. State funding has declined from 63.1% of the College's annual budget in 2014-2015 to 54.7% of South's annual budget in 2018-2019. Subsequently, grants and contracts have increased from 24.9% of the annual budget in 2014-2015 to 31.7% of the annual budget in 2018-2019. The College's [financial plan](#) demonstrates that funding has been relatively stable over the past several years; while state funding has declined, funding from grants and contracts has increased. This, along with the College's reserve fund, provides a realistic picture of current and future budget scenarios

The College's budget process is linked to its Strategic and Facilities Planning processes through which all College departments and operating units identify short and long-term plans, including staffing, equipment, and operational needs. All planning and subsequent budget requests must be consistent with and supportive of the College's Mission and Strategic Plan. See also 2.F.3 and 2.F.5.

Enrollment Management

As outlined in 2.F.1, in the Seattle Colleges, the state funding is provided to the District as a single entity. The District then develops a distribution model that pools the tuition and state appropriation and redistributes them across the District. The distribution is primarily based on FTEs for each college, as adjusted by three-year averaging.

Since the College's funding is tied to enrollment, South Seattle College uses enrollment projections, along with other information to develop the annual budget. The College's operating allocation has decreased approximately 2-3% annually over the past three years. This is primarily driven by the College's decrease in enrollment. The College [has planned for this](#) during annual budget development by making necessary reductions as well increases the amount of funding from grants and contracts as Running Start and the Center for International Education have seen increases in enrollments, and subsequent funding.

Annually, the director of finance and business operations meets with the directors of these programs to discuss the viability of funds for the upcoming year. After reviewing the Annual Running Start reimbursement rates (determined by the state), the director of that program and the director of finance are able to determine the appropriate amount for the next year. In much the same way, the executive director of international education reviews the projection of students for the next year and presents a figure to the director of finance for discussion. After collectively considering worst- and best-case scenarios, an appropriate budget amount is determined.

Moving forward, the College is engaging with the District to expand and improve its strategic enrollment management efforts under the [Achieving System Integration Initiative](#). The vice presidents of instruction and administrative services from each campus are currently meeting to discuss and review options.

Grants, Donations, and Other Non-Tuition Revenue Sources

Reduction in state support has motivated the College to look for more grant, self-support, and contract funding. In recent years, the College has successfully secured a significant level of grant funding to provide students with programs and services not covered by state funding. In 2016, South Seattle College received a million dollars (over five years) from the College Spark Washington and SBCTC to implement [Guided Pathways](#), a student success initiative. More recently, the College received notice that we were awarded a [Title III grant](#) from the U.S. Department of Education to further our work in implementing a Guided Pathways redesign to increase student success. The grant totals just over \$2 million over five years, running from October 1, 2018, through September 30, 2023.

In addition, South Seattle College has two non-profit fundraising organizations working to provide support for the College: the [South Seattle College Foundation](#) and the [Seattle Colleges Foundation](#). These entities generally fund student scholarships and other donor-directed support to enhance College programs and are discussed more in 2.F.8. As this funding is variable, funds from these organizations generally do not support operating costs and are not included in the annual budget.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Governance: College and District | **Compliance:** College and District

South received a commendation during the 2009 accreditation visit for its successful and collaborative budget development process which allows the College to realistically prioritize budget requests and cuts. In accordance with [Seattle District Policy 601](#), the College [budget development process](#) ensures input from all constituencies: faculty, staff, administrators, and students. The process is based on three essential ideas: collaborative development, a focus on [Core Themes](#), and the role played by College Council as it manages and oversees input to the budget development process.

Financial planning and budget development occurs [year-round](#) with the bulk of the activity occurring from January through June. Budget priorities and status are discussed at President's Cabinet meetings, and these [minutes](#) are shared or published online and available to the entire campus community. In addition, budget status and priorities are frequently discussed in College Council meetings, management team meetings, and College open forums. Vice presidents also discuss this at division meetings.

A College-wide kick-off meeting is held in early spring; subsequently each department develops a budget request, and department budget managers are encouraged to involve their direct constituencies in this process. The Business Office staff also provides training sessions and one-on-one assistance to help departments develop their budget requests. These department requests are then submitted to the appropriate vice president who approves and/or makes changes, and presents the requests at the College Council budget hearings as described below.

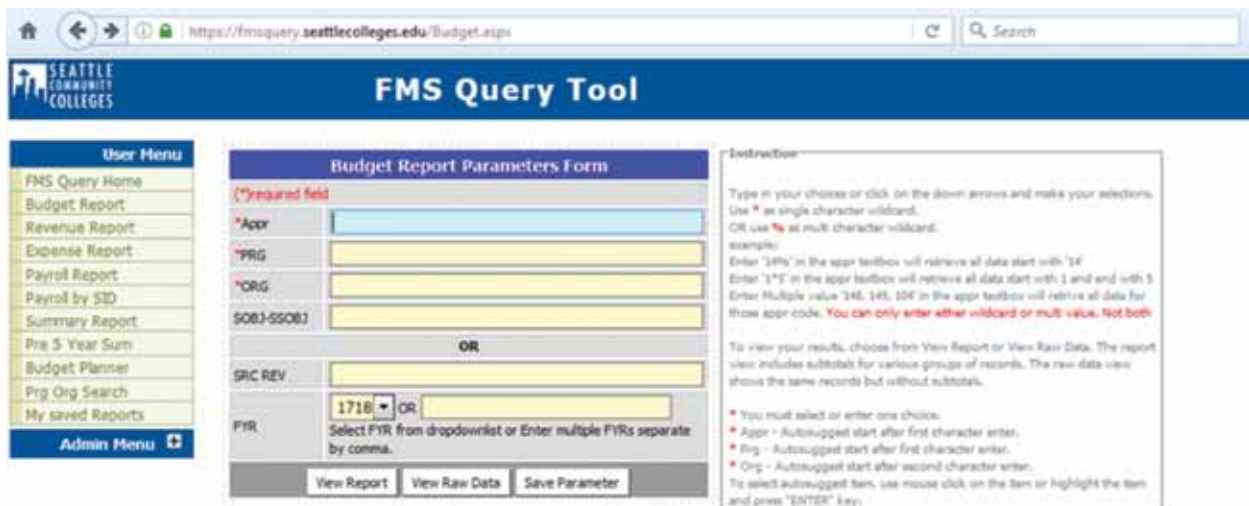
College Council provides regular opportunities throughout the year to gather broad-based input on budget priorities. One notable example are the spring budget hearing presentations, hosted by College Council, where the vice presidents present their budget requests and explain how they align with the College’s Core Themes. The entire campus community is invited; the College Council gathers input and provides [recommendations](#) to the President’s Cabinet. President’s Cabinet considers these recommendations in developing the final budget, which is shared at a College-wide presentation, a District-wide presentation, and approved by the Board of Trustees as per [District Policy 108](#).

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

Governance: District | **Compliance:** College and District

Financial information for South Seattle College is available at various levels of the organization depending on the audience. The most macro level of [financial information](#) is publicly available on the Seattle College District website. The vice chancellor of finance provides financial reports to the Board of Trustees (see [11.8.19 meeting minutes](#), page 29). The Board of Trustees relies on financial information provided by management to fulfill its authorities and responsibilities as defined by [District Policy 108](#) and [RCW 28B.50.140](#) which includes approving the District’s annual operating budget and contracts requiring expenditures over \$250,000 in a fiscal year.

The most micro level of financial information used by the largest audience of College management and staff on a daily basis is FMS Query. FMS Query is a web-based reporting page that allows authorized College employees to view pre-programed reports on actual and planned financial activity. Pictured below is an example of the FMS Query webpage:



FMS (Financial Management System) is one of the [legacy modules](#) designated/mandated by the Washington State Board of Community and Technical Colleges (SBCTC) as the appropriate accounting system that follows generally accepted accounting principles (GAAP) as defined by the [Governmental Accounting Standards Board \(GASB\)](#).

Daily data entry performed by the District Accounting and College Business Office into the FMS is exported nightly into a data warehouse. FMS Query pulls information from the data warehouse which is refreshed nightly. While the search results from FMS Query are a day in arrears, it satisfies the timeliness requirement for financial information.

Accuracy of our accounting system's output is obtained by assurance and reliance on the data entry input. Every data entry input into FMS is backed up by an abundance of supporting documentation. The type of supporting documentation varies depending on the type of entry or record generated. For example, there can be up to 6 signatures indicating review and approval by various levels of management before a travel expense voucher is entered into FMS to reimburse a business trip.

Seattle Colleges Internal Control ([District Policy 680](#)) system includes more than preventative controls prior to data entry but includes strict segregation of duties and detective controls to review financial reporting output. Examples of detective methods include the District's daily review of cash balance, monthly bank reconciliation, and monitoring of individual account (actual/budget) activity by the applicable budget authority on campus.

The College's internal controls on segregation of duties can best be described by returning to the travel reimbursement voucher example. No less than 4 people touch every expense voucher before payment is processed; the preparer of the invoice voucher (1), the department manager of the budget being charged (2), the Business Office (3), and District Accounts Payable (4) performing the data entry into FMS. Additional approvals are required by the President (5) for out of state travel and the Chancellor (6) for travel out of the country. The vouchers themselves, whether for travel or to pay an invoice, are all paper based used as supporting documentation by District Accounting to ultimately record the entry into FMS. Detective monitoring is performed by the budget manager whose budget (account) was charged to ensure the accuracy of the data entry.

Adherence to GAAP is achieved through the use of the SBCTC's required accounting system, FMS. Applicable policies beyond those described on our [website](#) include the [State Administrative & Accounting Manual \(SAAM\)](#) which is binding on all Washington State Agencies. Our financial statements are consolidated with the State Board (SBCTC); which contains further mandates in their [Fiscal Affairs Manual](#) to ensure financials can be consolidated appropriately at the State level through the [Agency Financial Reporting System \(AFRS\)](#).

As the largest College District in the State, Seattle Colleges is routinely selected by the State Auditor's Office (SAO) for testing in connection with [Washington's Consolidated Annual Financial Report \(CAFR\)](#). Our financial statements are a product of our internal control system. An unqualified SAO opinion in Washington State's CAFR indicates an effective internal control system at Seattle College District and South Seattle College.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Governance: College | **Compliance:** College

South Seattle College utilizes an [Major Institution Master Plan \(MIMP\)](#) to guide capital budget planning and development. The MIMP, which supports the College's Mission and Core Theme Objectives, was approved by the Board of Trustees in June of 2007 and is intended to guide campus development in terms of land use, open space, density of development, primary circulation systems, and linkages with the surrounding community for the next several decades. For further details, see 2.G.1 and 2.G.3.

The College collaborates on its capital budget with the [Washington State Board for Community and Technical Colleges \(SBCTC\)](#) and the [Washington State Department of General Administration](#), which are legislatively charged with administering capital contracts. Its [capital budget prioritization process](#) involves all the colleges in the system, ensuring that the preservation of existing facilities is balanced with new construction to meet changing program needs and to expand capacity. Each biennium, the SBCTC works with the College Facilities team to assess campus buildings and site infrastructure, scoring buildings according to established methodology and identifying necessary repairs and estimated costs. Campus physical plant systems typically included in these repairs are building roofs, building mechanical, electrical, and plumbing, and site infrastructure including sidewalks, sanitary and stormwater systems, and lighting. The SBCTC and campus management and staff agree on priorities for repairs and improvements which are then recommended by the SBCTC for funding in the following biennia, dependent on legislative approval of the SBCTC recommended budget priorities.

Major renovations and new construction are funded in the same manner, by master planning, SBCTC scoring, campus needs and recommendations, and agreed prioritization of projects. These recommendations are prioritized against all of the community and technical college budget requests and submitted to the Legislature for final approval and funding.

This process for funding capital projects occurs every two years and serves as a mechanism requiring the College to perform a master plan review on a similar schedule. In order to successfully compete, a College's capital proposal must be cost-effective, justified by enrollment, include the total costs of ownership, and be driven by the College's Strategic Plan. From 2013 to 2019, the state allocated \$864.7 million in new appropriations for system capital projects and facilities repair, per SBCTC prioritization and recommendation. South has been a successful partner with SBCTC in this process and has received \$46.8 million over this same period to support improved facilities. Notable projects include the 2015 renovation of the Northwest Wine Academy building and the 2017 construction of the new Cascade Hall building. A full accounting of the College's capital allocations for [2015-2017](#) and [2017-2019](#) can be found on the SBCTC website.

Allocation and monitoring of these funds is done in accordance with the [SBCTC process](#). In most instances, once a decision to pursue capital funding occurs, the College continues through a well-defined State mandated process to prepare documents for State capital budget funding consideration. Beginning with the request for a capital project, the budget is prepared locally and often includes both professionals and consultants for an additional level of project review. Development of capital budget projects considers the total cost of ownership, equipment, furnishings, and operation of new or renovated facilities. Review

occurs at the state and local levels in all cases where debt-funding options for capital outlay are considered. Controls are in place to preclude institutions from creating any unreasonable financial burden on resources.

To date, all College major and minor improvements and repairs have been completed with state allocated capital funds. The College has incurred no capital debt.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Governance: College | **Compliance:** College

South Seattle College's auxiliary services are designed to serve the College, students, and the community. The College monitors the financials of these operations closely, and this information is shared and analyzed in quarterly financial reports. The College does not rely on funds from auxiliary services to support general operations, with a few exceptions noted below.

Primary auxiliary services include: facilities rental (including audio visual), food service operations, parking, bookstore, and the copy center. Facility rentals includes a variety of spaces at the main campus and the Georgetown campus, including classrooms and the [Brockey Conference Center](#). The [bookstore is managed by Barnes & Noble](#) under a joint contract for the Seattle Colleges. The contract provides for the Seattle College District to receive a percentage of gross sales and a signing bonus; these funds primarily support commencement activities.

Facilities rental and parking operations typically generate revenue, and the College typically uses this revenue to pay for salaries associated with these operations, such as security officer salaries, and minor College improvements such as equipment, technology, and parking lot maintenance.

Surplus from these operations is also intended to offset deficits from food service operations and the copy center; while these two functions provide valuable service to the College and community, the ability for these operations to be self-sustaining, or revenue producing, has been limited in recent years—primarily due to increased personnel costs and lower-cost options for similar services, such as food delivery apps and increased use of electronic, rather than paper, documents. The College is currently reviewing the business and financial structures of these operations to determine if changes are needed in the future.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

Governance: District | **Compliance:** District

South Seattle College is audited as the part of the Seattle College District. State allocations are received at the District level, then disbursed to the colleges. The majority of financial compliance is managed and overseen centrally at the District level. The District undergoes external financial audit conducted by the [Washington State Auditor's Office \(SAO\)](#) in accordance with [Governmental Auditing Standards](#). The audit results are considered by the District chancellor, college presidents and presented to the Board of Trustees.

The District met all accreditation standards for financial reporting from 1970 through 2011. In 2011, The NWCCU determined that colleges needed to produce financial statements and undergo external audits, in a reasonable time frame, by professionally qualified personnel in accordance with generally

accepted auditing standards. Since that time, the District has produced financial statements and completed external financial audits for [Fiscal Year \(FY\) 2013 and FY 2014](#). Beginning in 2014, a prolonged series of finance department leadership transitions occurred at the District office, leaving the area responsible for producing audits understaffed and under-resourced on an ongoing basis.

Compounding this period of personnel uncertainty, in 2011 the requirements for producing financial statements was new to the Washington CTC system and staff members were challenged to fully utilize the antiquated computer system for the purposes of developing a financial statement. In response to this, the Seattle College District opted to hire an external accounting firm to do this work.

Again, because the work is extremely complex and requires a full understanding of the unique accounting done in the CTC system in Washington state, the external accounting firm was unable to produce a fully auditable financial statement. This was exacerbated by the Seattle College District's decision at the time not to save on-line the details of any financial transactions after two years online. The District accounting staff had difficulty finding adequate documentation of all transactions. The District office has since sought new leadership to guide these functions.

After careful deliberations, the Seattle Colleges requested to forego the audits for FY 2015, FY 2016, and FY 2017 which was accepted by the State Auditor's Office (SAO). An [entrance conference](#) was held on [November 8, 2018](#) (see pages 28-32) with the Board of Trustees who endorsed this direction at the meeting. This was later reaffirmed in a [November 13, 2018 letter](#) from the Office of Washington State Auditor Pat McCarthy.

The Seattle College District initiated an SAO audit of its FY 2018 financial statements beginning in December 2018, and intends to undertake such audits on an annual basis from this point forward.

A financial statement has been created for FY 2018. The audit, conducted by the SAO, began on December 10, 2018 and it is currently underway at the time of this report. The audit will be completed by March 2019 and shared with the Board of Trustees at their subsequent meeting.

In addition, Seattle Colleges has taken concrete steps to acquire necessary expertise and to strengthen the District office staff team by employing individuals with deep knowledge of the state financial system. Instead of hiring an external accounting firm, the Seattle College District hired a [senior director of financial reporting](#), a CPA with both Washington CTC system experience, and experience producing financial statements using the HP system. Additionally, the new District office [executive director of finance](#) is also a CPA with over 10 years' experience in the CTC system. The Seattle Colleges has also [reviewed and revised some of the accounting practices](#) that compounded the accountability measures in recent years (such as deletion of transactions after just two years), and have modified those practices to better serve financial statement and audit responsibilities moving forward.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Governance: District | **Compliance:** District

South Seattle College's fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements in accordance with [IRS requirements for a 501\(c\)3](#), the institutional policies of South Seattle College and the Seattle College District, and bylaws of the [Seattle Colleges Foundation](#) and

South Seattle College Foundation. Both foundations operate at all times to provide responsible management and stewardship of donated funds in accordance with [The Council for Advancement and Support of Education's Bill of Rights](#) and the [Uniform Prudent Management of Institutional Funds Act of 2006](#).

Formation of the Seattle College Foundation and South Seattle College Foundation

In 2017, Chancellor Shouan Pan, at the urging of the Seattle Colleges Board of Trustees, initiated [Achieving System Integration \(ASI\)](#), to transition the Seattle Colleges from its current organizational structure to a more integrated and collaborative system. The ultimate goal is twofold: 1) to improve service to students and the community by organizing as a single, unified entity where applicable, and; 2) to position Seattle Colleges as a sustainable, high-performing institution to better address emerging declines in enrollment and state funding.

Work was initiated to bring the four foundations within the Seattle College District (separate and independent foundations for South, North, Central, and District-wide) together into one single foundation. The intent was to strengthen the voice of the Seattle Colleges with donors and philanthropists, and better position the District to seek support from the many large businesses and corporations in the Seattle area.

Each of the college's sought to work with their foundations, to make the case for greater strength through integration. [The South Seattle College Foundation \(SSCF\)](#), along with the other foundations, had to consider whether to merge and to transfer their assets. Ultimately, the Foundation for the Seattle Colleges (District), North Seattle College Ed Fund, and Seattle Central's Foundation each voted to merge and transfer assets to a newly formed [Seattle Colleges Foundation \(SCF\)](#).

The SSCF Board voted in July 2018 not to merge. As a result, the College's formal relationship with this organization was replaced by the newly established [Seattle Colleges Foundation \(SCF\)](#), and SSCF had to transition off campus, and set up its own operations as it was no longer the affiliated foundation of the College.

Seattle Colleges Foundation (SCF)

The SCF, with a new MOU, now serves as the officially affiliated foundation for all of the Seattle Colleges. It has established itself, appointed a board, and established 501(c) nonprofit status. The Mission of the SCF is: "The Seattle Colleges Foundation catalyzes community support to advance the mission, work and impact of Seattle Colleges. They engage our community to transform lives, promote equity, and increase access to quality, affordable education, and raise funds for a range of purposes, including scholarships, capital improvements, and academic programs with the goal of promoting student success and strengthening the Seattle community."

The SCF supports the Seattle College District through a scholarship fund, faculty development grants and other forms of institutional support that benefit South Seattle College and its community equally with the other two colleges in the District. Since they are newly incorporated, these processes are currently under development.

The board of directors met for the first time in March 2018, and since that time created the following systems to ensure fundraising success and compliance with related nonprofit policies and regulations. As mentioned above, they filed the Articles of Incorporation (EIN 83-0551671) and received tax exempt status (effective April 10th) approved bylaws, a budget, an MOU with Seattle Colleges, a strategic plan that aligns with the Seattle Colleges Strategic Plan, and several administrative policies, implemented a donor communication plan, upgraded the donor database, and added seven more board directors in December. The Foundation hired 12 staff, with the plan of hiring two more positions in early 2019. A search is underway to fill the position of vice chancellor for advancement, and the stewardship and annual fund manager, and a request for proposal is underway to identify the investment firm.

One of two mergers is complete, and the Foundation for the Seattle Colleges transferred their restricted donor assets. By spring of 2019, the Foundation will manage approximately \$18 million dollars, and the annual scholarship disbursement cycle will occur, with no appreciable gap in service to both student and program support areas across the District. The first full year audit period will be July 1, 2019 - June 30, 2020.

Immediate fundraising efforts include a variety of campaign preparation activities, implementing a donor centric fundraising model, and working with city officials to ensure a sustainable funding plan for the Seattle Promise initiative.

South Seattle College Foundation (SSCF)

The SSCF, with total assets in excess of \$20 million, is currently working with the College to develop a new MOU to outline their relationship as an external private foundation for South Seattle College. It too, has established itself anew, re-appointed a board, and maintains its 501(c) nonprofit status. The mission of the SSCF is “The South Seattle College Foundation’s mission is to change lives by providing students with scholarships so they can pursue quality academic and vocational education. We do this through relationship building, fundraising, and stewarding resources.”

Though the relationship between South Seattle College and SSCF has shifted from a formal, directly-affiliated relationship to a third-party relationship with the establishment of the District-wide SCF, the connection remains strong. The South Seattle College Foundation has maintained their 501(c) status and retained the name, while they have moved and re-established their base off of campus. Since July 2018, the SSCF Board of Directors has resumed regular board meetings, re-established their presence apart from the College and its resources, and has been hiring their own staff to support their functions. In this transition period, the SSCF moves into a “silent phase” where they are not actively fundraising (no planned fundraising events or donor solicitation), though they do continue to receive and process gifts pledged prior to the board vote and prior to the establishment of the SCF District-wide. [In a joint memo](#) to campus and to donors, President Rimando-Chareunsap and the SSCF Board president, Catherine Irby Arnold assured that the SSCF will maintain its core mission of supporting “education programs and scholarly pursuits at or in connection with South Seattle College.” As of the writing of this report, the two leaders (College president and board chair) meet regularly to discuss transitional needs and issues, and the SSCF has resumed its giving to the College.

As illustration of the strong support that continues from the SSCF for the College, there have been substantial continuing gifts to the College since the separation vote in July 2018. In Fall quarter the SSCF and College jointly recruited scholarship applicants and the foundation awarded 73 scholarships to South students for the rest of the year. The SSCF board has also awarded \$350,000 to South’s Culinary Arts program to remodel one of its more outdated facilities. Further, they have awarded approximately \$25,000 to underwrite various activities and efforts at the College since July 2018. Moving forward, SSCF has also allocated \$50,000 to the President’s office for 2019 to support specific priorities that best serve the College, and will continue to fund Emergency Fund scholarships and faculty development grants. Board meetings in early 2019 will further (re)establish foundation supports for the College. The SSCF, in keeping with state and federal requirements to maintain its nonprofit and fundraising status, will continue to conduct annual audits. In this transition year, the SSCF provided its audits to the District SCF to enable the District to accurately represent affiliated fundraising in this transition year. This is an example of the good faith effort to continue to support the College in this period of transition.

2.G PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

Physical Infrastructure

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

Governance: College | **Compliance:** College

In order to better meet the needs of the local community, South Seattle College operates a main campus in residential West Seattle and two satellite campuses in the nearby neighborhoods of Georgetown and Beacon Hill. The [main campus](#) consists of 27 buildings encompassing 503,243 square feet of state-owned facilities. The [NewHolly Learning Center](#) satellite campus in Beacon Hill consists of one building encompassing 8,584 square feet and the [Georgetown Apprenticeship & Education Center](#) satellite campus in Georgetown consists of five buildings encompassing 152,011 square feet of state owned facilities. Each of these physical facilities are accessible, safe, secure, and sufficient in quantity and quality to support its educational programs, Core Themes and Mission.

Facilities Planning

South Seattle College utilizes an [Major Institution Master Plan \(MIMP\)](#) to guide the planning for the renovation of current buildings and structures and for the construction of new facilities on the three campuses. The plans represent strategic visioning to ensure that South Seattle College is planning to preserve and construct facilities that meet the needs of the College's dynamic learning and working environments. It also focuses future capital and operational resources on efforts to increase student access and ensure that, as costs of utilities and infrastructure maintenance/replacement rise, South Seattle College is positioned to maintain and apply necessary resources for student success.

The College's MIMP includes descriptions of the analysis process that led to the preferred master plan solution as well as a development program, development standards and transportation management program as required by Chapter 23.69 of the City of Seattle Land Use Code. It was approved by the Board of Trustees in June of 2007 and is intended to guide campus development for the next several decades.

Current planning and forecasting efforts are focused on infrastructure, ADA compliance, and energy/resource efficiencies. Primarily utilizing funds through the [2015-2017](#) and [2017-2019](#) SBCTC capital allocation process, the College has made, or is in the process of making, the following improvements to our physical facilities:

- Remodeled Machine Shop to accommodate change in use to create functional education space for NW Wine Academy 2015-2017
- Constructed outdoor patio for NW Wine Academy Building 2015-2017
- Renovated office areas in International Student program 2015-2017
- Improved safety and exterior access to Child Care Center 2015-2017
- Renovated Sport Court 2015-2017
- Renovated Culinary Arts Building Locker Rooms 2015-2017
- Refurbished Jerry M. Brockey Building entrance 2015-2017
- Initiated design of Auto Technology Building remodel and expansion to be completed 2020-2022
- Initiated design of new campus Wellness Center to be constructed in 2019-2020

- Completed the design and construction of 59,000 square foot LEED certified campus classroom and lab building called Cascade Hall 2017-2019
- Completed ADA Improvements to Technology Education Center, replacing all interior doors 2017-2019
- Updating and improving campus exterior signage 2017-2019
- Constructed Georgetown Diversified Manufacturing Lab 2015-2017
- Renovated Georgetown Building B Restrooms 2017-2019
- Added Georgetown Building A Gender-Neutral Restroom 2017-2019

Management and Maintenance

Maintaining assets in service of students has also been at the forefront of capital expenditures planning and operations efforts. Several of the College buildings, and most campus infrastructure (power, water, sewer, telecom, stormwater management) is around 40 years old. Subsequently, campus administration has completed numerous preventative maintenance and replacement projects since the College's 2013 Year Three Self-Evaluation including roof repairs and replacements, building heating, cooling, and controls repairs and replacement, decreasing energy use campus-wide. The College also completed site improvements in stormwater management, utilities upgrades, paving repairs, campus landscape, and campus accessibility, per [Office of Civil Rights \(OCR\) 2012 campus review](#).

The College relies on the State Board of Community and Technical Colleges (SBCTC) biennial survey ([Facilities Conditions Survey or FCS](#)) to help plan for repairs and improvements. The SBCTC survey scores each building according to age and condition of building systems and allocates estimated funding for repairs, improvements, and operations based on that scoring, on enrollment and enrollment projections, and on campus size. On an SBCTC state-wide scale of 146 (Superior) to 476 (Replace/Renovate) the overall campus score in the latest (2017) FCS was 288, defined as "Needs Improvement/Additional Maintenance. Half of campus buildings are rated Adequate – Superior. This survey report is relied upon for College prioritization of funding and resources.

To further facilitate maintenance and preservation of all physical resources, South Seattle College utilizes a statewide system work request tool, [Megamations](#), to receive and track requests for maintenance assistance. All requests for repairs are submitted via work order to the computerized maintenance management system. The College monitors the progress of work and tracks time and materials for projects. This data used in support of budget and other resource planning efforts.

Health, Safety, and Access

In addition to the physical adequacy of the College's capital assets, South Seattle College focuses on ensuring the overall College is safe and secure for students, employees, and visitors. South Seattle College has five full-time security officers, five part-time hourly security officers, and one full-time Security Director. The security officers must have two years security experience prior to joining the College's Campus Safety Office, and once hired they must complete 40 hours of Security Academy training, an Industrial First Aid course, and Incident Command System 100 training to utilize the National Incident Management Systems (NIMS).

Campus Safety monitors access to campus facilities through officer patrols and scheduled security checks. Officers report any safety issues observed on routine rounds. Key access to buildings is determined by the appropriate management supervisor. Buildings are secured nightly after a complete check of all rooms and unlocked each morning when classes or activities are scheduled. To further enhance security and safety, many of our newer classrooms are fitted with card access devices. Expansion of card access is being executed as funding permits.

The College has developed and maintains an [emergency action plan](#), which follows the Incident Command Structure (ICS). This plan is reviewed regularly, and an emergency management committee along with the Security Department supports the College administration with crisis scenarios, systematic, frequent testing of emergency alert systems including monthly emergency preparedness meetings, table-top exercises, and quarterly emergency preparedness drills conducted both in the morning and during the evening classes. The College utilizes a variety of emergency management communication tools, include [Seattle Colleges Alerts \(RAVE\)](#), which provides alerts via text, phone call, email, and social media as well as outdoor speaker phones and a telephone loudspeaker. The drills also test the aforementioned emergency management communication tools.

To enhance security, cameras are located throughout the parking lots with recording capability, and thumb turns have recently been added to the Rainier Hall Building, Technical Education Building, and Cascade Hall; this is to help increase the capability of locking the doors from the inside in case of a lock-down situation.

The College complies with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistic Act (Clery Act), which relates to crime statistic reporting, and timely notification of emergencies. An [annual report](#) is published on the College's website. Additionally, the security director informs students if a level III sex offender is present in the class, instructors are notified of level II and III offenders.

All new buildings and construction projects are designed to meet or exceed city, state, and federal health and safety codes and current Americans with Disabilities Act (ADA) standards. Project plans pass city and state review processes and are reviewed by the Washington State General Administration's Architectural and Engineering Services for ADA compliance and design. The College directs the architects and consulting firms it retains to produce designs that exceed ADA standards and design to Universal Access criteria addressing the needs of individuals with disabilities and access issues.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Governance: College | **Compliance:** College

South Seattle College's environmental health and safety (EHS) manager prioritizes responsible use, storage and disposal of hazardous products and wastes. This position is responsible for regularly reviewing the policies and procedures for the safe use, storage, and disposal of hazardous or toxic materials in accordance with Washington Administrative Code ([WAC](#)) [chapter 296-800 \(Safety and Health Core Rules\)](#) and its sub-chapter [296-843 \(Hazardous Waste Operations\)](#). The code outlines all regulations and procedures (federal and state) applicable to hazardous materials (HAZMAT) environments and employees working with or exposed to HAZMAT.

Campus Hazardous Materials Policies and Procedures include:

- [Undergraduate Research Manual](#) (includes laboratory rules and safety contracts for Biology, Microbiology, A&P, Chemistry, and Physics)
- [Gas Cylinder Leak](#)
- [Chemical Hygiene Plan](#)

South strives to continue to improve our management of hazardous materials by coordinating which products are selected for purchase between departments to allow us to choose the least hazardous option in the most effective container size possible. These improvement ideas are documented and tracked through our Pollution Prevention Plan and Annual Progress Reports which are submitted to the Department of

Ecology and reviewed each September. These pollution prevention efforts have brought South Seattle College from a large quantity generator in 2000 to a medium quantity generator in 2014 and all necessary reductions are in place for South to apply for “small” quantity generator status in 2019.

Information on the safe use and disposal of hazardous or toxic materials is provided for faculty and students as required by OSHA. Staff who handle hazardous or toxic materials receive annual training and information. In addition to the hard copies of safety data sheets, [MSDS Online's service](#), is maintained so that hazardous product use and disposal information is available to staff on all campus computers. The College has developed a College-wide comprehensive hazardous waste management program to improve practice in using, storing, and disposing hazardous wastes. The EHS manager inspects all waste storage areas weekly as required by law. Weekly inspection reports with digital photographs are sent to relevant staff, managers, and deans to inspire corrective action. Various academic and work areas all also inspected for safety hazards. The College uses a vendor under state contract to dispose of hazardous wastes safely and cost effectively. The Facilities Department conducts monthly safety meetings for custodial and maintenance staff, and trains custodians annually on blood-borne pathogens, correct lifting practices, safe ladder use and other on-the-job hazards.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Governance: College | **Compliance:** College

South maintains an up-to-date [Major Institution Master Plan \(MIMP\)](#). The plan, which addresses specific College needs in the context of the College's Mission, Core Themes, and long-range educational and financial plans, was developed over a three-year period to allow for extensive collaboration between faculty, staff, and the external community. The plan adopted by the City of Seattle in 2007 and is intended to serve as a decision-making tool for the next several decades.

The master plan is intended to achieve six major planning goals:

- Reinforce the College as a **student-centered** campus which values diversity, supports learning and promotes student success.
- Use **architecture and design** to express and reinforce College values and Mission.
- Value existing open space and strengthen stewardship of the **environment** and **connections within the campus community**.
- Create facilities that strengthen **community connections**.
- Optimize operational and maintenance **efficiencies**.
- Establish a **dynamic, flexible, responsive framework** for future growth and decision-making.

The College's Major Institution Master Plan development and activities are updated annually with the City of Seattle via the [Major Institution Master Plan Status Report](#), providing current building development and construction information to the City and surrounding community and demonstrating that development efforts are in concurrence with the College MIMP.

To supplement the MIMP in planning for campus assets, a Facility Condition Survey is conducted every other year by the State Board of Community and Technical Colleges. Building and building system deficiencies are identified and prioritized and capital cost estimates are generated. The College uses this survey, along with the MIMP, and with data from the College work-order management system, Megamations, to plan capital improvements to the campus assets and infrastructure. This data informs the College's

[10-year working capital plan](#), which is regularly reviewed and intended to provide near-term and mid-term capital planning.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Governance: College | **Compliance:** College

South Seattle College provides the necessary equipment to support the College’s Mission, Core Themes, programs and services. There are four main areas of College equipment: maintenance equipment, technology equipment, office equipment, and instructional equipment. Maintenance equipment is managed through the College’s Facilities Department and primarily used to maintain campus buildings as discussed in 2.G.1. Technology equipment is managed and maintained by the Information Technology Services department as discussed in 2.G.5. Each department purchases and manages their own office equipment with their relevant department budget and operations.

The Office of Instruction, in coordination with the Instructional Council, prioritizes equipment needs to address accomplishment of Core Theme objectives and achievement of goals for South Seattle College’s instructional programs and services. The College dedicates a portion of its Foundation, Perkins, Worker Retraining, Services & Activities, and Universal Technology fees and funds to purchase new and replace existing instructional equipment. Between 2016-2019, the College allocated \$108,000 in academic year (AY) 2016-17, \$103,900 in AY 2017-18, and AY \$59,800 in 2018-19 (no Foundation contribution this year—see 2.F.8). Instructional faculty, associate deans, and deans submit instructional equipment requests on an annual basis during the strategic planning process and work together to determine which funding sources (from the list above) can be utilized for each approved request. This process allows for immediate and long-range (up to three years) instructional equipment planning.

Every three years, the Professional Technical program’s need for updated instructional equipment, procedures and facilities is further assessed as part of the program review process. The three-year cycle feeds both the strategic planning process and the accreditation process. An external committee of industry experts reviews the program and facility under the oversight of an independent consultant. Inventory control of equipment is reconciled with the District office database.

Requests for new and/or additional equipment take place through the relevant College budget development processes. For example, replacing large equipment (such as HVAC systems) is handled through the capital budget process described in 2.F.5. The College maintains a contingency and reserve funds that are available to purchase equipment, if needed, in an emergency. Maintenance is performed on an established schedule and on an as-needed basis, using a work order system and may be outsourced as necessary. The Facilities Department maintains an inventory of building and fixed equipment.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Governance: District | **Compliance:** District

South Seattle College’s [Information Technology Services \(ITS\)](#), in coordination with the District’s [Technology Services \(TS\)](#), works to realize the College’s Mission and Core Themes with the design, installation, main-

tenance and support of the electronic infrastructure through which educational services and information resources are delivered to students, faculty, and staff. The electronic infrastructure is based on a high-speed network which links to the internet via a fiber-optic backbone, integrating new and legacy technologies.

The College's IT Services Office is centrally located on the main campus along with the campus core technologies; the College IT staff is responsible for all technology at its primary and satellite locations. The IT services team focuses on instructional and administrative computing support, network management, hardware and software support, moves, adds, and changes, information technology security and server administration for the College. IT services include twelve full-time classified staff and six part-time student workers. The department reports to the director of IT and the District CIO.

Additionally, support for the College's programs, services, and institutional operations is provided by a legacy system which distributes several key computing functions across the entire District: registration and student records; financial management; personnel and payroll. There are also third-party systems for library information, e-mail, and telephone technology. Although the legacy and third-party systems are managed centrally at the District and state offices, IT services acts as the liaison between the District office and the campus at large with regard to all computing matters.

The College provides, and IT Services supports, 31 dedicated computer labs for math, writing, second language learning, CAD-CAM, automotive technology, information technology and career enhancement. Students have access to approximately 900 computers across campus, accessible from the information commons, the technical education lab, classrooms and student success services. Support requests are made to the IT services helpdesk by email or phone.

The Seattle College District has WIFI available to all South Seattle College and satellite sites. Students, staff and faculty have access through their College login to access local College and web-based resources. Wireless network has approximately 100 access points with speed of 54mbps; it requires a College secure login to access. The Seattle College District presently does not have a mobile device policy and does not routinely issue mobile phones to staff; user's mobile devices can connect to the wireless network with valid credentials.

IT services also supports media services. The team provides support for all of the audio/visual (A/V) needs of the College, including direct classroom support, instructional technology support, and special events support. Direct classroom support consists of specifying, installing, maintaining and repairing classroom A/V technology. Instructional support consists of providing direct technical assistance to faculty to help with the creation of media-rich instructional materials. Special event support consists of setting up and operating A/V display, mixing and recording technologies for student events, administrative events as well as outside events.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Governance: College and District | **Compliance:** College and District

South Seattle College provides faculty, staff, and students appropriate instruction and support to effectively use the College's technology systems and programs.

The College's Information Technology Services (ITS) provides a Help Desk and sends IT staff to offices and labs to troubleshoot hardware and software problems. IT staff members are knowledgeable and experienced in campus software programs and provide service to faculty and staff. All issues and incidents are tracked using a ticket system. Desktop computers are also maintained using a remote management system.

The department also regularly provides training on the use of new versions of Windows, Microsoft Office, multimedia classroom equipment, networked multifunction copiers, telephone systems and the administrative data processing system. Individuals or departments regularly receive training on specialized software or technology. IT training and assistance is also focused on creating efficiencies and helping staff improve their organization of information.

IT services coordinates with the [Teaching and Learning Center \(TLC\)](#) to provide training and instruction for the College's employees in the effective use of new technologies. The TLC is equipped with twenty workstations, general productivity and vendor-specific software, a data projector, and a printer. In addition, employees may get training on vendor-specific products, such as [Lynda](#) and [Panapto](#), through their online support or training website.

The College also uses Canvas Learning Management System (LMS) and provides both in-person and virtual support to faculty and students through the Canvas online [self-help guides](#), an [online knowledge database](#), live chat, e-mail, phone, or in person via the TLC (for faculty) or the [Student Technology Advice and Resources Support \(S.T.A.R\) desk](#) (for students). Both in-person support services are located on the first floor of the library and are available during library hours.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Governance: College and District | **Compliance:** College and District

South Seattle College's [Information Technology Services \(ITS\)](#), in coordination with the District's [Technology Services \(TS\)](#), plans, develops, and supports IT for all institutional operations, programs, and services at South Seattle College.

The College meets the technology and instructional support needs of stakeholders and students through effective management and use of IT resources. The College previously utilized a campus-specific IT Strategic Plan to provides direction, management goals and strategies within the context of an innovative and changing environment. Under the realignment of IT related to [Achieving System Integration](#), the College anticipates publishing a new District-wide IT Strategic Plan that will define the planning, support and management of information technology by early 2020.

South Seattle College's ITS personnel have several ways in which it ensures that technology support staff have opportunities to engage in the technology planning process. They meet monthly to discuss projects, initiatives and technology requirements, and new technology standards, to be tested and vetted for viability and use in the College's environment. They also work with technology sub-groups to discuss specific technology initiatives and products for use and implementation.

Web Help Desk software helps the ITS team keep track of work orders, but also allows for input from faculty, students and staff regarding the technological needs of the campus. The ITS team can be reached directly by any individual or group.

Faculty are surveyed via e-mail (annually for equipment, quarterly for software) regarding their technology and software use, needs, and expectations, and the resulting information informs the IT purchasing process. Further information is gathered through meetings with the United Student Association (U.S.A.), at academic program and department meetings, and through campus-wide meetings where awareness may be raised regarding technological concerns.

Additional planning input is provided by the Universal Technology Fee committee and [the Services and Activities Fee Board](#), both of which have strong student representation and include the College's IT Director in an advisory (non-voting) position. IT staff are also actively represented on the District eLearning Committee, Emergency Preparedness Awareness Committee, Student Council, Budget Committee, and on [Guided Pathway Initiative](#)-related committees with a specific technology focus such as the committees formed to help launch [Starfish](#) and Customer Relationship Management software [Azorus](#) by Zoho on the campus.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Governance: District | **Compliance:** District

South Seattle College develops, implements, and regularly reviews its technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs and services.

At South Seattle College, including the two remote sites, has 31 student computer classrooms and three open labs. All computer classrooms and labs use different Dell OptiPlex models and platforms. Student computers are refreshed every five years. There is a [hardware replacement cycle and plan](#) that the College tries to adhere to; it was recommended and approved by the president's cabinet. Student computer replacement is funded by the annual allocation of the universal technology (UT) fees. Computers removed from the student network classrooms, which have higher technical requirements, are recycled to classrooms with lower technical requirements. Outdated student computers are sent to state surplus.

The College also has 500+ employee desktop computers with a mix of different Dell OptiPlex models. As with student computers, employee computers are on a five-year upgrade and replacement cycle. Funding for employee computer replacement is contingent on securing state funds. Network infrastructure, such as switches and servers, is planned for a five to seven-year refresh cycle. Projectors and other classroom AV equipment are scheduled for a seven-year refresh cycle. Funding to replace network infrastructure and AV equipment comes either from one-time state allocations or from the annual UT fee allocation.

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CHAPTER THREE

Institutional Planning





The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

STANDARD 3.A: INSTITUTIONAL PLANNING

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

South Seattle College is committed to a comprehensive approach to strategic and operational planning that reflects the needs of the entire college community for the foreseeable future. The College utilizes an ongoing, purposeful, systematic, integrated, and comprehensive planning process to implement and fulfill the College's Mission and Core Themes.

All of the College's institutional plans are publicly available, easily accessible, and shared with the college community. [These plans](#) are disseminated at campus meetings, presented to the Board of Trustees, and widely distributed via email, the College website, and in print. They are also used in recruiting and onboarding new employees, in determining how resources are allocated, in decision-making at the institutional and program level, and in development of partnership relationships within the community.

South Seattle College strives to ensure that all members of the College are engaged and offered opportunities to participate in the institutional planning processes. The structure of distributed leadership employed by the College—utilizing campus- and District-wide committees—is by its nature broad-based and provides for input from appropriate constituencies.

Examples of this can be found in the planning processes for the College's key planning documents which include its Strategic Plan, Budget Plan, Facilities Master Plan, Strategic Enrollment Plan, Educational Master Plan, and Emergency Management Plan.

Strategic Plan

The South Seattle College Strategic Plan is predicated upon the College's commitment to continuous improvement in fulfillment of its Mission and Core Themes. It is a living document that is designed to be modified to reflect the changing realities of the College and its community, based upon new information or changing circumstances. Because of the long-range nature of strategic planning, modification of the plan will occur infrequently, and will be carefully vetted by the institution, but the plan itself is designed to serve as a guide to the future, not a preconceived notion of what must occur. Below is an accounting of our strategic planning process from 2013 to the present.

Strategic Planning 2013-2016

Early in 2013, prior to the NWCCU peer-evaluation team visit, and based on structural necessity, the College decided to devote additional resources to strategic planning, accreditation, institutional research, and assessment. A new position reporting to the President was created to provide executive leadership to these four core college functions. Titled the Executive Director of Institutional Effectiveness (IE), the position assumed responsibility for leading and supporting these efforts to further enhance, expand and advance cross-college collaboration around the College's strategic priorities, goals and direction.

In 2014, the Executive Director of IE led the restructuring of what was formerly the College's Institutional Effectiveness (IE) committee. Previously, the IE committee was led by the Director of Institutional Research and was co-chaired by a faculty member. Membership in IE was varied and open, with faculty and staff who regularly contributed to the work of IE. In an effort to increase the visibility of this working group, increase participation in order to draw upon the expertise and insight of a variety of members, provide a venue for broad campus community engagement in the work of planning, and to distribute the effort allowing specialization, a new committee was established to advance the College's strategic priorities.

This new committee was called the [Strategic Planning, Assessment, and Research Committee \(SPARC\)](#). Thirty-four members representing every administrative unit, job classification, and many different demographic groups were appointed by the President. The entire membership of SPARC met once or twice per quarter, as needed, to share information across the entire committee. Additionally, the SPARC committee were organized into three sub-committees that focus on strategic planning and accreditation (SPA), assessment (ASC) and research (RR)—each of which had a designated leader and each of which met regularly, as dictated by the needs of their work at any given time. Meetings were open to the entire campus to facilitate the free exchange of ideas among all interested parties.

SPARC's primary purpose was to engage the campus community in important conversations around planning, accreditation, institutional research and assessment, with the intent of developing South's culture of evidence and influencing the effective use of information. The SPARC sub-committee structure provided a home for nearly every planning and assessment function within the College, and a clear path for information to proceed to and from the President's Cabinet:

- **The Strategic Planning and Accreditation (SPA)** subcommittee was dedicated to updating the College's strategic planning process, and to shepherding a new version of the College's strategic and operational plan through that process. Furthermore, SPA was responsible for supporting Core Theme committees in reviewing and vetting core theme objectives and indicators with an eye toward aligning strategic planning and core theme planning on a fundamental level.
- **The Assessment (ASC)** subcommittee was responsible for orchestrating the process by which the College assesses both student learning and operational efficiency and effectiveness. This group was involved in creating the process to capture and document the evidence of learning that is occurring at the College.
- **The Research Roundtable (RR)** subcommittee was led by the Office of Institutional Effectiveness and was responsible for assessing and disseminating data and information from various sources, including the CCSSE (Community College Survey of Student Engagement), SENSE (Survey of Entering New Student Engagement), Noel-Levitz Student Satisfaction Inventory, Seattle College District Dashboards, etc.. RR placed certain problems in context, and helped the rest of SPARC approach their conversation from an informed and evidence based perspective.

The Strategic Planning and Accreditation (SPA) subcommittee of SPARC was dedicated to updating the College's strategic and operational planning process, and to shepherding a new version of the College's strategic and operational plans through that process. Furthermore, SPA worked with and supported the core theme committees who were responsible for reviewing and vetting core theme objectives and indicators with an eye toward aligning strategic planning and core theme planning on a fundamental level.

The SPARC committee structure provided a home for nearly every planning and assessment function, and a clear path for information to proceed to and from the President's Cabinet. SPA initiated a planning process that included a series of College-wide meetings introducing the framework and the timeline, as well as enlisting broad participation in the six strategic planning task forces. Each task force had two co-leaders drawn from across the College, and the task forces are charged with developing strategic goals for recommendation to the President's Cabinet. Task force meetings were open to all interested parties and meetings were publicized in advance. As a result of this work and structure, the Board of Trustees approved the College's Strategic Plan on [October 13, 2016](#).

Strategic Planning 2016-2017

The Seattle College District welcomed Dr. Shouan Pan in July 2016 as its 10th chancellor. Under the new chancellor's leadership, the Seattle College District initiated [Solicitation #700358](#) in December 2016 to "examine cultural and structural barriers and practices that place the District's future at risk and identify opportunities for improvement and strategic realignment that will position the District for long-term excellence, relevance, and viability." The solicitation called for an independent study of the Seattle Colleges' "management and organizational structures, service levels, staffing, and infrastructure and to identify opportunities for improvement." As a result of that study—and after an extensive collaboration process with campus, District, and regional stakeholders—the Seattle College District Board of Trustees initiated a process to develop [a District-wide Strategic Plan](#) in Spring 2017.

The new District-wide Strategic Plan supersedes the campus-specific strategic plans developed at South Seattle College, North Seattle College and Seattle Central College to set the strategic direction for Seattle Colleges as a whole. The process for implementing this new strategic plan included four planning phases in 2016-17:

Strategic Planning Phases 2016-17

Phase I

Develop Process, Frameworks, and Templates: Finalize planning process, frameworks, and templates for one district plan and college operational plans; review, synthesize current plans

Phase II

District-wide Input, Feedback, and Review: Board review mission and vision. Draft a plan with district-wide core goals; seek input from select internal and external stakeholders, colleges; target and request strategic feedback; use multiple modalities; revise district planned core goals

Phase III

College Input, Feedback, and Review: With colleges' leadership, strategic planning leads, review and refine district core goals; further develop, specify, and refine college operational plans; align college subunit operational plans

Phase IV

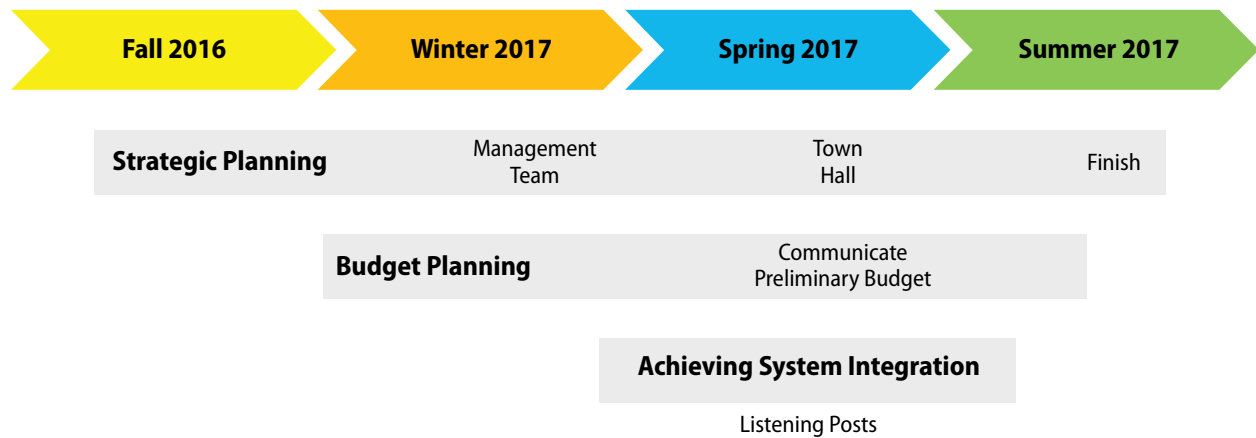
Board Approval, Communications, and Dissemination: Present district strategic plan and college operational plans to board for review and approval; communicate key messages

Key stakeholder roles were defined for each stage of the planning process. Thirteen District constituency groups were identified including the Board of Trustees, campus personnel, and community partners. Under each phase, each group was listed as either **(R) Responsible** (does the work), **(A) Accountable** (oversees the work), **(C) Consulted** (weighs in about the work, or **(I) Informed** (as needed of progress):

Key Stakeholder Roles

Stakeholder Group	Phase I Develop	Phase II Input	Phase III Revise	Phase IV Approve
Board of Trustees	A	I	I	A
Chancellor’s Office	A	A	A	R
BOT Subcommittee on Strategic Planning	A	A	A	C
District Staff, Colleges’ Strategic Planning Leads	R	R	R	C
Chancellor’s Exec Cabinet; College Presidents	C	C	C	C
College Presidents’ Cabinets	C	C	C	C
Chancellor’s Advisory Council	I	C	I	I
District-wide Management Team	I	C	I	I
Employee Unions, Faculty Shared Governance	I	C	I	I
Student Groups	I	C	I	I
Workforce Advisory Groups throughout the District	I	C	I	I
City Gvt, Chamber, Business Partners, CBO’s	I	C	I	I
Colleges and District Foundations	C	C	C	C

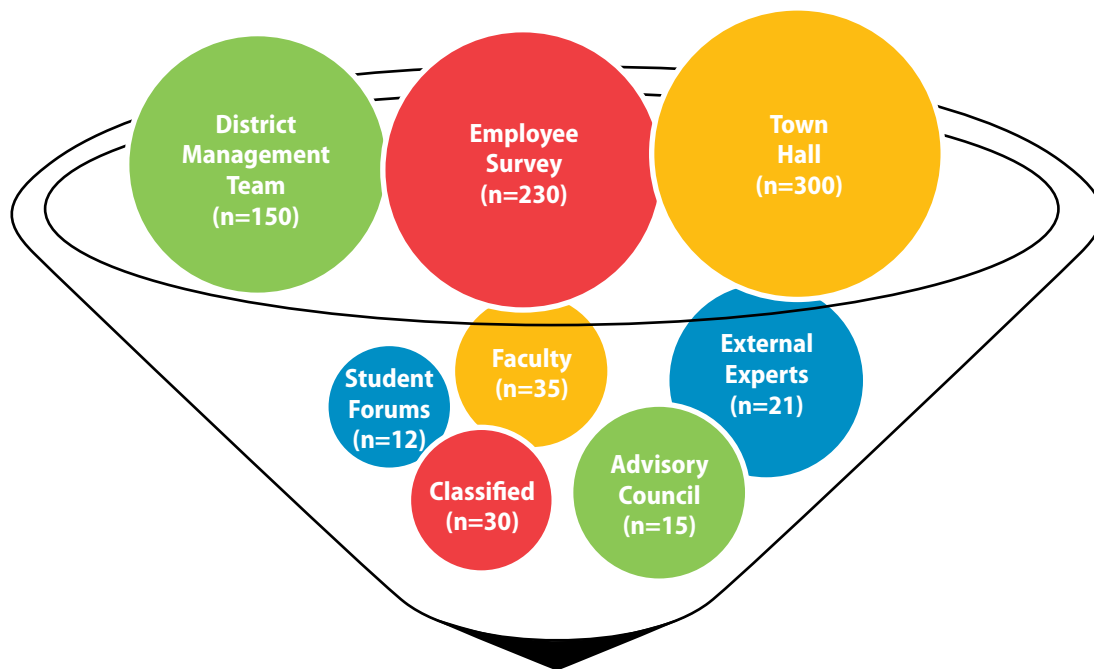
In addition to strategic planning, the chancellor and College leadership carried out other related major initiatives: Budget Planning and [Achieving System Integration](#). The chart below denotes the timeline and milestones established for each:



Timeline and Milestones 2016-17

Similar to the South Seattle College 2013-2016 Strategic Planning process, a critical part of the District Strategic Planning process was to engage and gain input from all stakeholders to ensure its direction was derived from, and generally understood by, its community. To ensure broad cross-District participation, the District planned a series of conversations beginning in the Winter Quarter of 2017. Additional conversations continued throughout the subsequent months to ensure faculty, staff, students, community members, and civic and business leaders were able to provide feedback. Through June of 2017, input was received from members of the chancellor’s advisory council; the District management team; more than 20 external experts from business, government, and community; and nearly 200 employees through an online survey. Additional input activities included a town hall and stakeholder input meetings with faculty and classified staff as displayed below:

Input Received From Stakeholders During Phase II (Winter 2017)



Opinions, suggestions, and thoughts were gathered from stakeholders about what our mission and goals should be, as well as what trends in the environment we should consider.

On July 13th, 2017, the Board of Trustees approved the new 2017-2023 Seattle College District Strategic Plan

Strategic Planning 2017 to Present

While the District Strategic Plan was approved in July of 2017, moving to this model has required a shift in focus for South Seattle College. Over the last year and half, in collaboration with the District and [in consultation with NWCCU](#), South has been working through processes to [align and connect our 2016-2021 Strategic Plan, Core Themes and Objectives to the new SCD 2017-2023 Plan](#).

To accomplish this goal, the chancellor’s Executive Cabinet and College leadership teams have agreed to support using, implementing and operationalizing many of South Seattle College’s strategies from the 2016-2021 plan that support the goals of the new plan. A common set of District wide measures, corresponding to the four goals, will enable comparisons across the colleges. District-wide strategies will provide broad, forward-looking guidance to advance goals and respective measures. A final, comprehensive version of the District Strategic Plan and dynamic, [interactive dashboards](#) was presented at the [December 2018 BOT meeting](#) (see pages 10-13).

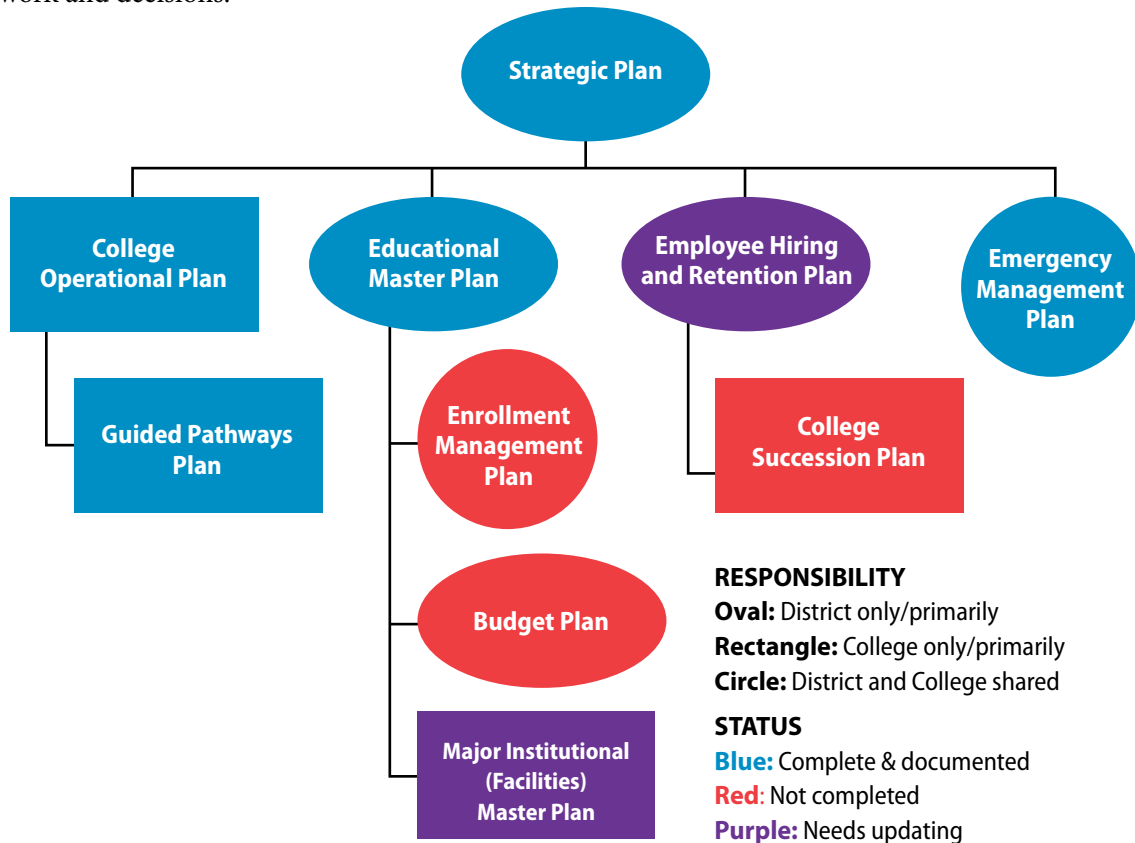
South’s current Operational Plan that goes through 2020 and will continued to be reviewed annually. We will be re-constituting SPARC, and SPA to focus on the new District-wide strategic planning structure and process to ensure that the College’s operational and core theme planning continue to align, support and impact the Seattle College’s District Strategic Plan and our mission fulfillment.

Institutional Planning Overview and Alignment

South Seattle College institutional plans, directly in support of the Seattle Colleges’ Mission, provides a yearly focus for the College’s efforts to realize its Core Themes and therefore fulfill its Mission.

To support the operational planning process, the College encourages broad participation and solicits input to decisions at all stages of the planning process. The institutional structures (both campus- and District-wide) include a wide assortment of College councils, committees, task forces, and work groups which includes a broad range of internal and external constituencies that illustrates South Seattle College’s shared governance process.

The chart and table below illustrate how the South Seattle College and the Seattle Colleges’ planning efforts ensure scale, sustainability and alignment while providing clear direction and support that guide our work and decisions.



Guiding all planning is the District-wide strategic plan, which is facilitated at the District level, and developed with significant engagement at the College level, along with our sister colleges North and Central.

The College Operational Plan is developed and implemented to support the Strategic Plan and is defined at the division and departmental unit level. Within the Strategic and Operational Plan are strategies that support guided pathways. Our pathways work is campus-wide and requires strategic decisions around resource allocation and development. Our 5-year Guided Pathways Plan guides the College through this transformative change effort.

The District also develops the Educational Master Plan which is in turn supported by an Enrollment Management Plan, the District Financial Plan, and the College's Major Institutional (Facilities) Master Plan.

Regarding personnel, the Employee Hiring and Retention Plan is developed at the District level, where Human Resources resides, and is further supported by the College's Succession Plan.

Finally, the Emergency Management Plan is also developed at the District level, while South follows federal NIMS standards and ICS training and organizing framework for ensuring that the campus is prepared for any sort of emergency response.

The tables below illustrate the many integrated components to institutional planning at South Seattle College:

Strategic Plan

The Seattle Colleges Strategic Plan provides broad, forward-looking direction to ensure student success in the dynamic and vibrant city of Seattle. The plan reflects a common purpose, beliefs, commitments, and priorities. It also establishes a set of major goals that will be achieved over time at each college and across the District while also affirming the District's fundamental Mission: to prepare each student for a successful life and work in a diverse, global, and dynamic society.

Leads: Institutional Effectiveness Directors (College- and District-level), Board of Trustees Strategic Planning Subcommittee (two Board members).

Constituent Engagement: The District engaged with 200+ faculty, staff, students, community members, and civic and business leaders beginning Winter 2016 through Spring 2017.

Status: The 2017-2023 Strategic Plan was approved by the Seattle Colleges Board of Trustees on July 13, 2017. South Seattle College is currently working through processes to align and connect our College-specific 2016-2021 Strategic Plan (now Operational Plan), Core Themes and Objectives to the new District Strategic Plan. A Tableau [interactive scorecard of the Strategic Plan](#) is used District-wide to monitor progress.

Review Process: The Strategic Plan is reviewed annually by the Board of Trustees and College and District leadership to help maintain the focus of the College and ensure it utilizes authentic measurable, assessable and verifiable Key Performance Indicators to measure accomplishment of mission fulfillment.

Key Documents: [SCD Strategic Plan](#), [SCD Strategic Planning PowerPoint](#)

Operational Plan

South Seattle College's Operational Plan is a highly detailed plan that provides a clear picture of how the College's programs, departments and units will contribute to the achievement of the District's Strategic Plan.

Leads: Executive Director of Institutional Effectiveness, [President's Cabinet](#), Instructional Council, and Managers of Student Services.

Constituent Engagement: Broad campus-wide participation broken-out into six different task forces with 100+ College staff and faculty participating.

Status: The current plan is approved and implemented for 2018-2020.

Review Process: The Operational Plan is reviewed annually in connection with the District Strategic Plan review.

Key Documents: [SSC Operational Planning Brochure](#), [SCD Strategic Planning PowerPoint](#)

Educational Master Plan

The Educational Master Plan provides broad, forward-looking guidance for Seattle Colleges' educational programs and services in order to meet the emerging educational needs of the community. The plan addresses the changing economic and demographic profile of the community and incorporates new delivery models in the education sector. The plan presents a framework for future action and supports the ongoing innovative work within our three colleges.

Leads: Board of Trustees, Chancellor, and Vice Chancellor

Constituent Engagement: 10 subject matter experts served as leads for each section of the plan. In addition, the chancellor's Executive Cabinet, Office of Institutional Effectiveness, vice president's of instruction deans, directors, faculty, and other key stakeholders across the District and within the community were engaged in the development process.

Status: The District engaged with 100+ faculty and staff, beginning Winter through Spring 2014 to conceptualize, write, and review the Educational Master Plan. An environmental scan was commissioned in 2013 to help facilitate the work that included an analysis of census, labor, and enrollment data to inform the entire plan.

Review Process: With the completion of the Strategic Plan 2017-23, the Educational Master Plan is no longer being emphasized. All of its 10 strategies were folded into different parts of the Strategic Plan.

Key Documents: [SCD Educational Master Plan](#), [Implementation Work Group Matrix](#), [Summary from SSC Outreach Forum](#), [Timeline](#)

Employee Hiring & Retention Plan

The purpose of the Employee Hiring & Retention Plan is to provide a working document that the Seattle Colleges can use as a guide to successfully recruit and retain staff so that we are able to meet the Mission of the Seattle College District.

Leads: Jennifer Howard, Vice Chancellor Administrative Services, and campus/District HR directors.

Constituent Engagement: 60+ District/campus personnel, including the [Hiring Process Work Group Teams](#), HR directors, and inclusion advocates.

Status: Currently meeting every other week to develop the plan.

Review Process: Not yet applicable. However, anticipating annually.

Key Documents: [Hiring Process Revision Plan](#), [DEHPD 2.02](#)

Emergency Management Plan

The Emergency Management Plan describes how South Seattle College will be prepared before, during, and following a major emergency or disaster that could impact the core operations of the College. As the general “road-map” by which the College would respond, organize and recover from all-hazards and threats (natural and human-caused), this plan is intended to minimize the impacts of emergencies and disasters and ensure that people and property are well protected.

Leads: District-wide effort, South leading the way via the Director of Public Safety, Environmental Health and Safety Manager, and the Seattle Colleges’ Director of Communications.

Constituent Engagement: District-Wide Emergency Preparedness Advisory Committee, Emergency Operations Center Manager, SSC president, vice president of instruction, vice president of student services, HR director, facilities director, environmental health and safety manager, safety officers, public information officers, as well as the Seattle Fire Department and the Seattle Police Department Communications Director.

Status: The current plan was approved and implemented on July 31, 2018.

Review Process: This plan is reviewed annually by the District-Wide Emergency Preparedness Advisory Committee and updated as needed. It is further pre-approved each year in the month of May by the Chancellor’s Cabinet.

Key Documents: [SCD Emergency Action Plan](#)

Guided Pathways Plan

South Seattle College is developing and adopting the guided pathways framework to improve our current practices and to support students. This plan articulates the strategy to move the College from early adoption to full-scale implementation.

Leads: The Guided Pathways Leadership Team, Guiding Team, and President’s Cabinet.

Constituent Engagement: The College broadly engages with 300+ staff, faculty, students, and community members. The primary work is being completed through the Guiding Team for Guided Pathways as well as four pillar committees and thirteen sub-committees or task forces led by Guiding Team members and subject matter experts.

Status: The College is in the third year of a five year grant from College Spark. South Seattle College has made strong progress on creating Areas of Study and aligning its programs within those areas. This specific work was also achieved District-wide, so all Seattle Colleges are utilizing the same Areas of Study. To facilitate this work, the District purchased and has begun to implement a student success technology, Hobson’s Starfish, to facilitate early alert, program and progress monitoring, intervening and redirecting students and course scheduling. Progress is also being made toward mapping programs and creating an exploratory sequence for students through the development or modification of a first year seminar course. In Fall of 2018, the College negotiated a “momentum year” with College Spark to extend the length of the grant to six years. There are fifteen essential practices associated with the grant and South Seattle College’s Guiding Team for Guiding Pathways has developed detailed plans for each practice. In Fall of 2018, the College was also awarded a Title III Strengthening Institutions grant with strong alignment with ongoing guided pathway reform efforts. This is a five- year grant providing over \$2 million in funding.

Review Process: An updated and revised work plan is submitted annually, along with data reflection reports on assigned topics twice a year, to College Spark as a grant requirement. The College’s Guiding Team further reviews and updates its work plan and budget at its annual retreat to ensure the upcoming work is prioritized and financially supported.

Key Documents: [Guided Pathways Webpage](#), [5 Year College Spark Plan](#), [College Spark Work Plan](#), [Guiding Team Organizational Chart](#)

Enrollment Management Plan

Strategic enrollment planning (SEM) is more than a long-term recruitment or retention plan. It is a data-informed process that aligns the Seattle College's fiscal, academic, co-curricular, and enrollment resources with its changing environment to accomplish the Seattle Colleges' Mission and ensure the District's long-term enrollment success and fiscal health.

Leads: Associate Vice Chancellor for Communications and Strategic Initiatives and Vice Chancellor for Academic and Student Success.

Constituent Engagement: 40+ campus/District personnel, including the SEM Steering Committee, and Seattle Pathways Steering Committee (currently being formed).

Status: In January 2019, the SEM planning efforts, committees, and recommendations were incorporated into the Seattle Pathways efforts and the Seattle Pathways Steering Committee was formed (to replace the SEM Steering Committee). The Seattle Pathways Steering committee held its first meeting in January 2019 and will be meeting quarterly. One of its primary responsibilities is to develop, review and update the Enrollment Management Plan.

Review Process: Not yet applicable. However, anticipating annually.

Key Documents: [SEM Team Charges and Directives](#), [Seattle Pathways Proposal](#)

Succession Plan

The College's Succession Plan aims to provide an orderly process to develop appropriate leadership resources for the future to insure the sustainability of the College's long-term Mission and goals. It will also focus the College leadership on identifying and quantifying critical roles, top performers and "high potential" staff, which is critical to maintaining an administrative staff workforce prepared to address the future needs of the College.

Leads: President, Vice President of Student Services, Vice President of Administrative Services, and the Executive Director of Institutional Effectiveness

Constituent Engagement: President's Cabinet, South Seattle College Human Resources and other key stakeholders at the College and within the Seattle Colleges District

Status: Work will commence in February with the goal to have a plan approved and implemented by Summer 2019.

Review Process: Will be reviewed annually upon approval.

Key documents: [President's Memo](#)

Budget Plan

The Seattle College District and South Seattle College's Budget Plan is structured to ensure that we have the best chance at achieving our financial operating strategy. These strategies and processes support the understanding and awareness of internal and external factors that will affect the financial stability of the Seattle Colleges while also providing the framework to forecast how much income we will generate and how much we can spend on varying operations and initiatives.

Leads: Vice chancellor of finance and human resources, vice president of administrative services, and the College Council.

Constituent Engagement: 75+ varied stakeholders, including College/District finance staff, the Board of Trustees, South Seattle College President's Cabinet, Chancellor's Cabinet, and interested faculty, staff, community members, and business partners.

Status: Ongoing. See review process below.

Review Process: Financial planning and budget development occurs year-round with the bulk of the activity occurring from January through June. Budget priorities and status are discussed at President's Cabinet meetings, College Council meetings, Management Team meetings, division meetings, and College open forums. A College-wide kick-off meeting is held in early spring; subsequently each department develops a budget request, and department budget managers are encouraged to involve their direct constituencies in this process. These department requests are then submitted to the appropriate vice president who approves and/or makes changes and present the requests at College Council budget hearings. President's Cabinet considers these recommendations in developing the final budget, which is shared at a College-wide presentation, a District-wide presentation before being presented to the Board of Trustees for approval and implementation.

Key Documents: [SCD Financial Information Page](#), [Eight Year Forecast](#), [SSC Budget Plan Schedule](#), [WACTC Allocation Model Review PowerPoint](#), [SCD Budget Planning PowerPoint](#), [SSC Budget Planning PowerPoint](#)

Major Institutional (Facilities) Master Plan

The Major Institutional Master Plan (MIMP) provides a roadmap for facilities development in order to support the goals and strategies of South Seattle College's Strategic Plan. The MIMP guides the decision-making process and prioritization of new construction and renovation of existing facilities.

Leads: College President, Vice President of Administrative Services, and Director of Facilities.

Constituent Engagement: 40+ campus/District personnel and community members, including the Master Plan Advisory Committee (12 members), Citizens Advisory Committee (13 community members), City of Seattle (3 members), and a Design and Consultant Team (13 members).

Status: Active. Developed in 2007 with the intent to guide development for 30+ years. Includes a Near Term Plan to guide development for 10-15 years. To supplement the MIMP in planning for campus assets, a Facility Condition Survey is conducted every other year by the State Board of Community and Technical Colleges. The College uses this survey, along with the MIMP, and with data from the College work-order management system, Megamations, to plan capital improvements to the campus assets and infrastructure. This data informs the College's 10-year working capital plan, which is regularly reviewed and intended to provide near-term and mid-term capital planning.

Review Process: Updated and reviewed annually with the City of Seattle via the MIMP Status Report, providing current building development and construction information to the City and surrounding community and demonstrating that development efforts are in concurrence with the College MIMP.

Key Documents: [Master Institutional Master Plan](#)

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

South Seattle College's participation in the [Guided Pathways Initiative](#) as well as recent strategic planning efforts have increased the College's commitment to collect, analyze, and use appropriately defined data to initiate transformative change and track mission fulfillment.

The College, through the Office of Institutional Effectiveness (IE), accesses data from a variety of sources—including District dashboards, campus wide surveys, and outside resources—to support and cultivate a culture of evidence around institutional planning to inform decision making around the effectiveness of our programs, services and outcomes.

Examination of data, both qualitative and quantitative, has become an essential feature of planning processes at the College. Each of the committees and groups referenced in Standard 3.A.1. work with the Office of IE to appropriately define data related to their purpose. Each team then analyzes the data to evaluate mission fulfillment. Many times, data is used to reveal areas that need improvement, develop interventions to achieve established goals, assess effectiveness of those interventions after implementation, or to determine subsequent action plans for ongoing improvement.

Some of the major data sources used in this work include:

- Student Management System (SMS) data to provide student level data around (enrollment and FTE), demographics, retention, progression and completion.
- Financial Management System (FMS) to provide budget and revenue data.
- Personnel Management System (PPMSS) to provide employee level data around demographics, employee type and salary.
- Economic Modeling Systems Incorporated (EMSI) to provide insight about supply/demand gap analysis for workforce trends.
- Washington State Employment Security to provide annual workforce trends published by county for the State of Washington.
- Data Linking of Outcomes (DLOA) provided by SBCTC to acquire analysis on the employment/job placement of recent graduates.
- Integrated Postsecondary Education Data System (IPEDS) to provide data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid.
- Office of Superintendent of Public Instruction (OSPI) to track and compare demographics between local high schools and South Seattle College.
- National Student Clearinghouse is used in the College's retention reports to track students' movement to higher education institutions across the nation, whether they graduated from South or transferred without a credential.
- Nationally recognized surveys including CCSSE (Community College Survey of Student Engagement), SENSE (Survey of Entering New Student Engagement) and Noel-Levitz Student Satisfaction Inventory.
- College Climate Survey to gather data related to the institutional climate, cultural and work-life.
- Canvas Learning Management System (LMS) to track student learning and outcomes assessment.
- Customer Relations Management (CRM) to track, monitor, and encourage interested through application to enrollment.
- Washington State College Bridge System to track career and education trends and comparisons.
- Workforce Development Council to provide labor and market trends.
- Bureau of Labor Statistics to provide labor market trend and data.
- South Institutional Research (IR) OneDrive is a cloud based storage system for storing databases, dashboards and pivot tables that key stakeholders have access to.
- Student Achievement Initiative, Seattle College District Strategic Plan, Guided Pathways Initiative data dashboards from the State Board for Community and Technical Colleges (SBCTC) and Seattle Colleges District contain data relevant to College planning processes.
- SBCTC, SCD and South Research/Institutional Effectiveness websites contains reports, results and data findings that are relevant to the College and our needs.
- Focus groups and campus surveys are employed as needed to gather qualitative data from students and/or community members.

More recently, the Seattle Colleges adopted the [Starfish Enterprise Success Platform](#), for use [starting Winter 2019](#), which will allow the College to leverage reliable data to pinpoint areas of concern and opportunity within courses and student populations, as well as institutional programs and services to further scale student success efforts to achieve mission fulfillment.

3.A.4 The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

South Seattle College’s Strategic and Operational Plans provides the framework for routine environmental scanning leading to effective resource allocation. Decisions on resource allocations are primarily made as part of this annual budget process. The College’s budget development process is described in detail under 2.F.3 in Chapter 2. The budget cycle is designed to allow for the Board of Trustees to adopt the budget prior to the beginning of each fiscal year. From August through June, President’s Cabinet, College Council and other key stakeholders convene to evaluate budget information that is received from the SBCTC legislative and budget staff. As outlined in our [2018-2019 budget activities sheet](#), the process is ongoing and inclusive, and provides opportunity for campus-wide engagement and participation.

Resource allocations have been focused on addressing future needs of the institution, such as building the infrastructure necessary for providing stronger support for retention and graduation, supporting equity, diversity and inclusion initiatives, and capital improvement of facilities for twenty-first century teaching and learning. The process requires each vice president to connect their annual requests to strategic, operational and core theme planning and support.

3.A.5 The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

South Seattle College, in coordination with the Seattle College District office, takes seriously the responsibility of preparing for physical emergencies, whether they be natural disasters, health related incidents, accidents, or threats from intruders, crime and violence. Emergency preparedness and contingency planning, published on both the [South Seattle College](#) and District website, outlines the College’s policies and procedures on the following should catastrophic events significantly interrupt normal institutional operations:

- [Emergency Action Plan \(EAP\)](#)
- [Workplace & Campus Emergencies](#)
- [Personal Preparedness](#)
- [Flu/Contagious Diseases](#)
- [Campus Closures](#)

Emergency preparedness instructions are also posted in each classroom, conference room and in offices. These instructions give quick access on actions and contact information for several emergency scenarios and events. The College also publishes helpful resources on the website and in print for use in case of an emergency, including:

- [SCD Emergency Net \(SSCEN\)](#)
- [Resources](#) (includes contact information for each campus’ Safety Committee, local Police Department, Fire Department, Poison Center, and other useful contacts)
- [Material Safety Data Sheets \(MSDS\)](#)
- [Campus Emergency Phone Locations](#)
- [Preventing Violence on Campus](#)

Overall, the District takes a preemptive approach to risk management, and uses an “all hazards” approach to emergency planning, based on risk assessment tools provided by the Federal Emergency

Management Agency (FEMA). The District also follows the Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education which is endorsed by FEMA, Department of Justice, U.S. Department of Homeland Security, Federal Bureau of Investigations, and U.S. Department of Health and Human Services. In keeping with this guidance, the District adheres to the National Incident Management System to define and assign roles for emergency response and continuity of operations using the Incident Command System (ICS).

The District's Emergency Action Plan (EAP) and [Emergency Information Plan](#) outlines the District's policies and procedures to meet the needs of the campus community, satisfy State and Federal requirements for emergency planning, and for continuity and recovery of operations. This plan is reviewed annually by the District-Wide Emergency Preparedness Advisory Committee and updated as needed. The EAP is pre-approved each year in the month of May by the Chancellor's Cabinet. Updated copies of the EAP are distributed to the emergency operations center manager to South Seattle College's president, vice president of instruction, vice president of student services, HR director, facilities director, environmental health and safety manager, safety officers, public information officers, as well as the Seattle Fire Department and the Seattle Police Department Communications Director.

The College's Behavioral Intervention Team is called the Care Team, and is composed of the vice president of student services, director of public safety, counselors, dean of enrollment services and director of disability support services. These members cooperate to prevent or mitigate human crises. The team encourages staff and faculty to report potentially dangerous student behaviors so assessments can be made to determine if interventions are warranted. When appropriate, the team consults with the appropriate local emergency agencies.

The Public Information Office, in collaboration with the Campus Safety Office, is placed in charge of informing the College community about campus safety and emergency situations via the College's Emergency Notification system. The system has multiple ways to communicate situations to the campus in case of emergency, including:

- Pushing-out pop-up messages to every campus computer that's logged-on
- Broadcasting messages to all speakerphone telephones across campus. The clock tower speakers may also be used for this purpose.
- Activating the [Campus Alerts system](#) which sends emails and text messages to subscribers

Regular testing ensures the reliability of these mass notification systems and functions. A College team, including the security director, completed a three-day course on multi-hazard emergency planning for higher education. The training provided an opportunity to review and update the College's Emergency Action Plan and to participate in simulated emergency exercises led by staff from the Federal Emergency Management Agency (FEMA).

Campus Safety further facilitates campus emergency preparedness and contingency planning by ensuring its staff completes National Incident Management System (NIMS), cardiopulmonary resuscitation (CPR), and first aid training as well as instruction in the handling of emergency referrals for students in crisis, should an emergency occur in the late evening or weekends when counselors are unavailable.

Campus Safety also conducts quarterly emergency preparedness drills such as lockdown drills, suspicious package drills, suspicious person drills, and all-campus fire drills. In addition, the District participates annually in the Great Washington Shakeout earthquake preparedness drill by engaging the entire campus community in a functional Drop, Cover, and Hold On drill to include an evacuation of all facilities. These drills provide an opportunity for South Seattle College's Campus Safety Officers, Emergency Operations Center Manager, and others to exercise their capabilities and evaluate their own readiness.

CHAPTER FOUR

Core Theme Planning, Assessment, and Improvement





The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

ELIGIBILITY REQUIREMENTS 22 AND 23

ER 22: Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

South Seattle College identifies and publishes [expected learning outcomes](#) for each of its degree and certificate programs. Assessment of student learning outcomes is integral to South Seattle College's commitment to student success and educational excellence. When courses are developed, they go through an approval process which requires identification of general educational outcomes (called Student Learning Objectives or SLOs) as well as course-specific outcomes. This approval process includes review and approval by the faculty Curriculum and Instruction Committee (CIC), the program dean, and the vice president of instruction. Once approved, the official course outlines specify which of the SLOs are being addressed at various points in the curriculum and are published in the Course Inventory within the [Automated Course Approval system \(ACAS\)](#), accessible through the Inside Seattle Colleges (ISC) platform (only available to employees; will provide access). A [historical collection](#) of course outlines can also be found on the publicly accessible Southnet site for College personnel. Finally, current course outlines can be found on syllabi of by request from one's instructor. See also 2.C.2, 2.C.9, 2.C.10, 2.C.11 and 4.A.3.

ER 23: Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

South Seattle College systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes and uses the results of assessment to effect institutional improvement. Planning with corresponding evaluation is widespread and includes but is not limited to strategic planning, budget planning, strategic enrollment planning, education master planning, major institutional (facilities) master planning, and emergency management planning. Each independently and collectively support the College Mission, goals and Core Themes. Monitoring of community needs, the state economy, Federal/legislative changes and state funding is ongoing to determine potential impact on mission achievement. Results are formally presented to the Board of Trustees with numerous

reports (which are generally more targeted at the operational level) and provided to the College community, demonstrating the data-informed approach that allows the College to assess and monitor both internal and external environments to ensure the institution's continued viability and sustainability.

STANDARD 3.B: CORE THEMES PLANNING

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

South Seattle College's comprehensive planning process includes core theme planning efforts for selecting programs and services that align and support the Core Themes and their respective objectives.

As outlined in Chapter One, South Seattle College has developed a conceptual framework for [mission fulfillment](#) that links the institutional mission to “prepare each student for success in life and work, fostering a diverse, engaged, and dynamic community” with four Core Themes: Student Achievement, Teaching and Learning, College Culture and Climate, and Community Engagement and Partnerships. Each Core Theme—developed by a campus-wide Core Theme committees in 2010 and adopted by the Board of Trustees in 2011—is linked to at least one of the [twelve Key Performance Indicators \(KPI\)](#) used to gauge the College's efficacy in that regard. Together, South Seattle College's Mission statement and Core Themes provide direction for decision-making and the College's definition of mission fulfillment is based upon demonstrating acceptable levels of performance as measured by the 12 KPIs. See also 1.A.2, 1.B.1, 1.B.2 and Chapter 4.

South Seattle College intentionally sought to ensure each Core Theme was consistent with the College's Strategic and Operational Plans through the formation of the [Strategic Planning, Assessment, and Research Committee \(SPARC\)](#) which aims to engage the campus community in important conversations around planning, accreditation, institutional research and assessment, with the intent of developing South's culture of evidence, influencing the effective use of information, and to help guide resource allocation decisions. To advance core theme planning and alignment, SPARC's Strategic Planning and Accreditation (SPA) sub-committee was employed to update and assess, as appropriate, the College's Strategic and Operational Plans through a broad-based systematic process. Furthermore, SPA supports Core Theme committees in reviewing and vetting Core Theme Objectives and Indicators with an eye toward aligning strategic planning and core theme planning on a fundamental level.

In 2016, as part of the College's strategic planning efforts, members of SPA coordinated the effort to align [Strategic Goals and Indicators](#) with Core Themes and indicators (see table below). The Strategic Goal Objective strategies tend to be prospective—looking towards a potential future end state; while the Core Theme Objective Indicators are more retrospective—looking at how the College has performed in the past, and whether it has fulfilled its Mission. There are a total of 12 metrics associated with the Strategic Goals and Core Themes, all are aligned between the two. As a practical matter, the differentiation between the strategies, indicators, and metrics is less important than the fact that collectively they paint a comprehensive picture of the strategic and operational direction of the institution.

Because both the Core Themes and the Strategic Goals follow from the Mission, they are aligned and consistent. One cannot attend to the Strategic Goals without simultaneously attending to the Core Themes. However, because the Core Themes focus in a concentrated manner upon the most essential elements of our Mission, they necessarily help us to prioritize within our planning and budgeting processes.

Strategic Goals/Core Themes Relationship

Strategic Goals	Core Themes
Student Success: The success of our students is the central focus of Seattle Colleges. We strive to make steady gains in improving student satisfaction, retention, completion, job placement, and narrowing student performance gaps	= Student Achievement
Equity, Diversity, Inclusion, and Community: At Seattle Colleges, we firmly establish equity, diversity, and inclusion as a strategic goal and as human rights for all. We frame our decisions and actions with a lens of equity, diversity, and inclusion and are accountable to the community.	= College Culture and Climate
Organizational Excellence: Seattle Colleges aspires to achieve excellence as Seattle's open-admission institution of higher education. We seek to achieve continuous improvements in excellence in teaching and learning, operational efficiency and fiscal sustainability, strategic innovation, employee growth and engagement, and diversity and inclusion.	= Teaching and Learning
Partnerships: As an important engine of economic development, Seattle Colleges values and invests in strategic and ongoing partnerships with educational, business, governmental, labor, and community organizations.	= Community Engagement and Partnerships

Looking ahead, the College is interested in refining this process even further during the next planned review/update of the Core Themes, which is set to occur following the completion of the current seven-year accreditation cycle. The College has noted, for example, in some circumstances, KPIs do not inform or guide core theme progress. For example, the College can increase the number of events and activities offered to meet KPI 11, but this struggles to reflect the participation and effectiveness of such offerings. Though the College's strategies, indicators, and metrics should be viewed collectively to assess and evaluate the College's progress towards mission fulfillment, further refinement is desired. As such, one of our primary goals in 2019 will be to have each Core Theme Committee conduct a review of core theme definitions at other institutions, along with their corresponding indicators of achievement and related measures to further refine our measurements and indicators. In doing so, we hope to ensure that the programs and services offered at South Seattle College are appropriately aligned with our Mission and Core Themes, and that budget allocation recommendations are informed by the collection and assessment of appropriately defined data. For more details, see Chapter 4 and 5 in this report.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

As explained above, the Strategic Goals and Core Themes inform planning and budgeting at all levels of the College. During the summer of each year, the College enters the operational planning process and requires all administrative units to submit annual strategic goals and objectives. Each goal must correspond to a specific Core Theme and related Core Objective and identify unit/program objectives for completing the goal, needed resources, and responsible staff.

At the end of the academic year, the vice president of each unit is required to report on goal achievement. Links between spending and accomplishments are analyzed, and the final analysis is reviewed and approved by the President's Cabinet. [These reports](#) are then shared college-wide to assist in the upcoming planning and budget development process for the subsequent year.

Because operational planning and budgets are planned and funded in accordance with their relationship to our Strategic Goals and Core Themes, the Core Themes necessarily guide the selection of our programs and services.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

South Seattle College utilizes evidence-based decision-making in which data is required of decision-makers at each level of resource allocation and programming is increasingly transparent, accessible, and available.

The College regularly and systematically collects data related to clearly defined indicators of achievement, analyzes the data, and formulates evidence-based evaluations of the achievement of Core Theme Objectives. This analysis is intimately tied to strategic planning review and analysis which takes place on an annual basis during the fall quarter of each academic year and reviewed during the November or December Board of Trustees meeting.

South Seattle College's Core Themes have remained constant since their initial development in 2011, with minor adjustments occurring in the particular metrics, instruments, or targets. The data sources have remained consistent (outlined in 1.B.2), and analysis occurs on a regular basis. As discussed in Standard 3.A., South demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its Core Theme Objectives. South Seattle College disseminates assessment results to its constituencies and uses those results to effect improvement.

STANDARD 4.A: ASSESSMENT & STANDARD 4.B: IMPROVEMENT

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

South Seattle College recognizes the critical role that data collection, assessment and evaluation play in planning, decision-making and adapting/implementing improvements. At the core this process informs the College about whether its programs and services are serving students well. By collecting and analyzing both quantitative and qualitative data, on a regular basis, to evaluate the accomplishments of its Core Themes and Core Theme Objectives serves as a framework to prioritize College resources and workflow for the year, ultimately providing organizational focus and direction in the service of the Mission.

The primary data the College uses to measure mission fulfillment is the College's Key Performance Indicators or KPIs. As introduced in Chapter One and highlighted in Chapter Three and Four, the College established a set of 12 metrics or KPIs to help monitor and measure institutional progress and in turn, track the College's progress towards achieving the College's Mission and Core Themes. These KPIs, as outlined in 1.B.2 were informed by standards of professional practice and were developed through campus-wide participatory processes which included the collection of input and feedback from constituents, examination of historical trends, completion of an environmental scan and SWOT analysis, and dialogue with other institutions about indicators that they have considered. This participatory process—along with

a review of College, District, and state data systems and research capacity—helped the College intentionally select a comprehensive and balanced mix.

As demonstrated in the table below, the 12 accessible and verifiable KPIs are used to assess achievement of the following Core Themes and associated Core Theme Objectives:

Core Theme Objectives	Core Indicators
<p>Student Achievement</p> <p>1.1 Students accomplish their educational objectives.</p> <p>1.2 South facilitates progression through various levels.</p> <p>1.3 Students navigate the system successfully.</p>	<p>Quantitative Data:</p> <ul style="list-style-type: none"> • Percentage of all new degree-seeking students retained fall to winter • Number of Points per Student as defined by the Student Achievement Initiative (SAI) • Percentage of all Professional Technical graduates who are employed within 9 months of graduation • Percentage of all new degree-seeking students who earn a certificate/degree or transfer within 4 years
<p>Teaching and Learning</p> <p>2.1 Instructional programs are effective.</p> <p>2.2 Students learn requisite knowledge and skills.</p> <p>2.3 Students are actively engaged in learning.</p>	<p>Quantitative Data:</p> <ul style="list-style-type: none"> • Number of Points per Student as defined by the Student Achievement Initiative (SAI) • Percentage of all new degree-seeking students who earn a certificate/degree or transfer within 4 years • Percentage of all Professional Technical graduates who are employed within 9 months of graduation • Percentage of students who achieve level 3 (on a 4-level scale) of mastery as defined by master rubrics for each Student Learning Outcome (SLO) • Percentage of students who achieve level 3 (on a 5-level scale) of mastery as defined by the master course outcome rubric for Course Outcomes (CO) • Graduating students' self-report of instructional effectiveness
<p>College Culture and Climate</p> <p>3.1 South increases cultural competency; hires/retains diverse staff.</p> <p>3.2 South encourages employee growth and contribution to community.</p> <p>3.3 South uses its resources efficiently and effectively.</p>	<p>Quantitative Data:</p> <ul style="list-style-type: none"> • Actual Full-Time Equivalents (FTEs) in comparison to the State's allocation enrollment target • Percentage of South's employees who represent a diverse workforce • Number of activities on the South campuses that are aimed at increasing cultural competence and awareness • Maintenance of the financial reserve as mandated by district policy
<p>Community Engagement and Partnerships</p> <p>4.1 South's programs support industry workforce development.</p> <p>4.2 South partners with schools/colleges to create a seamless pipeline.</p> <p>4.3 South engages its community for mutual enrichment.</p>	<p>Quantitative Data:</p> <ul style="list-style-type: none"> • Percentage of all new degree-seeking students who earn a certificate/degree or transfer within 4 years • Percentage of all Professional Technical graduates who are employed within 9 months of graduation • Ethnic composition of South's student population

The quantitative data collected above by the Office of Institutional Effectiveness is used to develop a scorecard for progress toward Core Theme achievement which the College publishes annually. The scorecard for 2017-18 can be found in Chapter 5 of this report.

In addition to the KPIs described above, large-scale and institution-wide quantitative and qualitative data/assessments provide additional external and internal feedback to South Seattle College leadership and the campus community to evaluate the effectiveness of the of its practices and processes to support Core Theme achievement.

External Data/Assessment/Feedback Utilized:

- **Professional Accreditation and Licensure or Certification:** Professional and clinical programs undergo a rigorous review process as part of program-specific accreditation. The chancellor and president participate in this process and monitor outcomes.
- **Institutional Accreditation (Northwest Commission on Colleges and Universities):** Institution-wide reflection of the College's programs and services.
- **Education Program Review (External Portion):** Conducted by professional technical and BAS programs on a three-year cycle and contains an external and internal element. External Program Review (EPR) includes many internal key stakeholders, it is coordinated by an external consultant who in turn submits an evaluation report for each program being reviewed. The EPR is conducted over two phases, preparation day and visiting day and includes: (1) quantitative enrollments, FTE, retention, completion and demographics data; (2) qualitative interviews with non-graduates; (3) TAC commendations and recommendations; (4) exit surveys; (5) student surveys; (6) faculty surveys; and (7) SWOT analysis.
- **College Spark Evaluator Site Visits:** Twice a year, outside experts visit the campus for one day to provide focused attention regarding the College's progress towards its Guided Pathways work plan. This adds an additional level of accountability as well as opportunity to consider Guided Pathways-related data/evidence from a broader perspective.
- **Grant-Funding Entities:** To fulfill multi-year Title III, Perkins, Worker Retraining, National Science Foundation, and College Spark grant requirements among others, the College is required to submit program performance data on an annual (or more frequent) basis. For example, as a recipient of a Perkins grant, the College's Professional and Technical Career Training programs collect and analyze data on technical skill attainment, academic skill attainment, certificate and degree completion rates, student retention, transfer, and placement rates, and non-traditional enrollment and completion by gender in gender dominated fields. This data is used by faculty and staff to plan program curriculum, scheduling, or staffing changes and also to seek additional resources for the programs. Continued funding demonstrates how well the College performs towards meeting the grants' state or national targets.
- **Office of Institutional Effectiveness:** Collects, assesses and distributes a large collection of external data such as workforce trends, employment demand and placement, demographic changes and projections, K-12 changes, and technical advisory committees to name a few.

Internal Data/Assessment/Feedback Utilized:

- **The Office of Institutional Effectiveness:** Accesses data from a variety of internal data sources as well, including enrollment trends, program review and viability reports, data dashboards, student demographics, survey data and results, student achievement initiative dashboards, Guided Pathway dashboards, and retention and completion data to inform decision making around the effectiveness of the College's programs, services and outcomes.
- **Participatory Governance Structure:** South Seattle College has an effective and clearly-defined governance system that takes into account the views of those who have a direct interest in the policies and procedures and allows for communication and feedback across organizational structures. Each of the governance bodies referenced in 2.A.1 helps to ensure the regular, systematic, and participatory assessment of College's activities and accomplishments. Evidence-based reflection occurs in multiple venues and involves a wide array of participants from across the college. Many times, data is used to reveal areas that need improvement, develop interventions to achieve established goals, assess effectiveness of those interventions after implementation, or to determine subsequent action plans for ongoing improvement. This model of engagement increases the responsibility and empowers those who might not otherwise engage with the institutional-level work of the College.
- **The SENSE (Survey of Entering Student Engagement) and the CCSSE (Community College Survey of Student Engagement):** Over 1437 students participated annually since 2011. Data is used from these reports to envision the future and identify priorities of the College. These surveys measure student engagement in the first three weeks at the school and again in the third quarter. These are national surveys, so South Seattle College can compare its data to a broad sampling of other colleges.
- **College Climate Survey:** Administered annually to gather feedback and information from staff and faculty regarding the College's culture, climate, and working environment to guide recommendations and support decisions around increasing staff and faculty satisfaction.
- **Program Viability:** Conducted annually in Academic Transfer, BAS, and Professional & Technical Career Training. Analysis of enrollment, FTE, student/faculty ratio, cost per FTE, as well as TAC feedback, program review, labor market data, and comparisons to similar programs at other colleges provide an evidence-based and self-reflective process to evaluate the effectiveness of instructional programs across campus.
- **Education Program Review (Internal Portion):** Conducted by Professional & Technical Career Training and BAS programs on a three-year cycle and contains an external and internal element. The Internal Program Review (IPR) is conducted one or two quarter(s) following the External Program Review (EPR) and includes an in-depth evaluation of the: (1) previous IPR continuous improvement plans and discusses changes that were or were not implemented; (2) looks at the current EPR's commendations and recommendations in conjunction and denotes continuous improvement plans to take place prior to the next program review.

- **Guided Pathways Initiative:** Through the major institutional and campus-wide initiative, the College routinely collects, analyzes, and uses appropriately defined data to guide strategic planning efforts as well as initiate transformative change and track mission fulfillment. Data on entering fall term students, student pre-college completion, gatekeeper course completion, persistence from term to term and year to year, and degree completion is routinely collected, analyzed, and reported annually. To facilitate meaningful analysis of the data, the College submits data reflection reports to College Spark twice a year and meets with a team of College Spark evaluators once a year who assist in meaningful data analysis and reflection.
- **Focus groups and campus surveys:** Employed by various units as needed to gather qualitative data from students and/or community members.

The College's KPIs, and corresponding qualitative and quantitative data and assessments collected from internal and external sources is meaningful, assessable, and verifiable to evaluate the accomplishment of the Core Theme Objectives in each Core Theme.

As evidenced above, South Seattle College has increased its access to data, which expands opportunities and settings for conversations to occur. By fostering an environment that is evidence-based, the College enhances its efforts to improve services aimed at preparing students for success in life and work.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

South Seattle College engages in a continuous college-wide process of planning, evaluation, resource alignment and allocation that generates institutional dialogue to further improve instructional and non-instructional programs and services utilizing clearly identified goals or intended outcomes.

At the top leadership level, the President's Cabinet, which includes all senior administrators, is the primary governing body. This body receives and analyzes the data outlined in 4.A.1 that is pertinent to both operational and strategic decision-making and evaluation of the College's programs and services.

At the campus-wide level, the [College Council](#) (which represents every sector of the campus community), Instructional Council, Managers of Student Services, and Administrative Service Managers and Directors utilize the College's Strategic Plan, Mission, Core Theme and corresponding KPIs to evaluate a wide range of programs and services including instructional programs, services supporting intake, progression, retention, completion, and administrative services and operations among others.

The Guiding Team provides for further evaluation of the College's programs and services through an analysis of data collected by the College (see 4.A.1). The Guiding Team oversees the college's implementation of Guided Pathways, which is an integrated, institution-wide approach to student success by creating structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers. Given the scale of this initiative, quantitative and qualitative data on all central campus programs and services has been collected, reviewed, and evaluated by the Guiding Team against the College's Mission and Core Themes to improve its programs and services. To date, the most significant educational programs and service changes have been the redesign of the entry process; the move towards a mandatory, case-load model for advising; and an improvement in the coherency of

the educational programs by creating program maps to inform students about recommended courses and the careers opportunities toward which each program will lead.

Faculty have a primary role in the evaluation of educational programs and services through their participation in College Council and the Guiding Team (the latter of which includes a faculty co-lead). In addition, the faculty-constituted and faculty-led [Curriculum and Instruction Committee \(CIC\)](#) is responsible for the effective and efficient management of curriculum development and oversight at South Seattle College, including quality of content, effectiveness of delivery, and incorporation of assessment measures. As such, this body has the primary responsibility for reviewing and approving all curricular and programmatic development and adoption, modification, and termination. This review and approval process also entail careful scrutiny of the campus-wide Student Learning Outcomes (SLOs) for each proposed course/program.

Finally, the College's Strategic and Operational planning processes as described in further detail in Chapter three, and the College's Core Theme Scorecard, is used to holistically evaluate the alignment and integration of program and services with the accomplishment of Core Theme Objectives. As described in 4.A.1, the scorecard is a helpful visual to quickly determine the alignment between the Core Theme, Objective, target, and status/outcome. The scorecard is a public example of collecting meaningful, assessable and verifiable quantitative data to evaluate the accomplishment of the Core Theme Objectives. The scorecard for 2017-18 can be found in Chapter 5 of this report.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Standards 4.A.4, 4.A.5, 4.A.6 and 4.B.1 will be addressed through each of the Core Theme sections below. Please note that 4.A.6 and 4.B.1 will be explicitly addressed under a "Core Theme Evaluation and Improvements" header at the end of each Core Theme section.

Standards 4.A.3 and 4.B.2 will be addressed specifically in Core Theme Two.

Core Theme One: Student Achievement

Core Theme Objectives	Core Indicators
<p>Student Achievement</p> <p>1.1 Students accomplish their educational objectives.</p> <p>1.2 South facilitates progression through various levels.</p> <p>1.3 Students navigate the system successfully.</p>	<p>Quantitative Data:</p> <ul style="list-style-type: none"> Percentage of all new degree-seeking students retained fall to winter Number of Points per Student as defined by the Student Achievement Initiative (SAI) Percentage of all Professional Technical graduates who are employed within 9 months of graduation Percentage of all new degree-seeking students who earn a certificate/degree or transfer within 4 years

Responsible Divisions

Instruction (Primary), Student Services (Primary), Workforce Education (Primary), Office of Institutional Effectiveness (Secondary)

Brief Overview of Core Theme One

The foundational work of South Seattle College is to provide avenues and supports that give students the best opportunity to achieve their self-determined educational and professional goals. The College's adoption of the guided pathways initiative, perhaps, best illustrates the College's fulfillment of this Core Theme, and in equal measure, the College's practice of continuous reflection and improvement. In 2014, College leadership was introduced to a well-researched book, *Redesigning America's Community College*, by Thomas Bailey, Shanna Jaggars and Davis Jenkins. The book presented a compelling data-drive, evidence-based case that the traditional community college model does not achieve high marks in realizing the objectives that underlie this Core Theme among students pursuing associate level degrees.

In 2014 South Seattle College embarked upon a change journey with an institutional initiative called South 2017. The South 2017 model articulated three pillars: Strong Start, Structured Programs and Seamless Support Services. In 2015, the College was selected as one of 30 colleges nationwide to participate in [American Association of Community College's \(AACC\) Pathways Project](#), an 18-month institution-wide professional development opportunity. In 2016, South Seattle College was selected as one of five Washington State community colleges to participate in [a five-year Guided Pathways Grant](#) sponsored by the College Spark Foundation and the State Board of Community and Technical Colleges (SBCTC) and it later received a five-year [Title III grant](#) to further support work associated with this initiative. These grants were logical extensions of the South 2017 work and guided pathways is built on four pillars (Clarify the Path for Students; Help Students Choose and Enter a Path; Help Students Stay on the Path; and Ensure That Students are Learning) which provides an organizing structure in support and expansion of South's original three pillars. This work has served to support the College's efforts to fulfill Core Theme One, and in turn, continuously improve educational and student support programs and services at South Seattle College.

CORE THEME OBJECTIVE 1.1. SOUTH SEATTLE COLLEGE WILL HELP STUDENTS ACCOMPLISH THEIR EDUCATIONAL OBJECTIVES.

South Seattle College 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.

South Seattle College proudly offers four Bachelor of Applied Science degree programs, five Associate-level transfer degrees, over 40 degrees and certificates in Professional and Technical, and 16 approved joint Apprenticeship and Training Committee (JATC) programs to offer 44 apprentices' programs. The College also offers pre-college courses in English and mathematics, Adult Basic Education and GED preparation, English as a Second-Language (ESL) and High School Completion as well as non-credit courses in Continuing Education.

Most of the College's educational programs lead to personal enrichment, language or other basic skills development, and/or Associate of Science, Associate of Applied Science, Associate of Arts Degrees, Baccalaureate and/or certificates and diplomas consistent with program content in recognized fields of study. A complete list of South Seattle College degree and certificate programs are available in the [District catalog](#) and on the [College website](#).

Cognizant that the College serves a diverse student population with varied needs, the College takes an equity-based and inclusive approach to different kinds of support and related resources to foster student learning and development. The guided pathways transformation process facilitates this work by prescribing strategies for clarifying and simplifying the ways in which students move through their educational journey, in placing students in programs that are fully mapped-out and aligned with further education and career advancement, and in supporting motivation and metacognition as an explicit instructional goal across programs. In helping students accomplish their educational objectives, all of the guided pathways efforts are designed with this result in mind, and the "Staying on the Path" pillar of guided pathways best demonstrates the work of Core Objective 1.1. Two change efforts that highlight the College's accomplishments within this pillar, and in the turn, its holistic alignment, correlation, and integration of programs and services in support of the Student Achievement Core Theme are Retention and Completion Coaching and Advising Redesign.

Retention and Completion Coaching

This work began in 2015 with [Project Finish Line](#), a Gates Foundation grant to address the College's overall completion rate of 22%. It was also informed by the [South King County Road Map Project](#) showing a large number of students still enrolled in community college but with no degree. [Completion Coaches](#) at South Seattle College work primarily with students who are within one to three quarters of completing their certificate or degree. With a case management approach modeled after the College's [TRIO Student Support Services](#), Completion Coaches help students every step of the way, from tracking degree progress or working through changing a pathway, to keeping students on-track to graduation through last minute bumps in the road. Advocates for students nearing the completion of their program, Completion Coaches help educate, support and encourage students to reach their goals and graduate on time.

To date, Retention and Completion Coaching data is compelling and supports the College's efforts to increase KPI 3, the percentage of all new degree-seeking students who earn a certificate/degree or transfer within 4 years:

Finish Line (Winter 2015-Spring 2017) and Retention Completion (Summer 2017)

All Students	Winter 2015	Spring 2015	Summer 2015	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Fall 2016	Winter 2017	Spring 2017	Total	
Completion Coach Caseload by Quarter Cohort	8	14	22	69	57	78	34	78	54	152	566	%
Student Completions												
Short-Term Certificates	0	0	0	4	1	5	0	1	1	1	13	
Completes a Certificate (Not Short-Term)	0	1	1	0	5	1	3	1	0	0	12	
Earns a Two-Year Degree	4	5	13	26	29	30	15	29	31	60	242	
Earns a BAS Degree	0	1	1	0	0	3	0	1	0	2	8	
Completes an Apprenticeship												
Total Credentials Completed	4										275	49%
Total Unique Student Completions	4										260	46%
FTE Staff	0.5	1	1	2	2	2	2	2	2.5	2.5		

As the table above illustrates, South Seattle College Completion Coaching data improved graduation application rates leading to: 1) increased attendance at commencement; 2) an increase in capacity to assist students with securing funding for their education; and 3) 275 degrees conferred (and counting!) with an overall 46% completion rate of students served, compared to the College's overall completion rate of 22-23%.

Over the last three academic years (AY 2015-16 to AY 2017-18), Completion Coaches have served over 1200 South students and seen an increase of 126% in students receiving services for that same time period. This demand has provided valuable insight to the College's Guiding Team on the how to prioritize College resources to support and scale important services that will impact the successes of South Seattle College students.

Advising Redesign

Another transformation area that is prescribed in the Guided Pathways work that directly supports the College's fulfillment of Core Theme Objective 1.1, and in turn, Core Theme One, is the College's advising redesign in which advisors moved to a case management staffing model and are in the process of transitioning to an intrusive advising practice.

At South Seattle College, once areas of study were defined at the District level in mid-2018, the advising department engaged in the deep work to [align advisors to serve students by Area of Study](#) and to provide intensive support and guidance to better ensure student achievement. Under this model, campus advising services were assessed and ultimately redesigned to promote, support, sustain long-term, intensive advising relationships with students. This is accomplished by having advisors work with a defined caseload of students within their designated area or program of study. This type of reform enables advisors to engage in advising and student support relationships that: 1) approach student support as a teaching function, 2) enable regular check-ins with students, and 3) connect students to information and services they need in order to stay on track to graduate on time.

To facilitate this change for the campus community, the advising team, in consultation with a wide variety of stakeholders, developed an [advising syllabus](#) in Winter 2019 which articulates for students the intrusive actions, by term, needed to achieve their educational goals. In Spring 2019, advisors will be developing an assessment tool to measure the effectiveness of each learning outcome in this syllabus.

To further support this work, the College partnered with [WSECU](#) to secure funding for student support resulting in the advising center being rebranded as the WSECU Advising Center at South Seattle College. The Advising Center was formerly established in 2014 and primarily serves the College's Academic Transfer Division, Basic & Transitional Studies Division, Running Start Program, New Start Orientation Program, the Professional and Technical Career Training Division, and undecided students. The College financially supports this initiative by securing grants as well allocating funds from the annual budget to adopt technology to assist the College's redesign efforts. This includes the development and adoption of Advisor Dashboard in 2012 and the recent decision to purchase [Hobson's Starfish software](#) (currently scheduled for Spring 2019 implementation) and [PeopleSoft Campus Solutions](#) (currently scheduled for 2020 implementation) to enhance advising's online appointment scheduling capabilities, help relevant campus personnel track and monitor student progress towards completion, and empower advising to reach at-risk students earlier, with initial data on the struggle observed, through Starfish's Early Alert feature. All of these efforts support the College's focus on increasing student retention (KPI 1) as well as increasing the number of points per student as defined by the Student Achievement Initiative (KPI 2) and contributed, in part, to meeting both KPIs in respect to the achievement of Core Theme One.

Core Theme Objective 1.1 Improvements

Knowing the success achieved with retention and completion coaching, and with the advisor alignment and advising syllabus in early deployment, the College is looking at how these two efforts continue to evolve to better accomplish this Core Theme Objective and in turn, the Student Achievement Core Theme. Is the College best served with two separate role types or is the work of retention and completion coaches now served effectively by advisors as a result of the redesign efforts? Early discussions are underway in this regard, and will be further informed by the collection, assessment and evaluation of the quantitative data associated with this Core Theme Objective as well as additional internal and external data described in 4.A.1, as needed.

Caseload capacity for advisors is another challenge. The Guided Pathways Spark Grant sets forth further advancements, all set to be enacted soon, which include developing a system for making advising mandatory

at certain point(s) in the program (for degree seeking students); developing a process to facilitating students' entry into a program of study within two quarters; strengthening the connection between advisors and faculty in programs associated with each area of study; and working to create an equity-based system where, as change facilitator Angela Powell notes, "everyone is given access to the same opportunities and we are aware of different needs based on historic and current lack of access to social, political and economic systems."

That said, unlike most guided pathways institutions, faculty in the Seattle Colleges do not have advising responsibilities, so discussions are underway about if and how the faculty contract may be modified or expanded to include mentoring as a way to add value, and balance load for advisors. Additionally, while the College's purchase and early implementation of Hobson's Starfish software will ensure that more students, especially at-risk students are supported, based on their specific needs with an equity-minded focus, the College anticipates it will need to conduct additional structural realignments to optimize caseload capacity to further meet this Core Theme Objective.

CORE THEME OBJECTIVE 1.2: SOUTH SEATTLE COLLEGE WILL ADVANCE STUDENTS' COURSE PROGRESSION FROM ONE LEVEL TO THE NEXT.

South Seattle College 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.

The guided pathways pillar titled "Enter the Path" feeds the work of Core Theme Objective 1.2 in how students enter and perceive the path ahead. If the path is long, especially for those starting at below college-level language and math skills, progression and completion is significantly lower. The thinking is that shortening and contextualizing instruction will lead to increased progression, especially in areas of greatest community and employment need. A select, but far from exhaustive, set of actions South Seattle College has initiated since NWCUU's last visit in 2013 to support student progression includes the growth of multiple measures for use in assessing and placing students in math and English courses described in Core Theme Objective 2.1, a streamlined pre-college English curriculum and STATWAY math structure resulting in more students achieving college level English and/or math in fewer terms as well described in Core Theme Objective 1.3. The advising redesign, described in Core Theme Objective 1.1 too, will help students progress through an emphasis on education planning and early intervention (e.g. Starfish's Early Alert feature).

Two additional initiatives that illustrate the College's fulfillment of Core Theme Objective 1.2, described in greater detail below, is the College's Integrated Basic Education and Skills-Training (I-BEST) program and a STEM Access and Progression National Science Foundation (NSF) initiative called Ready, Set, Transfer (RST) Academy.

I-BEST

The Integrated Basic Education and Skills Training (I-BEST) model was developed by the Washington State Board for Community and Technical Colleges to help adult basic skills students enter and complete certificates in career-technical education (CTE) programs. Consistent with the design principles for guided pathways, the program integrates the teaching of foundational basic skills with instruction in college-level technical content and enrolls students in a prescribed, whole program schedule of courses that are aligned with job requirements in related fields. I-BEST programs are also clearly structured. To receive enhanced funding from the state, colleges must ensure that I-BEST programs lead to in-demand

jobs and are clearly aligned with further education opportunities. A Community College Research Center (CCRC) study found that students in I-BEST programs accumulated more college-level credits and were substantially more likely to earn an occupational certificate within three years than similar students not enrolled in the program.

South Seattle College secured funding to bring I-BEST to campus in 2014 through a Career Pathways for English Language Grant through the [Seattle Jobs Initiative](#). English language learners (ELLs) are a substantial portion of adults served in U.S. adult education programs, representing upwards of 44% of students in [AY 2014-15](#). The purpose of the project was to support ELLs residing within the City of Seattle to advance toward economic self-sufficiency through the attainment of higher-level English language skills, job skills and/or credentials/industry certifications that are directly tied to career advancement opportunities within in-demand industries and occupations. South Seattle College was selected to offer new English as a Second Language (ESL)-specific vocational classes designed to help immigrants and refugees find not simply a start in the labor market, but progress towards a clear path with demonstrated wage progression to an in-demand job.

South Seattle College, in accomplishment of Core Theme Objective 1.2, developed on-ramps to education. Key factors to the on-ramp design are:

- The path is shortened. What used to require up to 8 levels of coursework for all students now only requires at most 4 levels, except students pursuing academic transfer.
- The path is permanent. This was adopted as the new business as usual.

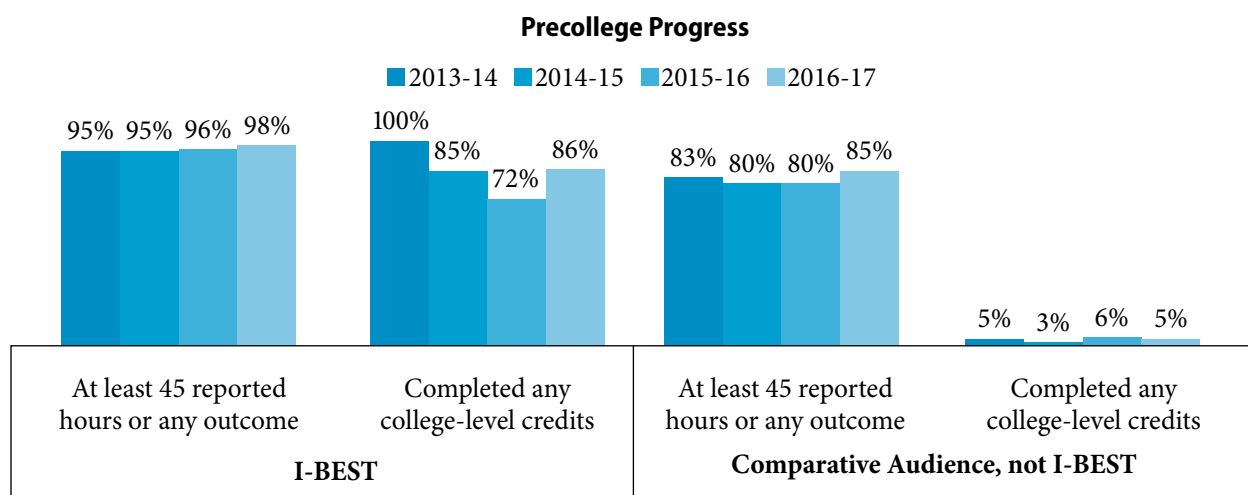
Basic & Transitional Studies (BTS) – ESL Pathways

ESL 1 Basic English and Computers			
ESL 2 Basic English and Computers			
ESL 3 → Digital Literacy ↔ College Careers ↔ Academic			
Healthcare	Trades	Business IT	Academic
ESL 4 Healthcare	ESL 4 Trades	ESL 4 Business & Information Technology	ESL 4 Academic
Home Care Aide (HCA) I-BEST	<ul style="list-style-type: none"> • CNC I-BEST • Auto MLR I-BEST • Auto Body I-BEST • Welding Fabrication I-BEST 	<ul style="list-style-type: none"> • Pivot Point • First Step 	<ul style="list-style-type: none"> • ESL 5 Academic • ESL 6 Transitional
<ul style="list-style-type: none"> • Nursing Assistant-Certified (NA-C) • Medical Office Professional • Registered Nurse (RN) 	<ul style="list-style-type: none"> • Automotive • Aviation • CNC Machining • Commercial Driver's License • Culinary • Diesel & Heavy Equipment • Landscape Horticulture • Manufacturing (MA) • Mecha-Ready (Mechatronics) • Welding Fabrication • Welding Maritime • Apprenticeships 	<ul style="list-style-type: none"> • Accounting • Business Information Technology (BIT) • Computing Technology • Medical Office Professional 	<ul style="list-style-type: none"> • Professional Technical Degrees (AAS, AAST) • Transfer Degrees (AA, AS, AB-DIT) • Bachelor of Applied Science (BAS)
All pathways can lead to a GED or HS diploma.			

Two hundred and six students participated in ESL classes supported by project funds. Within three years, 32 of these 206 students achieved at least 15 college-level credits, including 5 students who earned at least 30 credits and 3 students who earned a full year of full-time college-level credit, or 45 credits. So far, outcomes show students who are increasingly moving to college-level coursework as shown below:

Academic Year	Career Pathway Program Year	Students (n=206) by Earned College-Level Credits		
		At Least 15	At Least 30	At Least 45
2014-2015	1	2		
2015-2016	2	12		
2016-2017	3	18	6	3
Total		32	6	3

The state continues to track I-BEST success and the [SBCTC Tableau Dashboard](#) shows ongoing success. As verifiable data demonstrates, I-BEST students bring the College more SAI points (KPI 2) by progressing students to college-level course enrollment in greater numbers.



Ready Set Transfer Academy

A great innovative program that engages students, staff and faculty to strengthen and advance progress towards a students’ goals from entry to exit with an emphasis on education planning, mentorship, and skills training is the College’s Ready, Set, Transfer! Academy ([RST Academy](#)).

The RST Academy is part of the College’s National Science Foundation (NSF)-funded scholarship program that provides low-income, high-potential STEM students with over \$525,000 in scholarships to date (and about \$800,000 remaining to be distributed by 2022), faculty mentoring, peer mentoring, and access to special events such as visiting science speakers, study skills workshops, and field trips. It is an effort well-aligned and in support of the College’s Guided Pathways efforts and Student Achievement Core Theme. Each year, about 100 STEM students enroll in the academy, many of them receiving scholarships and attending multiple workshops and special events.

In 2017 to 2018, about 20 of these students were concurrently part of the College’s STEM Mentors project whose goal was to increase the retention, degree completion, and transfer success of STEM

students by pairing them with trained, discipline-specific faculty mentors. The project supported participating students by matching them to faculty in engineering, physics, computer science, biology, and chemistry. Students met two or more times each quarter with their assigned faculty mentor to discuss a variety of topics, including ongoing academic and personal challenges, their goals for the future, and possible careers in their chosen discipline. Mentors also provided advising on the transfer process, help students develop transfer personal statements, and in general, support students' progression towards an Associate of Science Degree.

The RST Academy started in 2010, and in 2013 received a substantial and ongoing infusion of funding from the Center for International Education. In 2017, it received a second round of NSF funding and also received support for increased faculty mentoring from South's Foundation. These efforts work to support the College's focus on increasing student retention (KPI 1) as well as increasing the number of points per student as defined by the Student Achievement Initiative (KPI 2). Below is an excerpt from a recent report within which South's students are captured per student as defined by the Student Achievement Initiative (KPI 2).

Project SAI Point Targets and Results					
	Baseline	Target for Dev Math Students	Project Results for Dev Math Students	Target for College Math Students	Project Results for College Math Students
Completing Highest Remedial Math Course	49%	60%	→ 100%	N/A	N/A
Completing the First 15 College Credits (Full-Time Quarter)	45%	65%	→ 80%	80%	→ 100%
Completing 30 College Credits	30%	50%	→ 80%	80%	→ 88%
Achieving 5 College-Level Math Credits	29%	50%	→ 60%	80%	→ 100%
Completing 45 College Credits	20%	40%	→ 90%	90%	88%
Completing AS or AA Degree	20%	30%	20%	40%	25%
Transferring to 4 Year	30%	40%	20%	60%	37%

SAI point completion was assessed by reviewing student transcripts using the Advisor dashboard tool in July 2018, after Spring 2018 transcripts were finalized.

Other evidence of this program's success in helping the College fulfill Core Theme Objective 1.2 include:

- Almost 100% of scholars throughout the program meet with their faculty mentors twice per quarter and fill out quarterly Individual Academic Success Plans (a requirement for scholarship renewal).
- Participating scholars also make substantial academic achievements: the vast majority have GPAs significantly above the minimum of 3.0, and about 20% of Onsite Scholars completed an undergraduate research or service leadership capstone project during their time in the program.
- In addition, most scholars attended at least two scheduled talks or workshops each quarter, including guest speakers in STEM fields, strategy sessions on writing personal essays, study skills training, and field trips to local STEM businesses (such as a neighboring steel factory).
- Finally, project faculty report enhanced relationships with student mentees.

In May 2017 a team of STEM faculty from the district colleges applied for a renewal of the RST grant under the S-STEM solicitation from the NSF, and the grant was awarded later the same year. The new grant program expands services to STEM students beginning in pre-college math courses, providing \$995,000 of scholarship funding to South Seattle College students. It has awarded 44 scholarships and continues to provide substantial funding for student support services including faculty mentoring, undergraduate research projects, invited STEM speakers, skills workshops (such as essay writing, STEM study skills, test-taking strategies, and transfer help), and STEM field trips. In addition, the RST program includes an embedded research scientist from Seattle University to construct a longitudinal ethnography exploring STEM student experiences in the Seattle Colleges.

The RST Academy has had a significant impact on the trajectories of a diverse array of STEM students. In addition, it has made lasting contributions to the institutional culture across the three colleges. STEM faculty and staff will continue to work collaboratively and creatively to implement many of the student support activities developed as part of the RST Academy to enhance campus efforts to ensure students' progress from one level to the next.

Spotlight on David Yama, an RST Academy Student Success Story



David Yama dropped out of school when he was 14, and by the time he was in his mid-20s had worked enough odd jobs to last a lifetime. He'd volunteered as a sailor on a replica of a historic tall sailing ship, worked as a set crew member on a major motion picture, bagged groceries at QFC, sold cars at a dealership on Aurora Avenue, pulled shots as a barista, and bartended at a swanky hotel.

David grew up in Ocean Shores where more than 70 percent of students qualify for federally sponsored free or reduced-price lunches and only 1/3 go to college after high school graduation. He reports that his

family life was turbulent. His father was an alcoholic and eventually abandoned the family. David says some of his grade school teachers decided at an early age that he was a troublemaker. He had run-ins with counselors and administrators, and was held back a grade. When he was 14, he dropped out.

At the age of 27, David came to the realization that an education was the key to a life of stability and greener pastures. As a West Seattle resident, David started taking classes to receive his GED at South Seattle College. With the encouragement of his GED instructor, Jane Harness, David quickly began to rebuild his confidence and his scores improved. As Jane put it, “this little switch turned on for him, and he became really determined.”

So determined, in fact, that after David earned his GED he continued his academic pursuits in the College’s Academic Transfer program and enrolled in the College’s RST Academy.

David credits South Seattle College, and the RST Academy in particular, with inspiring him to move beyond a GED and into the sciences. As he notes, “Once I started here—the environment was right, it was a 180 from what I thought I was capable of.”

With guidance and support from his RST Academy Faculty Mentor Jake Ashcraft, David continued to flourish at South. In addition to holding a 3.96 GPA, David organized weekly study groups in select STEM classes, tutored on campus, and volunteered in a [University of Washington research lab](#). His academic achievements were later recognized in [USA Today](#) when, as a member of the All-Washington Academic team, David was named a “New Century Scholar” which is given to the top community college scholar in each state. From there, David landed the top spot on the All-USA academic team, made up of the top 20 community college students from across the country.

On April 20, 2015 the National Honor Society, Phi Theta Kappa, held a celebration to recognize David and his All-USA teammates in San Antonio, Texas. Of the top 20 in the nation, David was selected as the sole recipient of PTK’s David R. Pierce Scholarship and served as the speaker at the event where he shared his story of tragedy and triumph. Days later, his success was further recognized with a \$90,000 Jack Kent Cooke Foundation Scholarship—awarded to the nation’s top community college students to complete their bachelor’s degree at a four-year college or university. He was also featured on Seattle’s [NBC Affiliate \(KING 5\)](#) and on the front page of [the Seattle Times](#).

In Spring 2015, David completed his Associate of Science Degree at South Seattle College and was accepted into the University of Washington’s Bio-Engineering program. David credits much of his success to South’s faculty and staff. In addition to Jane Harness, he specifically mentioned instructors Rochelle Fonoti, Bob Dela-Cruz, and Jake Ashcraft. As he notes, “South has the most helpful faculty and staff anywhere, with so many opportunities!”

David’s story is one of inspiration and determination. He is just one of many students at South Seattle College who has overcome seemingly impossible odds but met those challenges head-on and came out on top with support from innovative campus programs like RST Academy. He is living proof that the power of hope, determination, and the human spirit are alive and well in this country.

Core Theme Objective 1.2 Improvements

Looking ahead, both programs highlighted above are seeking opportunities to continuously improve. In I-BEST, South built several on-ramps in 2014-15 and 2015-16 to help students prepare for I-BEST enrollment. In 2016 South revised the Auto Tech I-BEST program and launched the CNC Machining I-BEST program, moving from two programs to four. However, the Home Care Aide and Nursing Assistant were placed on hold as the District works to revise and centralize to a sister college its nurse preparation programs, reducing the program numbers back to two. In keeping with enrollment constraints, increasing strategic investments in additional I-BEST on-ramps where employment demands allow, is the work ahead. In RST there is work being done to assess what the barriers are in achieving transfer goals. Focus group discussions, mentor discussions and faculty insight are all being reviewed across the District so that greater progress in this area can be realized.

CORE THEME OBJECTIVE 1.3: SOUTH SEATTLE COLLEGE HELPS STUDENTS SUCCESSFULLY NAVIGATE THE COLLEGE SYSTEM

South Seattle College 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.

South Seattle College supports the needs of its diverse student population to successfully transition along their career preparation path using effective dissemination of relevant information and offering an array of support services at critical junctures of the students' journey.

The advising redesign efforts outlined in Core Theme Objective 1.1 also demonstrates focus on Core Theme Objective 1.3. Advisors work closely with students to address topics such as which classes to take, balancing school with other responsibilities, accessing other student services, interacting with instructors, and staying on track to graduate on time. In addition, the College draws on a long history of success with what are now five TRIO programs—the most at any community college in the state—to develop navigation and progression support for all students planning to transfer. This may be especially important for community colleges like South Seattle College, where students are less likely to have the familial and social resources to help them navigate the path to graduation. Advising is intended to mediate these issues for students, leading more to successfully progress towards their academic and professional goals.

South Seattle College's guided pathways plan outlines additional effort to help students enter and stay on the path. Three additional initiatives that illustrate the College's fulfillment of Core Theme Objective 1.3 is the College's financial literacy and support services, mandatory orientation program and new English directed self-placement tool.

Financial Literacy and Supports

For many students, navigating the financing of education is daunting and is often named as a barrier to success. Low-income students and students of color may be especially hard hit, as they may be less likely to understand how to navigate the College's financial support services, particularly those who are first in their families to attend. Seattle currently has the highest concentration of college students living below the poverty line when compared to cities of similar size. This impacts graduation rates and significantly lowers the number of people who go on to break the cycle of poverty.

In response, South Seattle College decided to partner with United Way of King County, to create a [Financial Aid Benefits Hub](#). The College's Benefits Hub offers financial coaching, assistance for students applying for benefits and financial aid, and free tax preparation support. Prospective and current students benefit from FAFSA and WAFSA completion workshops, one-on-one appointments and an extensive investment in building financial literacy resources and skills.

In further support of college access for our community members, South Seattle College received a 5-year TRiO grant to establish an [Educational Opportunity Center \(EOC\)](#) in 2018 to provide outreach, information and referrals for adults seeking help to apply to college and complete the FAFSA. In the first year of the grant, EOC served 1,011 participants in which 47% enrolled in an academic program within the same project year. EOC has solid partnerships on campus with the Completion Coaching team and the 13th Year Promise (now Seattle Promise) program, as well as a strong community presence which includes a focus on veteran and immigrant populations. These efforts work to support the College's focus on increasing student retention (KPI 1) as well as increasing the number of students who earn a certificate or degree or transfer within 4 years (KPI 1).

Mandatory and Cohort Orientation

Mandatory orientation was formerly adopted in 2014 for all new students entering degree, certificate or College transfer programs. Utilizing funds from a 2012 Pathway to Completion Grant, the College developed and implemented Seattle Colleges' mandatory new student orientation, [START](#). The orientation, which is offered both in-person and online, covers degree pathways; advising, counseling and education planning; funding options; resources and services available to support educational goals; Student Online Services (MySouth); student engagement opportunities; safety, rights, and responsibilities; and registering for classes. In addition, the in-person orientation sessions also include the opportunity to work with an advisor to gain clarity about their program of study, register for their first quarter classes and begin to develop their educational plan to meet the requirements of their certificate or degree. Knowing one size does not fit all, specific and customized orientations are provided for specific cohort populations as a part of their onboarding experience. International Students, Basic Studies and English language learners have specialized orientations targeted to their communication needs and specialized cohort programs including Running Start and 13th Year Promise (now Seattle Promise) run specialized programs that also build engagement and community, further supporting each student's success around college navigation. Collectively, these programs work to ensure that the College is meeting KPI 2.

English Directed Self Placement Tool

In addition to economic and social barriers to success, community college students face academic barriers. The majority of first-time community college students are referred to developmental (or remedial) education, meaning that they must take basic courses in math and English before they are considered ready to take college-level courses. Not only do these students' graduation rates lag behind their peers', but the majority do not even complete the developmental course sequences to which they are referred.

In response, the Seattle Colleges participated in the SBCTC [Placement 360 Initiative](#) as part of Achieving System Integration and the campus [Guided Pathways \(GP\) Initiative](#) in 2016-17. In partnership with expert practitioners in the SBCTC system, Placement 360 offered a yearlong mentorship opportunity for cross-functional campus teams as they implemented multiple measures on a broad scale to effectively and efficiently place students with an equity lens to help students "get on the path" (GP pillar 2) and increase the likelihood of "ensuring student learning (GP pillar 4).

The Seattle Colleges team included sixteen members, including English and math faculty, instructional deans, as well as personnel from the Assessment, Institutional Research, and Student Services. The South Seattle College portion of the team reviewed the College's placement policies, practices, procedures and worked strategically and collaboratively to develop short- and long-term plans to reform placement policies, practices, and procedures to be more equity-producing and in-line with the College's Mission statement and Guided Pathways efforts.

The team decided English would embark on placement reform first. Early results of this work include the use of overall High school GPA for English placement, the creation of an English placement crosswalk for General Education Diploma (GED) students, and the creation of a Directed Self-Placement tool [for professional-technical students pursuing an AAS or short-term certificate degree](#) in Summer 2018. Direct Self-Placement seeks to correct the gatekeeping practices of standardized traditional placement models by empowering students to make informed decisions about their English placement that is directly in line with Core Theme Objective 1.3. Research shows that DSP can lead to higher enrollment, higher levels of pass rates (increasing FTEs or KPI 4), and reduce the racial equity gap

South Seattle College's first DSP tool was implemented through an online platform, allowing students to complete the tool in-person during mandatory orientation or off-campus using a personal computer

or mobile device. The self-paced tool allows students to place themselves into the English course they feel most prepared for. To assist students in making a decision, the tool was designed to introduce students to course information and sample student writing from each applicable English course level in the AAS-degree or certificate track. In addition, students were asked to share their high school GPA and applicable multiple measures data and complete a non-cognitive questionnaire that was calibrated to share custom placement recommendations to guide their placement decision.

Three cohorts of students used the DSP tool in Summer 2018; while a complete set of completion data won't be available for another year, exit interviews with each student yielded consistently positive experiences with the DSP tool. In addition, the DSP tool designers taught approximately 66% of the English 107 courses this past year (the English course AAS degree-seeking professional technical students must take) and noted that 100% of the students who placed themselves into the course using the DSP tool have successfully passed their courses with a 2.0 or higher grade.

In its current iteration, 90% of DSP tool users are placing themselves directly into English 107 rather than a lower-level BTS course. As part of the pilot, English and BTS faculty cross-checked these placement choices and unanimously agreed with the students' course selection. This pattern aligns with the major shift seen at schools such as [Whatcom Community College](#) whose DSP tool resulted in more students placing themselves into college-level English as well as a dramatic reduction in English placement equity gaps among their African American and hispanic student populations. This initiative is leading to students being placed in college-level courses more quickly, which in turn, results in more Student Achievement Initiative (SAI) points (KPI 2).

Core Theme Objective 1.3 Improvements

Looking ahead, the College is exploring the concept of creating a Funding Center to centralize all of the College's funding support services in one place. Also, while Mandatory Orientation appears to be working well, further work is needed to determine what role, if any, orientation will play in helping students go through a career discernment process and select an area of study which is one of the College's Guided Pathways College Spark grant requirements. An additional challenge has been in balancing the amount of information provided to students during orientation before they become overloaded. This is particularly true for students who complete the online New Start Orientation. Despite this challenge, when surveyed, students overwhelmingly rated the orientation as "very good" or "excellent". The advising staff will continue to survey students for feedback and make changes accordingly.

The College's English Directed Self-Placement (DSP) pilot was [selected in Fall 2018 for District-wide adoption](#) with plans to develop the tool for campus-wide use by 2020. To prepare for this, a District DSP Work Group has been convened and is working towards aligning how all colleges in the District enter and track placement data as well as review all English placement expiration dates and scores across multiple measures by Spring 2019. English faculty are also in the process of aligning all of the pre-college English course outlines and ENGL&101 course outline to support the build-out of this tool by Spring 2019 as well.

CORE THEME ONE KPI EVALUATION AND IMPROVEMENTS

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Multiple Measures Used

In addition to the following four KPIs, to ensure that our students are achieving their educational goals, the college utilizes meaningful institutionally identified assessments, including CCSSE, SENSE and Noel-Levitz Student Satisfaction Survey data, completion coaching student interview data, advisor dashboard data, student focus group feedback and data, Technical Advisory Committee (TAC) feedback through program review and program specific success data workbooks that indicate retention and completion rates at a program level. See 4.A.1 for further details.

All data and assessments are made available to appropriate constituencies in a timely manner (See 3.A.3, 4.A.2, 5.A.1 and 5.A.2 for further details).

KPI	Target	Baseline Year (2011)	Current Status
KPI 1: New degree-seeking students retained fall to winter	66%	56%	54% Meets
KPI 2: Points per Student as defined by the Student Achievement Initiative.	1.5	1.45	1.29 Meets
KPI 3: Percent of students who earn a certificate/degree or transfer within 4 years.	40%	29%	33% Exceeds
KPI 5: Professional Technical graduates who are employed within 9 months of graduation	80%	67%	71% Meets

Summary

The above four KPIs provide effective, meaningful and consistent data points that assist the College in determining the overall progression, success and achievements of its students. The initiatives and activities described in this Core Theme One overview are aligned and have provided support and impact to the overall progression towards the College's targets in these KPIs at institutional aggregate level.

The College continues to monitor these initiatives, Objectives, and Indicators annually through the Office of Institutional Effectiveness, campus leadership, and the Core Theme Committees to help maintain the focus of the College and ensure it utilizes authentic measurable, assessable and verifiable Key Performance Indicators to measure accomplishment of Core Theme One and ensure continued impact while also investigating opportunities for improvement and enhancement.

Improvements

The programs, services and initiatives featured in Core Theme Objectives 1.1, 1.2 and 1.3 seek to address many barriers—academic, financial, and personal—that can impede students from succeeding at South Seattle College. Taken together, the components seek to impact positive academic outcomes for students. In the short term, students will progress through developmental education, earn more credits, and persist quarter to quarter. Long term, students will earn a degree and transfer to a four-year institution to continue their higher education and, as a result, achieve better employment and earnings outcomes.

While the performance of KPIs that support the Student Achievement Core Theme is positive, this work is complex, requiring that the College continue to refine and improve the Indicators used to inform planning, decision-making and allocation of resources and capacity. For Core Theme Objective 1.2 in particular, based on available data and best practices, the College would benefit from disaggregating KPI 2 in each SAI milestone. This would allow the College to further assess and analyze at what point our students stop attending or experience challenges in progressing.

In addition, guided pathways data is often used to support progress and overall success of our students while also analyzing program level data to determine gaps in achievements and opportunities for improvement that will impact the aggregate KPIs. The College is committed to expanding its collection of student feedback via enhanced surveys and focus groups for specific demographics and populations to further illuminate these KPI results.

South Seattle College continues to closely monitor each KPI, which all currently meet or exceed expectations, to determine the overall effectiveness and impact on assessing our work, and have determined that based on our Mission, current priorities and national research around milestone attainment and progress, that the indicators provide a holistic overview of the intent and rationale of the Student Achievement Core Theme at an institutional perspective.

Core Theme Two: Teaching and Learning

Core Theme Objectives	Core Indicators
<p>Teaching and Learning</p> <p>2.1 Instructional programs are effective.</p> <p>2.2 Students learn requisite knowledge and skills.</p> <p>2.3 Students are actively engaged in learning.</p>	<p>Quantitative Data:</p> <ul style="list-style-type: none"> Number of Points per Student as defined by the Student Achievement Initiative (SAI) Percentage of all new degree-seeking students who earn a certificate/degree or transfer within 4 years Percentage of all Professional Technical graduates who are employed within 9 months of graduation Percentage of students who achieve level 3 (on a 4-level scale) of mastery as defined by master rubrics for each Student Learning Outcome (SLO) Percentage of students who achieve level 3 (on a 5-level scale) of mastery as defined by the master course outcome rubric for Course Outcomes (CO) Graduating students' self-report of instructional effectiveness

Responsible Divisions

Academic Transfer (Primary), Professional Technical & Career Training (Primary), Basic & Transitional Studies (Primary), Apprenticeships (Primary), Center for International Education (Primary), Office of Instruction (Primary), Office of Institutional Effectiveness (Secondary), Instructional Services Support (Primary)

Brief Overview of Core Theme Two

While the College's early implementation of guided pathways in 2014 focuses on new student intake and advising, its impact on teaching and learning across campus is no less profound. The College's implementation of guided pathways has raised awareness of institutional inequities and areas for improvement. In campus-wide presentations, division meetings, and emails, faculty were introduced to campus-specific data on completion, retention, and graduation rates for the College's low-income students, first-generation students, adult learners, and students of color. While the College's rates were on par with other colleges in the state and nation, the data proved sobering, nevertheless.

Four years later, the College's quest towards continuous improvement of its Teaching and Learning Core Theme and Objectives are apparent. The College recently organized its programs into [eight areas of study](#) to help prospective students understand the range of its offerings. In addition, faculty and advisors are leading the campus effort to map each of the College's programs of study to ensure Program (PLO) and Student Learning Outcomes (SLO) are aligned with the requirements for jobs and further education targeted by each program. English and math departments, too, have responded to guided pathways' recommendation that all students complete their gateway English and math courses in the first year by transforming their course outlines, pathways, and teaching practices to ensure that more pre-college students, who statistically have the highest campus drop-out rates, persist.

More significantly, these efforts have resulted in the campus' increasing sense of urgency around integrating diversity, equity, and targeted interventions into its academic and co-curricular instruction efforts to equitably advance students' learning and success in the accomplishment of this Core Theme.

CORE THEME OBJECTIVE 2.1: SOUTH SEATTLE COLLEGE ENSURES ITS INSTRUCTIONAL PROGRAMS ARE EFFECTIVE.

South Seattle College 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.

Professional & Technical Career Training Program Review

Since the last major accreditation report, South Seattle College has worked to create a meaningful and data driven program review process for Professional Technical programs to insure its programs are effective. Professional Technical program review process has two phases: External Program Review (EPR) and Internal Program Assessment (IPA).

External Program Review (EPR)

The three-year rolling cycle of professional technical EPR allows programs to systematically review curriculum, student achievement data, enrollment, retention, and completion, industry need, demographics, employment, and salary data. The EPR process also contributes significantly to budget decisions relating to FTE, equipment, and other program needs. The College contracts an external consultant, to coordinate the EPR process, and brings in members of the community engaged in the profession and industry, to review the program, and to gain a community perspective on relevancy through commendations and recommendations regarding:

- Marketing and program visibility
- Retention and completion
- Curriculum
- Student learning outcomes
- Instructor professional development
- Serving underrepresented populations
- Incoming student services
- Intra-program student support services
- Placement and outgoing student assistance
- Occupational outlook
- Government standards for safety, equipment, facilities
- Administration and funding
- Effectiveness of Technical Advisory Committee

EPR requires coordination of the Technical Advisory Committee, the dean(s) of the program, faculty teaching in the program, students, advisors, institutional research, assessment, and workforce support (embedded career specialist, completion coaches).

There are two phases: preparation day and visiting day. Preparation day requires gathering curriculum, program mapping, student achievement information, institutional research data, advisor information, and survey collection from students, alumni, deans, Technical Advisory committee members and faculty. Institutional research brings to the table data on demographics, enrollment, completion, faculty/student ratios, FTE, and Career Bridge data (completion and employment). Advisors, career specialists, and completion coaches bring information from contacting program alumni and current students, and the external consultant brings the other student, faculty and dean surveys. The internal team reviews this information to ensure it accurately reflects the program and to determine if there is more information needed or not before the visiting day. A S.W.O.T. analysis is performed by the deans, faculty, career specialists, and advisors.

Visiting Day is facilitated by the external consultant and includes review of program curriculum, program data from institutional research, the S.W.O.T. results, and information gathered from the completion coaches and consultant. Industry members observe classroom instruction as part of the review of curriculum. All comments and suggestions/recommendations are recorded by the external consultant and a program review report is generated. Program review reports are kept with the dean of workforce education and are shared with the vice president for instruction, as well as the Office of Institutional Effectiveness.

Internal Program Review/Assessment (IPA)

After each EPR, the IPA process starts in the subsequent one to two quarters. IPA includes documented responses to the recommendations provided in the EPR report, prioritized strategic planning around

the recommendations, analysis of performance progress given the last EPR (three years previous), and evidence of student achievement through assessment data.

The IPA documentation has been, in the past (see 4.B.2 for details), provided to the Assessment Subcommittee (ASC) which is a smaller group made up largely of faculty. They review the IPA documentation and provide feedback using a systematic feedback format. This feedback has been compiled and given back to the program faculty and deans for review and/or additions and corrections. IPA information allows a continuous feedback loop for the program undergoing review and plans for the next three years with the IPA process. In the IPA process, programs review their previous EPR and compare it with their current EPR recommendations in order to review the progress made over the last three years. This EPR, IPA, EPR cycle allows programs to review their approach, relevancy, need in the community, viability and structure, and budget planning in a way that is continuous, meaningful, and leads to improvement in the program for all stakeholders (students, faculty, deans, industry). This process directly informs KPI 7.

Academic Transfer Program Review

Academic Transfer reviews program effectiveness regularly, but in an informal process compared to Professional Technical program reviews. As outlined in 2.C.1 and 2.C.2 in more detail, Academic Transfer faculty routinely update curriculum through the District's Automated Curriculum and Assessment System (ACAS) and faculty-initiated and faculty-led Curriculum Instructional Committee (CIC) governance structure to ensure relevancy, meet transfer institution requirements, and ensure broad campus community participation. In addition, the division's engagement in the College Council budget planning process (see 2.F.3), [annual scheduling process](#), and [course cancellation process](#) enhances instructional excellence by ensuring the division's offerings enable students to complete their educational goals in a timely manner and that its schedule is predictable and based on a careful analysis of courses students need to progress on their plans.

Academic Transfer further evaluates its programs through the Guided Pathways Initiative. Starting Fall 2017, the Office of Institutional Effectiveness and instructional deans began working with faculty to include guided pathways metrics, milestones, and data analysis to further assess and improve teaching effectiveness. This included giving academic departments a [Discipline Review Manual](#) and access to the following pivot table data from 2013-2017:

- Full-Time Equivalent Students by College by Subject and by Year
- Awards and Certificates
- Courses
- Course Sections
- Diversity of Students
- Grading Analysis
- Student Retention

Subsequently, faculty have also been given greater exposure to institutional data at division, department, and campus-wide gatherings, including [the Seattle Colleges Data Dashboards](#), the State Board of Technical and Community College's [Guided Pathway Data Dashboards](#) (internal access only), and the [Community College Survey of Student Engagement \(CCSSE\)](#) survey results which is designed to capture student engagement as a measure of institutional quality. Taken together, Academic Transfer is using this data for division and departmental conversations around instructional effectiveness, planning, and decision making, and to provide faculty with the opportunity to gauge and monitor their performance in areas that are central to their work.

Spotlight on English Department Program Redesign



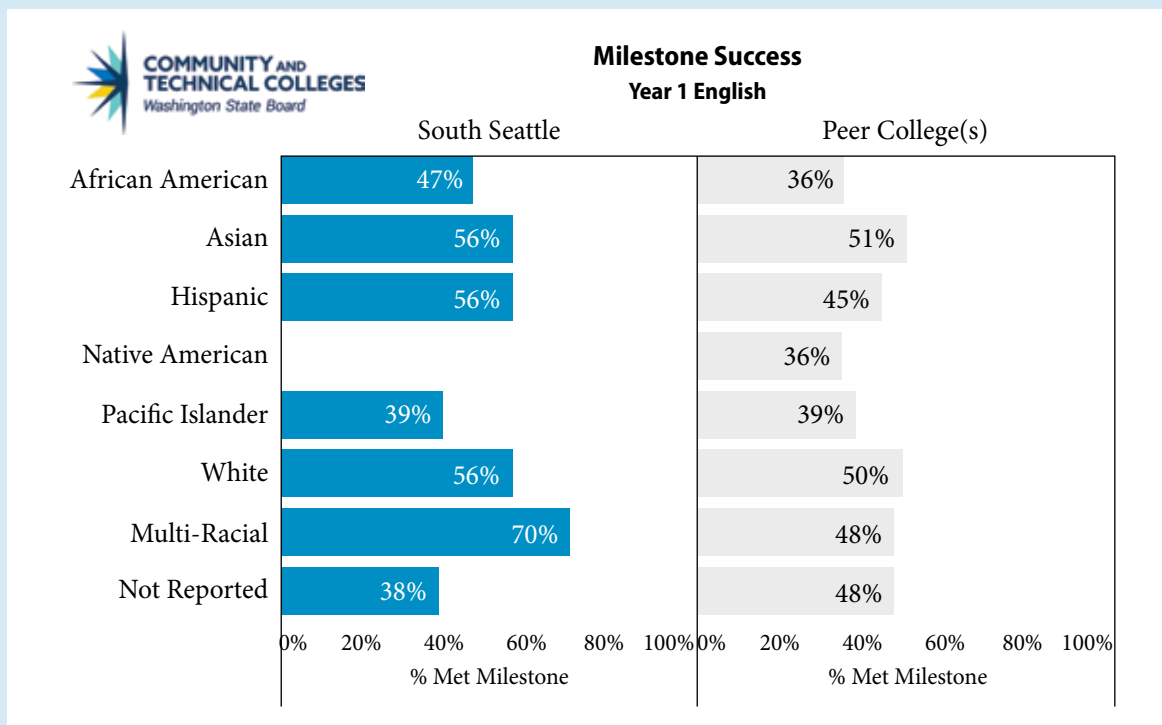
A great example of the College's commitment to providing instruction that is current and meets the needs of students as they progress along career paths is the English Department pre-college pathway redesign.

Up until Fall 2015, South offered 11 standalone developmental reading, writing and grammar courses. Developmental students reported feeling confused, overwhelmed and/or demoralized by the sheer number of courses, and developmental to college-level progression showed a steady rate of 32% between 2010-2015. This was in line with [significant research](#) which argued that lengthy developmental sequences are detrimental to students' path to completion and leads to higher drop-out rates.

In response to this data, and the guided pathways recommendation that all students complete ENGL&101 in the first year, South Seattle College English faculty worked with District English faculty, registration, financial aid, placement, support services, IEL and BTS faculty, and upper administrators to develop an accelerated developmental English pathway based on national best practices.

The end result was dramatic. The department decided to eliminate 11 developmental English courses. In their place, English faculty created Integrated Reading and Writing (IRW) courses and in Fall 2015, replaced their traditional sequence with the integrated one. The tiered approach offered two options: steady pace (two quarters of pre-college English) and accelerated pace (one quarter). Both course sequences embed critical thinking, growth mindset, and study skills material. IRW faculty participated in a grant-funded, year-long professional development program to ensure instructional effectiveness. The initial outcomes were very promising: during the first three quarters that the English IRW had been offered, completion rates increased from 67% to 86%. This supported the College's focus on increasing the number of points per student as defined by the Student Achievement Initiative (KPI 2) and increasing FTEs (KPI 4) as well.

The newly redesigned pathway was awarded a [2017 Innovation of the Year award](#) by the League for Innovation and led to significant gains in the College's achievement of the Guided Pathways Year 1 English Milestone goal as indicated in the table below, especially for historically underserved students:



Ultimately, further data collection led to more innovating. In Fall 2018, the department further collapsed its IRW pathway by one course, ensuring that all South students can now reach ENGL 101 in one quarter or less. The English department is also updating placement practices to ensure they are more inclusive (see Core Theme Objective 1.3 for details).

Math Department Pre-College Redesign

Prior to 2013, South Seattle College's developmental math sequence consisted of four courses, and on average, the Seattle Colleges saw just 32% of students progressing into college-level math within one year. South Seattle College and its sister colleges piloted accelerated developmental math pathways under a Pathways to Completion grant. The goals were to reduce the time to complete the math sequence, reduce the students' costs for books and tuition, and demonstrate improved success rates compared to the traditional sequence.

Three accelerated math options were introduced in 2013-14: Statway, Algebra Express, and self-paced ALEKS. The data show that on average, students who enrolled in one of these accelerated developmental math pathways progressed to college-level math within one year at a rate of 18% higher than students who enrolled in the traditional pathway. There was also a 20% increase of first-time students completing 15 college-level credits during their first year and a 24% increase in completion of 30 college-level credits over two years which directly supports the College's efforts to increase the number of points per student as defined by the Student Achievement Initiative (KPI 2). Based on these results, campus leadership approved replacing the traditional developmental math sequence with the accelerated options.

Campus-Wide Program Mapping Work Group

A critical component of Guided Pathways is ensuring that instructional programs and services align with student end goals, simplified choices through program maps, and curricular coherence. Recognizing that this work is equity-based and could greatly benefit the College's diverse and first-generation student populations, Academic Transfer and Professional & Technical Career Training faculty decided to submit a proposal in Fall 2018 (which was approved that same term) to create a campus-wide faculty- and advising-led program mapping work group to complete South Seattle College's first set of program maps for the following areas of study:

- Business & Accounting (3 program maps)
- Culinary, Hospitality & Wine (3 program maps)
- Health and Medical (4 program maps)
- Skilled Trades & Technical Training (5 program maps)
- Science, Technology, Engineering & Math (9 program maps)
- Education & Human Services (1 program map)
- Social Science (3 maps)
- Humanities & Languages (4 maps)
- Art, Design & Graphics (3 maps)

In recognition of the value of working collaboratively, this group is composed of faculty and administrators from every instructional division. In addition, the team also includes the advising leads from each area of study with active participation from the director of advising and the dean of student life and success as well. The Guiding Team for Guided Pathways, Office of Assessment, Public Information Office (who in turn coordinates with the Web Team), and other units across campus are also active participants in this campus-wide community effort.

While this work is in progress, the planning and development process demonstrates the College's commitment to Core Theme Objective 1.1 and meeting the needs of students as they progress along their career paths. To date, this group has [assessed each program map draft against a customized assessment form](#), developed [a draft program map template design](#), and established [goals](#) for the team. The group plans to ensure each program map includes clearly defined pathways that align with further education and career advance, articulate to transfer institutions, and include relevant advising and exploratory co-curricular recommendations to help guide students to the most appropriate program of study in each area of study. A set of draft program maps for campus-wide review is scheduled for Spring 2019.

Core Theme Objective 2.1 Improvements

Looking ahead, as part of the accreditation process the College recognizes that there are a few improvements that need to be reviewed and considered for implementation. Overall the Professional Technical program review process is effective and efficient. In 2016–17 academic year there were significant budget cuts and the assessment coordinator and assessment subcommittee positions were eliminated. It is critical to identify the budgetary resources to revive these positions and have them in place to complete the program review cycle. Academic Transfer recognizes that moving from an informal program review process to a formal program review process that starts with data, and includes timelines, structures, and feedback would be beneficial for creating consistent infrastructure and will better support its guided pathways implementation efforts.

The Math Department is not done innovating. Future curriculum work includes the Math Department's "Corequisite to Completion" proposal that aims to support the College's guided pathways efforts by

creating math corequisite bundle courses by the 2020-21 AY to increase the number of students achieving their College-level transferable quantitative reasoning (QRS) math requirement on state-approved DTA forms from approximately 500 students (currently) to 800 or more students (in 2020-21 AY) within its first year of full implementation. A grant has been submitted to College Spark to fund this effort.

Program map development is in progress. That said, the program mapping work group has already identified several issues that will likely require additional attention such as strategizing how the College can help students avoid taking excessive credits through the elimination of prerequisites and/or the development of accelerated pathways in select STEM fields. In addition, to ensure this work is sustainable, the work group will be proposing a systemic and iterative process for the College to consider for updating and refining program maps moving forward.

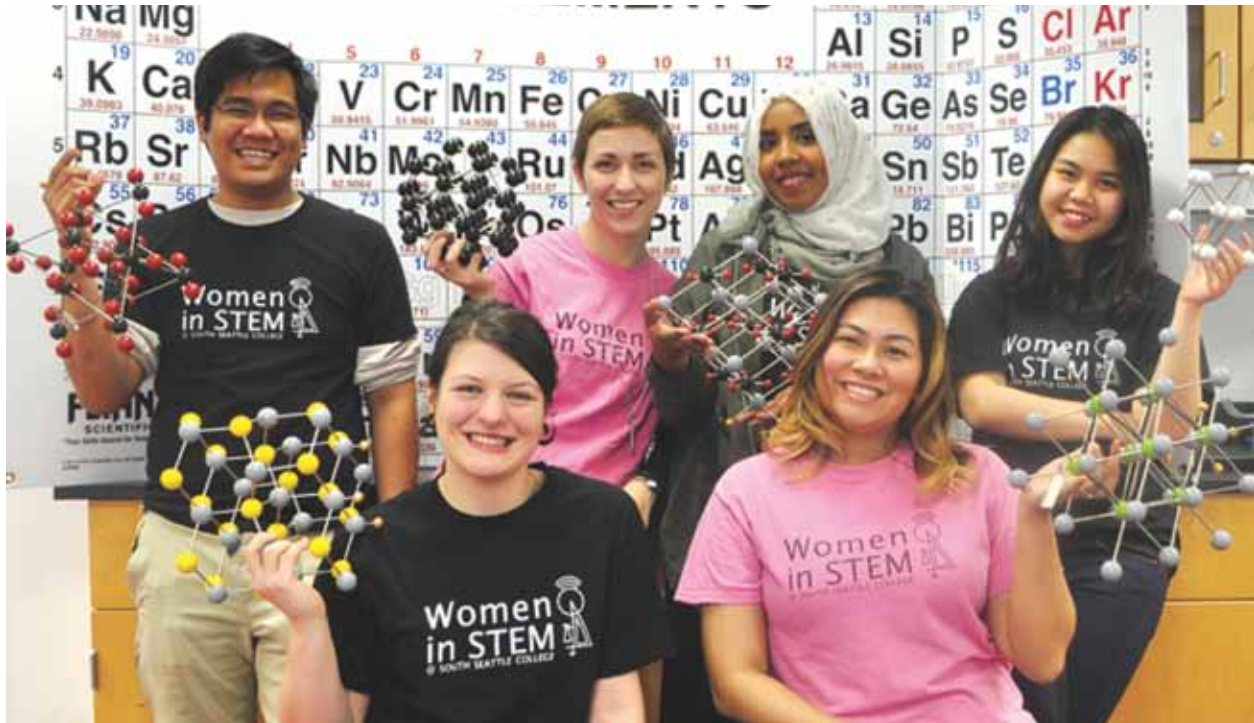
CORE THEME OBJECTIVE 2.2: SOUTH SEATTLE COLLEGE ENSURES ITS COLLEGE STUDENTS LEARN REQUISITE KNOWLEDGE AND SKILLS

South Seattle College 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.

South Seattle College and its faculty place a high priority on ensuring students can demonstrate achievement in CLOs, PLOs & SLOs as well as consistently working towards providing support for students to acquire the requisite skills. A few areas that were identified that needed additional support and demonstrate the College's accomplishments towards this Core Theme Objective was 1) A focus on STEM and increasing the number of women in the STEM fields and traditional professional-technical fields, and 2) Increasing student understanding of course outcomes.

Women in Computer Science

In 2013, the College invested in Computer Science by hiring a full-time Computer Science faculty member who, in turn, doubled the program's course offerings and focused on ways to increase enrollment and retention for women in the computer science field. According to the [National Center for Education Statistics](#), women earned only 18% of all computer science degrees in the nation; that percentage dips even lower for women of color. Upon noting that only 15% of South Seattle College's female student population were enrolled in its computer classes, program faculty instituted curricular changes and sought ways to provide an inclusive environment. Of particular note, the [Women in STEM \(WinSTEM\) student club](#) was established by students in 2013, with faculty member Ravi Gandham serving as the group's founding advisor. This group offers activities to anyone who wants to participate, and provides a platform for collaboration, networking, and support (speaker's events, student fairs, career-related events, field trips and [Hour of Code](#)). In addition, the Computer Science program regularly secures funding to send a cohort of female students to the [Grace Hopper Celebration of Women in Computing Conference \(GHC\)](#). Students selected to attend the conference reported it to be a life-changing event. The results of this focus is that women now make-up [25% of the program](#) and female students are successfully transferring to local 4-year institutions such as UW-Seattle, UW-Tacoma, and UW-Bothell, majoring in Computer Science or related programs, such as Informatics or Software Systems and Engineering which directly supports the College's efforts to increase its degree-seeking student population who earn a certificate/degree or transfer within 4 years (KPI 3).



Women in Aviation and Welding

South Seattle College takes pride in the talented women who enroll in its aviation and welding programs. For example, an all-female team of aviation mechanics (pictured below), who trained at South Seattle College, took first place on the Grey Owl sponsored Human Factors Event, part of the National Aerospace Maintenance Competition in Las Vegas on March 25-26, 2014.



Recently, the College participated in the [National Alliance for Partnerships in Equity \(NAPE\)](#) project for women in aviation and welding programs. Using the SBCTC data from 2013–2015, the project identified that the number of female students had declined by 48% in aviation and welding. Root problems: 1) Onboarding (website, materials, advisory board members and faculty are not inclusive of non-traditional workers which discourages interest and participation); and 2) Retention (female students were not retained through completion due to lack of faculty representation/support, and lack of peer connections). To address this issue, the program is focusing on female student enrollment and completion, improving materials to be more representative, and developing a Women in Trades Student Club as well as a Woman in Aviation Maintenance (AWAM) chapter. While the program's progress is not scheduled to be assessed until Summer 2019, program faculty and deans are actively involved in implementing the plan they developed to recruit, guide, and support women in both areas. In addition, Delta Airlines has offered mentoring and internship opportunities to the College's female aviation students while Pratt & Whitney, FedEx, & UPS have offered scholarships for female students through the College's AWAM chapter.

Ready Set Transfer (RST) Academy

[The Ready Set Transfer \(RST\) Academy](#) is a District-wide initiative that provides tools and support for students to start and continue toward a pathway to STEM majors and careers. While there are many objectives to this grant, a primary objective is to attract students to STEM courses, particularly under-represented groups (including women), and to increase completion. Recent research reveals that the attrition rate for these populations was nearly 70% at two-year institutions. The RST Academy is grounded in the belief that postsecondary education must improve its conditions for low-income students to thrive in their pathways to STEM degrees. These efforts must look to two-year institutions, which disproportionately enroll 44% of all low-income students in the nation despite making up only 13% of all postsecondary institutions. Using funds from the National Science Foundation (NSF), RST learning communities, academic support, faculty mentors, seminars, guest speakers, field trips, research opportunities, and other resources to help students succeed. Scholarships are also offered to talented, low-income students pursuing careers or transfer degrees in STEM fields.

As part of the RST grant, students can complete a Capstone research project on campus or at a corporation, nonprofit, government agency or university. For example, the RST Academy has successfully placed students in high-level research labs at the University of Washington and the Fred Hutchinson Cancer Research Center. As a result of this collaboration, several RST Academy students were [published](#) in the *Proceedings of the National Academy of Sciences (PNAS) Journal* this year, a rare accomplishment for community colleges students.

To support this effort, South Seattle College offers UGR 214 (Introduction to Scientific Research) to impart a general understanding of the scientific process and its application and give students the confidence to work as part of a research team. In addition, all students conducting paid research are required to enroll in UGR 294, an independent study course in which students further hone their skills in research, including experimental design, data analysis, data interpretation and scientific discourse. The UGR 294 course also serves as the mechanism for collecting and evaluating all the research projects conducted by students and their faculty. An innovation this year was adding research faculty advisors to the Canvas learning management system so they could interact with their students online.

Overall, when compared against a cohort of District STEM students, RST students outperform non-RST STEM students on every metric: they have a yearly persistence rate of 92% as compared to 72%, a completion rate of 40% as compared to 22% and a transfer rate of 37% as compared to 32%. These efforts directly support the College's efforts to increase the number of points per student as defined by the Student Achievement Initiative (KPI 2) and contributed, in part, to meeting KPIs 3, 5 and 8.

From 2010 to 2017, the RST program served a total of 1,287 students across the three colleges. 41% percent of these students were female and 56.3% were first generation students. RST members graduated from the Seattle Colleges, transferred to four-year institutions, and graduated from four-year institutions at higher rates than their non-RST matched cohort. For example, at the end of the grant cycle, 38.6% of RST members had graduated from a Seattle College compared to just 16.8% of students in a matched cohort. (Note that many of these students were still enrolled at program completion and may continue to progress towards graduation.)

Physics Investigation into Improving Fundamental Understanding

In an analysis published in Spring 2015 in the [Proceedings of the National Academy of Science](#), a University of Washington research team found that undergraduate students in science, technology, engineering, and mathematics (STEM) courses with a lecture-only format were one-and-a-half times more likely to fail than were those in classes involving some form of active learning. Propelled by this research, physics faculty are leading the charge on campus to infuse more active learning curriculum in STEM courses (see the Active Learning FLC section in Core Theme Objective 2.3 for more details). In addition to the use of peer instruction using clickers in their courses, physics faculty developed exploratory activities investigating shared experiences with hands-on manipulatives and laboratory activities, implemented problem-solving practices in small groups, utilized consensus-building discussion techniques, conducted group quizzes, and solicited students' prior experiences and associations of given topics prior to activities and exploration. More recently, physics faculty have been focusing on reducing equity gaps by incorporating a [racial equity lesson](#) in their introductory physics courses and by securing funding to take 5 students to the [American Physical Society's National Mentoring Conference for Underrepresented Minority Students](#) last November and 5 students to the [American Physical Society's Conference for Undergraduate Women in Physics](#) last January.



To assess if these efforts resulted in an increase in students' requisite knowledge and skills in physics and to determine if student's fundamental understanding of mechanics increased as a result of these curricular changes, the program decided to conduct pre/post conceptual physics survey(s). Starting in Fall 2013, every PHYS221 class has participated in this pre/post survey process. The concept inventory is administered at the beginning of the quarter and then again at the end, and a fractional learning gain is calculated. Following are the results for South Seattle College Physics' data demonstrating student comprehension due to first day/last day assessment:

- F2013: 53%
- F2014: 47%
- F2015: 57%
- F2016: 50%
- F2017: 46%
- F2018: 55%

Average learning gains for conventional instruction are consistently around 25%, depending on type of instruction. As demonstrated by the data above, South Seattle College students' comprehension level in PHYS 221 courses are well above the national standards. The results of this assessment have been so successful that all sections of this course continue to use it.

Chemistry ASC Exam Assessment

This course-level assessment practice is adopted in other programs as well. For example, all students completing General Chemistry (CHEM&161-163) and Organic Chemistry (CHEM&261-263) at South Seattle College take the nationally-normed [American Chemical Society \(ACS\)](#) exam at the end of the year-long sequence. Students in Organic Chemistry take it each spring quarter and students in General Chemistry either take it in the spring or summer quarters. From 2009-2018, students completing the General Chemistry sequence averaged in the 62nd percentile nationally, with 65% of them exceeding the 50th percentile nationally. From 2015-2017, students completing the Organic Chemistry sequence averaged in the 71st percentile nationally, with 75% of them exceeding the 50th percentile national average, demonstrating the program's success helping their students meet course SLOs and perform above national standards in their area of study. Chemistry faculty credit their participation in the campus Active Learning FLC (see Core Theme Objective 2.1) and outside professional development opportunities for the gains their students achieved on this exam assessment. This effort directly supports the College's efforts to meet KPI 6.

Contextualized Psychology Courses for Students Pursuing a Healthcare Career

Educators have long recognized that relating instructional content to the specific contexts of learners' lives and interests increases motivation to learn. By integrating academic content with situations or issues that are meaningful to students, instructors can help students acquire skills more rapidly than through approaches that focus only on subjects. This type of learning, frequently called contextual learning, incorporates recent research in cognitive science and recognizes that learning is a complex process that involves much more than behaviorist approaches emphasizing drill and practice. With funding from a 2017 Hospital Employees Education and Training (HEET) grant, the Seattle Colleges began developing a contextualized pathway for students interested in a career in healthcare. Over 2,200 students were surveyed to determine how many were pursuing healthcare careers and would be interested in taking a class that had been contextualized with examples of the healthcare field. Over 65% of respondents were in favor.

In response, South Seattle College psychology faculty developed open-source “contextualized assignments” for Life Span Psychology (PSYC 200) and General Psychology (PSYC 100). Sample assignments include:

- Culturally Competent Care in Nursing
- The Importance of Inclusion in Healthcare
- Effects of Trauma on Health and Healthcare
- Effects of Judgement on Healthcare Outcomes
- Interview Projects, Research Projects & Interviewing for Qualitative Research
- Implicit Bias and Problem Solving in Healthcare
- Investigating Physical, Cognitive, Behavioral and SocioCultural Components of Pain Perception and Management
- Ethics in Nursing and Lifespan Research
- Finding Scholarly Articles on Healthcare

These contextualized assignments utilize open source materials and are housed in a Canvas course site for all interested faculty to access. To date, the College has offered two pilot contextualized PSYC 100 & 200 course sections, both of which were favorably evaluated by students which contributes to the College’s efforts to increase graduating students’ self-report of instructional effectiveness, or KPI 8.

Interdisciplinary Humanities Program Development

In 2018-19, humanities faculty at South Seattle College began a revitalization of the humanities course offerings to best prepare students for transfer to four-year institutions and career pathways with interdisciplinary “clustered-knowledge” across various humanities sub-disciplines. The redesign participants researched global best practices in interdisciplinary humanities instruction, specifically how interdisciplinary instruction accelerates student preparedness in the transition from 2-year to 4-year academic study and focuses student learning on issues related to social justice and cultural praxis. Two bedrock courses were developed and approved by the Curriculum Instructional Committee (CIC) for the interdisciplinary humanities program: HUM 105: Intercultural Communication and HUM 121: Issues in the Humanities. Both courses will pilot in the 2019-2020 academic year.

HUM 105: Intercultural Communication courses provide an emphasis on curriculum that explicitly engages diversity, inclusion, and equity for all individuals, particularly underserved population and is explicitly designed to produce more culturally aware, empathetic students with diverse perspectives on communication across/within cultures.

The sister-course, HUM 121: Issues in the Humanities introduces students to a core humanities issue from multiple and interdisciplinary perspectives. The course explores how the humanities intersect with various career, disciplinary, or academic pathways and will focus instruction on the importance of interdisciplinary inquiry in research and provides models for how to formulate, undertake, and present projects. One of the first pilot sections of HUM 121 will emphasize the art, literature, and politics of black diaspora. This specific HUM course showcases and explores the work of diasporic and migratory peoples of African descent creating new, dynamic visions of the world and what it means to be black. The class serves as an example of explicit curricular efforts to engage South’s diverse and global student population in the interdisciplinary humanities content being taught. The course’s focus on global studies helps to de-center and contextualize the often US-centric perspectives on issues in the humanities.

Success in the humanities at the four-year level and beyond requires that students be exposed to the ways of thinking that marrying the study of visual, literary and performing arts as applied to the study of individuals, cultures, and society. Arts, a product of culture, help us understand the ways that intercultural

praxis functions. And, in turn, the nuanced cultural constructs and power dynamics of society inform economies, artistic production, and the generation of cultural products for consumption. This interdisciplinary humanities program course development has created an even-playing field for South Seattle College students to transfer seamlessly into interdisciplinary instruction at the upper-division level post-transfer. Humanities faculty believe the intentional shift to interdisciplinary humanities instruction will help increase student success and retention both in its humanities pathways at South and post-transfer in service of KPI 6.

Veteran Transition Program in Aviation

South Seattle College led the initiative to collaborate with Joint Base Lewis McChord to help veterans who are completing their service to get ready to transfer to the civilian world. The first of its kind in the region, [the seminar](#) is designed to transition aviation maintenance service members from their military specialty to the equivalent civil aviation Airframe & Powerplant (A&P) Mechanic Certification. In six weeks, the service members accomplished a training process that typically takes two years for equivalent civilian participants to complete. Once completed, this license will provide service members with the license needed to work for companies such as Boeing, Alaska Airlines, Columbia Helicopters, and many others, in areas such as maintenance, and manufacturing. It has been a very successful program in support of KPIs 3 and 7 and the other colleges in the region are just starting to imitate the process to help veterans successfully transfer their skills into the civilian world.

Core Theme Objective 2.2 Improvements

The College's adoption of guided pathways and increased focus on data-informed reform efforts has proven to be a game changer. The efforts outlined above illustrate faculty's efforts to innovate and enhance instruction on campus to better support student learning and the campuses' guided pathways efforts.

The impressive data-driven gains made in Physics utilizing active learning pedagogy and equity-based curriculum (of note: faculty member Abigail Danne's article on [Teaching about Racial Equity Introductory Physics Courses](#) was recently recognized as one of the most read articles of 2018 in *The Physics Teacher Journal!*) provides a promising model for other STEM programs at South Seattle College to emulate.

Additionally, Psychology faculty efforts to contextualize their curriculum for students in healthcare has led faculty in other disciplines to consider how they might contextualize their general education courses for specific careers and areas of study. For example, how might humanities be taught differently for students in health care, engineering, and information technology? To what extent can faculty tailor students' classwork and assignments to particular career and academic communities? Faculty discussions are ongoing.

Looking ahead, while there is experimentation and innovation around teaching in every area of instruction, these efforts are not yet linked to pathways reforms. As the College organizes into areas of study and programs of study under guided pathways, more consideration is needed to determine how each program will define learning outcomes for programs in these broad fields. While faculty in the College's Professional & Technical Career Training programs have long defined Program Learning Outcomes (PLOs), Academic Transfer faculty are new to the idea of defining learning outcomes for their programs that are more field-specific than the typical general education outcomes (referred to as Student Learning Outcomes or SLOs) at South Seattle College. In the months ahead, College staff, faculty and administrators will need to determine whether the College's SLOs should be revised or augmented for each of the eight areas of study.

Finally, the College recognizes the need for greater access to professional development on campus to support instructional reform efforts. In 2016–17 academic year there were significant budget cuts and the instructional designer position was eliminated. It is critical to identify the budgetary resources to revive this position and/or to provide faculty with release time or stipends to support instructional enhancement and reform efforts by structuring and scheduling relevant professional development activities, providing one-on-one faculty mentorship, and working with the Office of Institutional Effectiveness to track student milestones.

CORE THEME OBJECTIVE 2.3: SOUTH SEATTLE COLLEGE ENSURES STUDENTS ARE ACTIVELY ENGAGED IN LEARNING

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

At South Seattle College faculty continually challenge themselves to provide continuous improvements in pedagogies, practices and methodologies by investing in their own professional development so that they can continue to see improvements in retention and completion of students with diverse backgrounds. As an institution, the College provides three Faculty Professional Development Days (one per academic quarter) and faculty have access to professional development funds through the South Seattle Foundation grant process. Faculty also have access to curriculum development funds from the Seattle College District's curriculum grant committee. Faculty then seek ways to take this information and redesign their courses. See also 2.B.3 and Core Theme Objective 2.2.

Active Learning Faculty Learning Community (FLC)

This professional development group was formed in 2015 by physics faculty member, Libby Schoene, to help faculty increase student engagement by bringing together instructors at all stages in the active learning implementation process to acquire knowledge, help, and support each other wherever they are on their journey to an active-learning classroom. [Education research](#) has shown that students in classrooms that use active learning techniques show increased content knowledge; critical thinking and problem-solving abilities; and students have positive attitudes towards learning in comparison to students in traditional lecture-based classes. The FLC meets weekly during the academic year and occasionally hosts workshops and guest presenters as well. It is highly regarded amongst faculty as a supportive environment for discussing all manner of teaching-related ideas, challenges, and questions. The group is very participant driven, as faculty who attend contribute ideas for future conversations and steer the discussion.

Active Learning in Practice



Just in Time Teaching (JIT) is an active learning pedagogy that promotes student engagement and inclusion during class by deliberately linking pre-class assignments with in-class activities. This pedagogical approach was championed by biology instructor, Ruben Murcia, at South Seattle College and has since been adopted by other faculty across campus engaged in active learning. Instructors who utilize this approach report increased students' engagement, greater equity and inclusion, and increased student performance on assessments.

JIT is a two-part process that begins with an assignment where students read, watch a video or web-based materials in preparation for class which includes an assessment piece composed of three synthesis questions requiring an analysis and application of the concepts reviewed. These assignments are graded by the instructor who can capture what the students have learned, their misconceptions, and those concepts perceived by students as challenging. At this point the instructor can tailor a set of active learning activities where students work on clarifying misconceptions or practice concepts previously identified as difficult. A core component of this methodology is peer instruction.

Using this process in a biology class increased student engagement and participation and the instructor saw a 10–15% increase in higher scores on exams and graded assignments which supports the College's efforts to meet KPI 6.

Using Curriculum-based Undergraduate Research Experience (CURE)

Content-based Undergraduate Research Experience (CURE) is a pedagogical strategy that provides students the opportunity to conduct authentic research investigations within the first two years of college study in a STEM field. Since the fall quarter of 2016, students majoring in biology at South Seattle College have had the opportunity to conduct authentic research as they contribute to the sequencing of *Pseudomonas fluorescens* L5.1-96, a bacterium of great importance to wheat farming in Washington State, because of its ability to produce compounds against a fungus that destroys the roots of wheat plants. Understanding the genetics of this bacterium holds the key for developing natural, biological control of agricultural diseases thus avoiding the use pesticides, protecting the environment, and achieving high crop yields.

From a curriculum point of view, this type of research is founded on the principles of cellular and molecular biology which are the main topics covered in Major's Cell Biology (BIOL&211). There is not a more effective method for learning biology, than putting into practice the theory of cells, genetics and metabolism as students develop protocols for extracting and studying DNA sequences of bacteria.

The benefits of introducing CURE in the biology curriculum for South Seattle College students include: 1) Introducing students to the process of science and how scientists conduct investigations in genomic research; 2) Contextualizing class curriculum with modern lab research techniques in biology, including cell culturing, DNA extraction and purification, agarose gel electrophoresis, polymerase chain reaction, DNA sequencing, and bioinformatics; 3) Building experience designing lab protocols and conducting authentic research; 4) Igniting student interest in biological research and in the pursuit of a career in biology; 5) Preparing students for further research experience while completing undergraduate and graduate education; and 6) Increasing students' level mastery as defined by master rubrics for each SLO (KPI 6).

Self-Directed Academic Support Services

Academic support programs promote the retention, persistence and completion of South Seattle College student populations by providing comprehensive self-directed academic support and student development programming. This includes academic support centers such as the [Writing Center](#), [Writing and Learning Lab](#), [Math and Science Tutoring Center \(M.A.S.T.\)](#), [Math and Learning Lab \(M.A.L.L.\)](#), [Collaborative Learning and Instruction Center \(CLIC\)](#) and the [Tutor Center](#) that provide one-on-one tutoring and help to facilitate study groups for all classes offered at the College.

The College also provides a variety of targeted programming to support underrepresented groups and special populations such as the [College Transfer Resources/Transfer Center](#), [WorkSource Career Center](#), [TRIO-Student Success Services \(SSS\)](#) and [TRIO-Educational Opportunity Center \(EOC\)](#). Collectively, these programs provide academic and personal support to students from first-generation and low-income backgrounds and students with disabilities. Services include advising and assistance in course selection, tutoring, financial and economic literacy, FAFSA and scholarship information and assistance, workshops for students and community members on preparing resumes, conducting online job searches, and interviewing are held weekly, transfer information and planning assistance, career training, and peer and professional mentoring. In addition, [Disability Services](#) coordinates services and arranges academic adjustments for students with documented physical, mental or sensory disabilities in accordance with the Americans with Disabilities Act of 1990, as amended. [the Center for International Education](#), too, provides comprehensive support services to international students enrolled at the College. Services include immigration advising, academic and educational planning, transfer and career advising, personal support, and tutoring in math and English. And finally, through the TRIO Pre-College programs [Talent Search](#) and [Upward Bound](#), secondary school students from low-income and first generation backgrounds are provided personal and academic support to promote secondary graduation and postsecondary enrollment.

Office of Student Life Activities and Speaker Series

The Office of Student life ensures that students are actively engaged in learning by providing them with rich, self-directed student learning experiences as outlined in 2.D.11. In addition to the cultural, social and recreational offerings on campus, the Office of Student Life also mentoring students who serve on faculty tenure committees, supports student advocacy efforts in Olympia and on campus, and provides students with access to co-curricular learning opportunities through participation at local conferences such as the Students of Color, Sustainability and Leadership Institute and the Leadership Experience and Development (LEAD) Institute.

The Office of Student Life also provides co-curricular learning opportunities that support classroom instruction through its Student Life speaker series. The recently convened series collaborates with faculty members to sponsor speakers that provide information supportive of classroom instruction. Student Life is committed to contributing to a well-rounded educational experience for students enrolled at South Seattle

College and actively promote intellectual engagement through forums that facilitate academic discussion, encourage social action, and support student success. The inaugural forum in the series was presented by Dr. Michael Eric Dyson, the professor of sociology at Georgetown University who is cited as one of the foremost African American scholars. Subsequent forums were conducted by Dr. Claude Steele with his presentation on “Stereotype Threat” and additional speakers detailing information on history and current events. The speaker series will continue to grow with presenters that cover a range of academic disciplines.

Academic Showcase

Academic Showcase is another example that South Seattle College provides a rich, self-directed student learning experience. In Spring of 2014, STEM faculty in Academic Transfer invited students to present their academic work in a large room. Students brought posters and projects from many fields, including biology, chemistry, mathematics, environmental science, and engineering. The event had terrific turnout and generated a lot of enthusiasm for student success. Each year since, the Academic Showcase annual event has included more students and fields, including fields outside STEM like psychology and English. In Spring 2017 for example, the Academic Showcase occupied the largest room on campus in the Jerry Brockey Center. It included scores of posters, presentations, projects, and other evidence of student academic work. It was well attended by faculty, administrators, and students.

South Seattle College Makerspace

A makerspace is a collaborative work space for making, learning, exploring, and sharing that uses high tech to no tech tools. These spaces are often used for course and capstone projects, experimentation and hands-on learning outside the more traditional lab and classroom environments. South Seattle College aims to ensure its students identify as the entrepreneurs, makers and innovators that they are by developing such a space for campus-wide use. By providing a hub with [cutting edge maker resources](#) and exciting programming such as maker challenges and hackathons, the makerspace will provide students the creative commons to experiment, fail forward, persist, collaborate, and grow in preparation for a 21st century career.

The funding to implement this space was approved and a desired space has been tentatively identified in the Rainier Hall building for a Spring 2019 opening. The space will consist of an open lab to hold large and small equipment, and computer lab. Currently, the space is used by the Engineering Technology program, and will be freed up for use in the coming quarters as the program teaches out. At full development, this makerspace can be a “creative commons” not only for South students, but for industry partners, K12 classes and field trips, meetups and other club groups, with proper safety training.

Core Theme Objective 2.3 Improvements

While faculty engagement around active learning pedagogy is impressive, the College is now aware that the lack of a campus Faculty Professional Development Coordinator impacts the institution’s progress towards achieving excellence in teaching and learning. The activities listed above show that great work is happening in pockets, but it is not being organized and planned institutionally.

The College’s academic support services are expansive and well attended. That said, the campus community is divided on whether these services should be housed in specialized units or centrally located. Further discussion and surveys are merited to help the campus determine the right path forward. In addition, the Office of Student Life provides engaging self-directed learning events and activities. To ensure greater student participation, the Office will continue to assess different structures and opportunities that may reach and impact a larger population of students.

Finally, the College's Academic Showcase and Makerspace demonstrate the vitality, energy, and engagement around teaching, learning, and student innovation across campus. It is critical to continue identifying budgetary resources to support these efforts and others in service of fulfilling this Core Theme Objective.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement. As part of South Seattle College's 2013-2016 Strategic Planning efforts outlined in 3.A.1 & 3.A.2, the College created a collective process for documenting and assessing clearly documented learning outcomes at the course, program, and degree-level. This work was led by the College's Assessment and Continuous Improvement Coordinator in consultation with the Assessment (ASC) sub-committee of SPARC and faculty experts in each instructional unit.

Course-Level Outcomes

For each course within a certificate and degree program, course outlines detail pre-requisites and/or placement requirements; course content in the form of a topical outline; [College-wide Student Learning Outcomes \(SLOs\)](#) that are addressed within that course; and course-specific learning objectives. Every course outline, whether in the Academic Transfer Division or Professional & Technical Career Training Division, contains these basic elements.

Professional technical course outlines also contain program-specific Course Learning Outcomes (CLO) outcomes developed and regularly reviewed in consultation with industry experts. Although assignments vary by course sections, the instructors are responsible for formally teaching to and assessing the students' achievement of the approved, departmentally developed CLOs, which are required syllabus components. Departments also connect CLOs to relevant academic and industry standards and use systematic, well-integrated processes for assessing the students' achievements of the CLOs.

Each course is required to have a current course outline approved by the CIC that enumerates the College-wide SLOs addressed in that particular course, along with the course-specific learning objectives and a topical outline. The District utilizes an [Automotive Course Approval System \(ACAS\)](#) (only available to employees; will provide access) to document alignment of outcomes in the curriculum. Each course requires a Master Course Outline (MCO) which is utilized at the district and college-level, with its aligned outcomes (at all levels). This MCO must be approved through the faculty, dean, and Curriculum and Instruction Council (CIC) chain in order to be offered at the college. This system ensures that all components of the course outline, including learning objectives, are specified and reviewed. See also 2.C.2.

Degree- and Program-Level Outcomes

Proposals for creating or revising degree program outcomes originate at the departmental level by faculty members in consultation with their dean, the vice president of instruction, and the [Curriculum and Instruction Committee \(CIC\)](#). For Professional-Technical Programs, [all State Board forms](#) must be filled out completely prior to submitting information to the CIC which is typically documented in a culminating project, portfolio or attainment of industry recognized credential(s) or certification(s) for employability.

The faculty and Unit Administrator proposing the new program must also answer the relevant questions and submit the completed form to the Office of Instruction before the CIC reviews the proposed program. District-level approval may also be required.

For Academic Transfer, all transfer degrees are in full compliance with [statewide DTA degree frameworks](#) that facilitate degrees with [Student Learning Outcomes \(SLOs\)](#) that contain appropriate breadth, depth, course sequencing, and learning synthesis within transfer degrees. It is important to note that what South Seattle College refers to as a Student Learning Outcome (SLO), is what the State (SBCTC) and NWCCU refers to as General Education Outcomes or Related Instruction.

Student Learning Outcomes

Learning outcomes at the course and program level are reviewed by the CIC who advises the vice president of instruction. They establish College-wide general education outcomes (called [Student Learning Outcomes or SLOs](#)) and provide leadership for their incorporation into course outlines. See also 2.C.1.

Academic transfer courses are built upon course outlines that link individual course objectives to the College-wide SLOs. Programs are defined by a [basic English and Quantitative/Symbolic Reasoning \(OSR\) requirement and an Areas of Knowledge Distribution requirement in three area: Natural World \(Life Sciences & Physical Sciences\); Visual, Literary, and Performing Arts \(Humanities\); and Individuals, Cultures and Societies \(Social Science\)](#). South Seattle College's seven SLOs are: Communication; Computation; Human Relations; Critical Thinking and Problem-Solving; Technology; Personal Responsibility; and Information Literacy. SLOs are mapped according to basic or distribution area, and it was determined that adequate breadth and depth were evident and are widely available to enrolled students, via course syllabi, on the College website and in printed materials and program requirement sheets

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

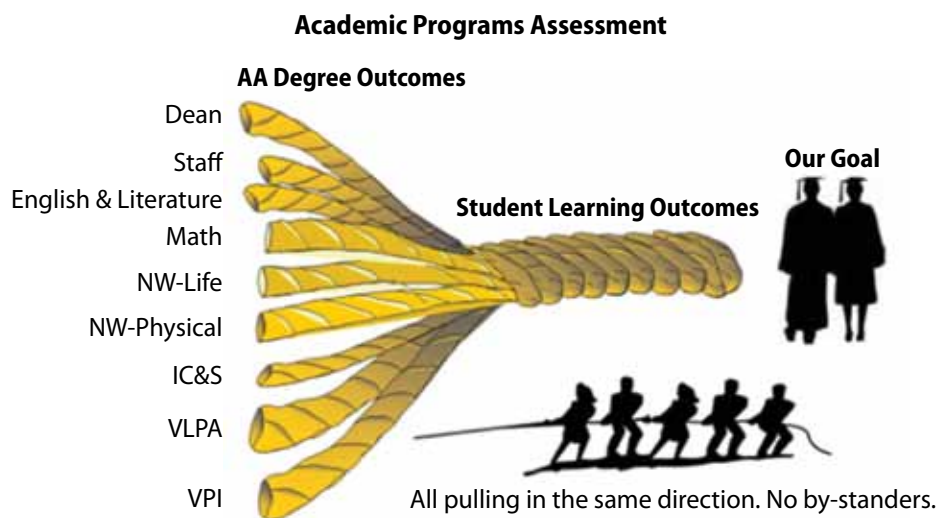
4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Professional Technical Programs Assessment Planning (2012-2015)

All professional technical programs link their Course Learning Outcomes (CLO) to their Program Learning Outcomes (PLO) and then to the corresponding Student Learning Outcomes (SLO). Given that the curriculum in professional technical programs is regularly evaluated through their Technical Advisory Committee (TAC) and the official Program Review process (EPR and IPA) the college focused on collecting information about how students are achieving the course level outcomes within courses taught in the programs offered at the college. Individual faculty members were encouraged to use the Course Outcomes process forms (offered both in paper format and on-line as a Google documented form) to apply a course outcomes rubric to a culminating student assessment. The information derived from applying the rubric indicates how students are performing on that particular course outcome on a four-point scale, where 3 or 4 is demonstrating competence and/or mastery. Many professional-technical programs have external accrediting agencies that also verify outcome results.

Academic Transfer Program Assessment Planning (2012-2015)

In Academic Transfer, the commitment to student achievement considers that all students, no matter their pathway, certificate, and/or degree choice, will be exposed to information, experiences, and curriculum that will allow the achievement of the college's seven Student Learning Outcomes as illustrated via the image below:



Academic Transfer faculty created [seven rubrics](#), one per SLO, using various templates as exemplars. The American Association of College and Universities (AACU) rubrics were a starting template and then other rubrics from around the country were assessed for relevance to our stated language surrounding each SLO. The rubric teams creating each SLO rubric consisted of faculty across the disciplines, the Assessment and Continuous Improvement Coordinator, and one of the Academic Transfer division deans. Each time a new rubric was created, it was sent to all faculty for comment and improvement. Each rubric also went through a norming and pilot phase, as well. All rubrics are currently available and in circulation.

In order to assess student achievement of those outcomes, initial plans were made in Academic Transfer to have faculty focus on one SLO per quarter, per year. The plan was to use a Canvas survey form to document student achievement on a particular SLO addressed in their course. This documentation would require collection of information from students (typically in a culminating course project/assessment), reporting of the student achievement on a one to four scale, and then a reflection on what the general trend in achievement on that outcome tells the faculty member about student achievement of the outcome as well as the changes, if any, they might make to increase student achievement of the SLO. The intention was that each quarter, as this information is collected using Canvas, the Assessment and Continuous Improvement Coordinator would provide the aggregated data to the Dean of Academic Transfer where this information, in aggregate, would then be shared with faculty at each quarterly division meeting to facilitate conversations around ideas for increasing student achievement, needs for professional development of faculty, and other institution wide initiative updates, changes, and/or improvements.

Evaluating Learning Outcome Processes (2016-2018)

In an effort to prioritize the College's work around Student Learning Outcomes or SLOs, the College committed to assigning 2 of our 12 key performance indicators that assess and monitor progress towards our mission fulfillment. This intentional strategy elevated the importance of continuing to implement,

assess and improve in all areas that impact the learning outcomes of our students. The challenge then became apparent as the College struggled with designing and implementing a systemic process. Progress happened intermittently as the process struggled with leadership turnover and a focus on mastery and not on development. Eventually, the Professional & Technical Career Training Division and Academic Transfer Division decided to each focus on a separate aspect of assessment. Realistically, most of the forward momentum has only occurred in the past two years. To some extent having two KPIs focused on mastery tended to derail progress because efforts were focused on Student Learning Outcome assessment when a process had not been identified and refined.

South Seattle College's curriculum review process changed in 2012, going from paper to an online platform. This was a steep learning curve for everyone in the curriculum review process, including the CIC who facilitated curriculum additions and revisions. Initially, the College focused on training to support using the ACAS platform, followed by training on writing strong curriculum which emphasized creating specific, measurable course objectives. As course outlines were added into ACAS, SLOs were incorporated. Less time was spent determining a process by which to choose how SLOs were being checked for curriculum, so there are course outlines in the system that have more than the typical number of SLOs associated.

The College continues to become more intentional about which SLOs are chosen for course outlines, focusing on choosing the SLOs that are specifically addressed in the course objectives. For example, where SLOs related to information literacy may have been checked if a course required information literacy, the College now is checking only if the course specifically teaches the aspect of information literacy in its objectives.

As a result of evaluating the process, both Professional Technical and Academic Transfer programs-initiated data collection processes (SLOs for academic transfer and CLOs for professional-technical) but struggled with an ongoing and consistent process of data collection and information sharing.

Learning Outcome Improvements (2018-Present)

South Seattle College is developing a system for instructional departments to regularly review Course-level Learning Outcomes (CLOs), Program-level Learning Outcomes (PLOs), and Student Learning Outcomes (SLOs) for degree and certificate requirements. The College's commitment to continuous improvement is evident in the improvements Professional Technical and Academic Transfer made to this process in 2018.

Professional Technical program's solution was to keep faculty engaged and maintain a faculty-led assessment culture by identifying three faculty course outcomes assessment peer consultants who had participated in the previous pilot, were familiar with the assessment tool, and comfortable explaining and guiding faculty peers in documenting their assessment of course outcomes through these questions. These faculty are paid a stipend to facilitate the process quarterly for 1/3 of the professional technical faculty to help ensure the course outcomes assessment is being completed every quarter. Faculty have varying levels of need for assistance—from completing the form for the very first time to just needing a reminder nudge, so the peer consultants serve as a resource, answer questions, and remind and support this faculty work for the department.

The early results of are promising; approximately 75% of professional technical faculty participated in the documentation of CLO assessment in Fall 2018.

Faculty, along with their respective deans, have devised a schedule for collecting course outcome achievement information over the course of their three-year program review cycle. Since course outcomes are directly linked to program outcomes, faculty are learning about student achievement of particular course outcomes while also understanding where students may struggle and/or excel at certain programmatic outcomes, as well.

To improve participation, Academic Transfer has given one faculty member release time to focus on accreditation work, with an aim of getting faculty more directly involved in the assessment and accreditation process. Academic Programs has made an effort more broadly to give faculty the time to do the assessment work. Recently, Academic Transfer devoted time in a division meeting for faculty to do the work in a group setting. This resulted in the collection of SLOs for 28 classes.

The College came to the realization that while the SLO/CLO rubric creation process was faculty-led, faculty would benefit from more hands-on guidance to help them complete the assessment and to identify its value in addition to the assessment practices faculty routinely perform in their classes and program. Funding and hiring of a faculty assessment coordinator and an assessment committee to coordinate continued efforts to create a systematic data collection and assessment process would put resources and capacity where it is most needed.

Moving forward, instructional deans, the vice president of instruction, the Office of Institutional Effectiveness and faculty will be convening after this year's accreditation visit to determine how best to sustain and increase faculty engagement in this process. Through the re-constituted SPARC committee and Assessment (ASC) sub-committee, the College will be further reviewing assessment resources, priorities, and structure to ensure that the faculty-led and built assessment process is supported (financially and administratively), used, and provides the College with viable data to allow us to measure and assess our Student Learning Outcomes at a campus-wide level.

In addition, it is understood that having both Professional-Technical and Academic Transfer collecting and using the same data would increase effectiveness. This sharing across the divisions could ease the load for faculty and allow for cross-discipline and division communication and focus on student achievement to the benefit of all. Instruction realizes, through the evaluative process of accreditation, that it is progressing towards developed and needs to collect systemic information on CLOs, PLOs, and SLOs and share the data to enhance College-wide assessment processes.

South Seattle College's data environment supports tools for assessing and enhancing student learning; encouraging faculty participation and input; developing effective strategies and plans; and efficiently communicating evaluation results and related decisions. However, the vast amounts of information can be overwhelming. The College now recognizes that greater coordination and consistency in communication protocols would help campus members better use the available information in their daily work and in planning processes.

After a careful examination of the assessment processes at South Seattle College we are encouraged by the focus and innovation in courses and programs and believe with additional resources, guidance, and infrastructure the College will advance to a developed level of mastery around assessment.

CORE THEME TWO KPI EVALUATION AND IMPROVEMENTS

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Multiple Measures Used

To ensure overall instructional effectiveness, the College analyzes CSSEE and SENSE data, Noel-Levitz Student Satisfaction Survey, CLOs, PLOs, SLOs, Program Viability, Program Review, instructor evaluations and the following six KPIs to verify that its instructional programs are effective, sustainable and viable for the foreseeable future. See 4.A.1 for further details.

All data and assessments are made available to appropriate constituencies in a timely manner (See 3.A.3, 4.A.2, 5.A.1 and 5.A.2 for further details).

KPI	Target	Baseline Year (2011)	Current Status
KPI 2: Points per Student as defined by the Student Achievement Initiative.	1.5	1.45	1.29 Meets
KPI 3: Percent of students who earn a certificate/degree or transfer within 4 years.	40%	29%	33% Exceeds
KPI 5: Professional Technical graduates who are employed within 9 months of graduation	80%	67%	71% Meets
KPI 6: Students assessed who achieve level 3 or 4 of mastery for each Student Learning Outcome	85%	77%	86% Exceeds
KPI 7: Students assessed who achieve level 3 or 4 of mastery for Course Outcomes	95%	94%	Below
KPI 8: Graduating students' self-report of instructional effectiveness	6.4	5.83	5.77 Exceeds

Summary

The above six KPIs provide effective, meaningful and consistent data points that assist the College in determining the overall instructional effectiveness in meeting the needs and outcomes of our students, programs and our industry partners. The initiatives and activities described in this Core Theme overview are aligned and have provided support and impact to the overall progression towards our targets in these KPIs at institutional aggregate level.

The College continues to monitor these initiatives, Objectives, and Indicators annually through the Office of Institutional Effectiveness, campus leadership, and the Core Theme Committees to help maintain the focus of the College and ensure it utilizes authentic measurable, assessable and verifiable Key Performance Indicators to measure accomplishment of Core Theme Two and ensure continued impact while also investigating opportunities for improvement and enhancement.

Improvements

South Seattle College will assess these Key Performance Indicators to determine continued alignment and support of how it measures the overall impact and effectiveness of its instructional approaches and systems that support and lead to mission fulfillment. The College will continue to ensure that its multiple measures approach in collaboration with its KPIs is inclusive of factors like economic and student fluctuations, student success barriers and region-specific employment trends that could influence and inform adjustments and changes to our instructional systems to ensure we are meeting the needs of our students.

The College should consider creating a broader context for KPI 5, so that factors like economic fluctuations, unemployment rates and region-specific employment needs/practices are further embedded into the decision-making process around curriculum development and enhancement.

During this accreditation process the College also recognizes that KPI 6 & 7 were created at a mastery/ highly developed level and skipped over the developmental processes (initial, emerging and developed levels) that helps an institution progress towards achieving excellence in teaching and learning. It has been recognized that an unfilled faculty assessment coordinator has slowed some of the progress and movement in the collection of this data. This recognition has provided the justification to appropriately align priorities to ensure that this process is faculty-led with the necessary professional development and support to move this work forward.

Lastly, through the Title 3 grant, South Seattle College will be investing in the development of a course level success dashboard that will provide faculty with the opportunity to disaggregate the performance of their students at the course level which will assist the College in further analyzing the challenges that its students face in progression and completion. The College anticipates that this development will further add to the insights on its progress of KPI 2 and 3.

Core Theme Three: College Culture and Climate

Core Theme Objectives	Core Indicators
<p>College Culture and Climate</p> <p>3.1 South increases cultural competency; hires/retains diverse staff.</p> <p>3.2 South encourages employee growth and contribution to community.</p> <p>3.3 South uses its resources efficiently and effectively.</p>	<p>Quantitative Data:</p> <ul style="list-style-type: none"> Actual Full-Time Equivalents (FTEs) in comparison to the State’s allocation enrollment target Percentage of South’s employees who represent a diverse workforce Number of activities on the South campuses that are aimed at increasing cultural competence and awareness Maintenance of the financial reserve as mandated by district policy

Responsible Divisions

Center for Equity, Inclusion and Diversity (Primary), Human Resources (Primary), Instruction (Primary), Student Services (Primary), Administrative Services and International Education (Primary)

Overview of Core Theme Three

As an essential part of its Mission, South Seattle College promotes and embraces a College environment that is safe and welcoming and encourages opportunities for personal and professional growth that positively impacts the learning, outcomes and experience of the College and surrounding communities. Since the last accreditation visit in 2013, South Seattle College continues to prioritize and allocate resources into the development and enhancement of our College Culture and Climate. South’s Culture and Climate is the foundation of the College that provides the infrastructure for mission fulfillment and core theme attainment.

In an effort to better understand and strengthen the College’s relationships with its various student and staff populations, in 2016 the College’s President’s Cabinet launched a listening tour that provided valuable insight and awareness to challenges that the College’s different student and staff groups experience and face, both on- and off-campus. This six-month process helped inform South Seattle College’s continued

commitment to engaging in work and developing systems and structures that support the needs of its diverse community.

Guided Pathways is an important institutional mechanism and large-scale practice by which South Seattle College endeavors to create equity for all students who come to the College to learn. South Seattle College's student population is majority low-income and non-white, with 40% self-reporting to be students of color, 9% immigrant/refugees, and 34 first languages other than English spoken. In addition, 42% are first generation college students and the feeder high schools average 72% free and reduced lunch rates. As a Minority Serving Institution (MSI) and nationally designated Asian American Native American Pacific Islander Serving Institution (AANAPISI), South Seattle College is very aware of the "achievement gap" and is committed to improving progress and completion for all its students.

Guided Pathways is designed to break down barriers to student success and retention. By redesigning the College's programs and processes, clarifying pathways to educational and career success, reforming developmental education, and strengthening student supports, South Seattle College aims to address major obstacles to student success that have the potential to close equity gaps in college completion.

As the College forges ahead with guided pathway reform efforts, it does so in a way that is consistent with its equity-driven mission, and with the central belief embedded in guided pathways that all students can succeed in the right environment and with the right supports. The College has concluded that, at the heart of guided pathways work, is a focus on how it will create institutional equity. Guided pathways has given the College the structure and ability to dive deeper into questions around policies and procedures that impact both its students and staff from an access and equity standpoint.

CORE THEME OBJECTIVE 3.1: SOUTH SEATTLE COLLEGE IS COMMITTED TO INCREASING THE CULTURAL COMPETENCY OF ITS STUDENTS, STAFF AND FACULTY; AND HIRING AND RETAINING A DIVERSE WORKFORCE.

South Seattle College recognizes the critical role of diversity in creating a successful educational environment for the 21st century. South Seattle College endeavors to improve the diversity and cultural competency of employees to help prepare students for participation in the broader community.

In 2017 a cross-functional committee of students, staff and faculty launched our Commitment to Equity in Action which states, "South Seattle College commits to creating an environment of equity, inclusion and multiculturalism which dismantles all forms of oppression by developing responsive, intentional practices." This statement serves as a foundation for the work completed under Core Theme Objective 3.1.

Most recently in 2018, to further enhance and prioritize the College's work and commitment to these efforts, the College created a new [Associate Vice President of Equity, Diversity and Inclusion \(AVP of EDI\)](#). This role, in collaboration with counterparts within the Seattle Colleges District, is charged with leading, developing and advancing equity, diversity and inclusion strategies and initiatives that support the College's Mission, Core Themes and Strategic Plan. This position reports to the President and plays a key role in monitoring South Seattle College's culture and climate.

South's AVP of EDI started August 2018 and is currently working to re-establish the President's Task Force on Equity, Diversity and Inclusion, and collaborating with other leaders to strengthen the College's Bias Incident Reporting and Support Team (BIRST), among many other initiatives and efforts.

Four change efforts that highlight the College's accomplishments within this Core Theme Objective—and in the turn, its holistic alignment, correlation, and integration of programs and services in support of the College Cultural and Climate Core Theme—are the College's use of the Intercultural Diversity Initiative, the Student Center for Equity, Inclusion, and Diversity, and the College's use of Inclusion Advocates and participation on the District Diversity Hiring Task Force.

Intercultural Development Inventory (IDI)

South Seattle College continues to utilize the IDI as a framework to assess and develop the cultural competency of its colleagues and working teams—which has a tremendous impact on College staff and faculty retention rates. The College initiated this work in 2012 with the support of a 2008-2011 AANAPISI grant which had an objective of cultural competent training for faculty and staff. It continued to be funded by AANAPISI and the 2nd grant (2011-2016) which also had a component of cultural competency training. Since then, the College has shifted the financial support for this effort to a College budget, and has deepened the College-wide expertise and utilization of the IDI. This resource provides intercultural competency assessment along the IDI continuum at multiple levels: for individuals to better develop their professional practice and personal development, for departments and units to understand their competency as a group, and for the institution to measure and seek to strengthen its overall intercultural competency through aggregating group results.

To strengthen this capacity, South Seattle College sends new individuals each year for rigorous professional training to become Qualified Administrators (QAs) that can administer IDI results to individuals and teams. Moreover, the IDI provides a common language to define and discuss intercultural competency. Since 2012, over 20 college groups (departments and committees) have taken the IDI and reviewed their results. Of these, 8 groups have conducted reassessment following 1-2 years of intentional training and activities in support of collective intercultural competency development. To date, 395 assessments have been conducted, and South has 10 active QAs working with individuals and with teams on their development. In 2017, the interim-President charged President's Cabinet with participating in the IDI. This experience provided the structure for President's Cabinet to better understand one another while collectively working together to positively impact and influence the cultural of the campus.

Student Center for Equity, Inclusion, and Diversity

Cultivating a learning environment that champions social justice, South Seattle College's [Center for Equity, Inclusion, and Diversity \(CEID\)](#) endeavors to improve the diversity and cultural competency of students for participation in the broader community. The center strives to accomplish this goal through providing a supportive environment, resource and scholarship information, including the following:

- **Diverse Readings to Understand Multiculturalism (DRUM) Lunch and Learn.** The lunch and learn was initiated to bring campus members together to explore and create dialogue around the many facets of diversity in a safe and welcoming environment.
- **Leadership Training Opportunities.** The center empowers student leaders, whom it calls Student Commissioners, to explore, celebrate, and educate the campus community about gender, racial, and cultural equity. CEID annually hires and trains a team of student leaders to support the academic, personal, and professional success of its constituents in the campus community by providing resource referrals, educational programs addressing pertinent issues impacting students and by creating a friendly and supportive environment for all.

- **Multicultural Events and Programs.** The center routinely provides multicultural events and programs on campus for students to participate in. For example, CIED recently sponsored a Malcolm X week on campus and ran a May Day event featuring sessions on immigrants' rights, sexual harassment, Black Lives Matter (police accountability), labor unions/workers' rights, and student rights. The CEID also recently partnered with the Office of Student Life to host a talk for Black History Month featuring South Seattle College's own Dan Johnson. CIED also supports several clubs, that are culturally based, that offer food and dance and other cultural celebration events throughout the year. For example, one such club brought a native American storyteller to campus last November.

In addition to culturally-relevant or responsive teaching and curriculum utilized by campus faculty, the CEID serves as an important co-curricular support in fulfillment of Core Objective 3.1.

Inclusion Advocates

To ensure equity in the hiring process, the Seattle Colleges uses trained inclusion advocates. Inclusion advocates help screening committees avoid implicit bias. In 2016, the Chief HR officer and others considered demographic data and noted that while employee diversity was stronger than at many other colleges, it did not reflect the diversity of the student body. When students see faculty and others who look like them, share their values and represent them, students are more successful.

Seattle College's first group of inclusion advocates was trained in 2016, using the [University of Oregon Search Advocacy model](#). A second round of trainings was provided later that year. The most recent trainings occurred at South Seattle in October 2018, and 18 individuals were trained at that time. The current cohort of forty-four inclusion advocates includes sixteen individuals from South Seattle College. Inclusion advocates hold full or part time positions as faculty, exempt, or classified staff and perform the duties of an inclusion advocate on a voluntary basis in addition to their position. These individuals believe in conducting equitable hiring and are committed to helping screening committees.

In addition to their work with screening committees, the inclusion advocate cohort continues to meet monthly to update skills, share experiences, and support each other in their work. While this work is voluntarily outside their regular jobs, Inclusion advocates have the support of administration. More recently, at the Chancellor's Cabinet meeting on August 29, 2018, the cabinet reaffirmed their commitment to require an inclusion advocate in each hire for full time exempt and faculty positions.

Inclusion Advocates supported the searches for South's new president, the Associate VP of Equity, Diversity and Inclusion, and are actively supporting and informing the work of the Vice President of Instruction and Vice President of Student Services searches that are underway as of this writing.

District Diversity Hiring Efforts

In parallel to this work, a new committee was formed in fall 2018 to re-examine the District's hiring process. Representatives from faculty, classified and exempt staff, including union representatives, are part of this committee. The committee will be defining the current process and examining "best practices" models at other institutions to develop a process that works best for Seattle College District. While this work has only been in progress for a year, the early results are promising; the demographics of South Seattle College's new hires has seen small increments (2% points) since the launching of this initiative. Currently South Seattle College's scorecard calls for 35% employees of color, increasing 4% percentage points from the current 32%. Based on the current work as described above and early impact evidence of the inclusion advocates, we feel that target of 35% for KPI 10 will be achieved and or exceeded in the coming years.

Core Theme Objective 3.1 Improvements

While the College is pleased with the way in which the IDI continues to provide employees with in-depth insights on how they and their units make sense of cultural differences and also how they respond to cultural differences, the College is interested in utilizing this useful tool more to facilitate cooperative conversations and actions directed toward growth and development.

CEID has proven to provide engaging events and activities that improve the diversity and cultural competency of students. That said, the College continues to struggle in soliciting engagement from its part-time students which make up 60% of its student population. CEID continues to assess different structures and opportunities that may reach and impact a larger population of students.

In terms of the College's hiring practices, as noted in our scorecard for KPI 10, the College has seen a 5%-point increase in staff and faculty of color over the last 6 years. Further assessment indicates that most of this growth is from its exempt and classified hires, and unfortunately, the College has seen a slight decrease in the retention of its faculty of color. The College continues to analyze this trend to determine opportunities to integrate the use of the IDI and other professional development more broadly across the campus community to ensure that the College prioritizes the retention of its many great faculty hires.

CORE THEME OBJECTIVE 3.2. SOUTH SEATTLE COLLEGE PROVIDES OPPORTUNITIES FOR EMPLOYEES TO LEARN, ENGAGE, AND CONTRIBUTE TO THE CAMPUS AND GREATER 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.

South Seattle College routinely partners with community organizations and partners to bring awareness, support and trainings to our campus around equity, diversity and inclusion to demonstrate the campuses' commitment to its diverse community. In 2016, the College partnered with The Diversity Collaborative to offer a training on *Cultural Competency for Today's Higher Education Leader*. The training was attended by 90+ exempt staff at the College and provided attendees with opportunities to discuss underlying issues around cultural differences at South Seattle College, while also examining ways to assess and evaluate diversity, inclusion, and equity practices throughout the year.

Since then, the College has continued to increase cultural competency skills to better service the broad campus community through numerous cultural education workshops, curriculum redesigns, and events. For example, through the Department of Education AANAPISI grant, a learning community was established to study the Model Minority myth and to develop culturally-responsive practices and curriculum. More recently, noted scholar Claude Steele came to campus to talk to faculty, staff, and students about the concept of Stereotype Threat which was well-attended and well-received.

Additionally, the Center for International Education (CIE) routinely provides cultural education about areas of the world such as the Middle East and recently offered a lesson on Korean cooking which introduced important lessons about country's economy and society through the food being prepared. Additionally, South Seattle College's Disability Office actively promotes universal design and accessibility through its Accessibility Task Force and routinely sends "Trending Topic" and "Did You Know?" emails to raise awareness about trending topics in accessibility to better support campus students and employees who identify as people with disabilities. Philanthropically, South Seattle College students recently received

accolades for starting-up a campus [Food Pantry](#) to promotes the academic success of students living at or near the poverty line and dealing with housing and food insecurity by providing a reliable source of food on-campus. Other philanthropic efforts include the campuses' annual clothing drive for veteran families and the now-closed Pastry Program's annual donation of cookies to the Seattle Milk Fund's CookieFest event. Together, these activities and efforts work to help to support the College's efforts to increase KPI 11 as well as inform the campus community about rich diversity at South Seattle College and ways that we can better connect and support one another and the neighboring community.

Both South Seattle College and the District continue to offer opportunities for employees to learn, engage, and contribute to the campus and the greater community. Below are six illustrative examples of the College's efforts in fulfillment of Objective 3.2.

Guiding Team for Guided Pathways Professional Development Opportunities

The Guiding Team oversees the College's implementation of Guided Pathways. With representation from instruction, student services, business administration, the public information office, and the President's Cabinet, the team leads discussion and decision-making about the design and direction of the guided pathways redesign effort. Given the campus-wide impact of guided pathways, the leaders of this work intentionally build professional development and other learning opportunities into each three-hour monthly Guiding Team meeting. Past learning opportunities include data "deep dives" and crosswalk conversations using the measures listed in 4.A.1; participating in a creating FYE courses for high risk students webinar; completing a group IDI assessment and inventory, receiving instruction on concepts such as change management and universal design; and listening to presentations on gatekeeper mentality and microaggressions among others. Holistically, these development opportunities help ensure the Guiding Team is acquiring the knowledge and tools to complete this major reform effort in a manner that is data-driven, equity-focussed, and student-centered.

Productive Persistence and Growth Mindset Pedagogy

Another professional development opportunity afforded to learn, engage, and contribute to larger campus-wide goals was the employee development around productive persistence and growth mindset pedagogy. Productive persistence is defined as tenacity + good strategies. Many students work hard studying long hours, nights, and weekends—yet many of them do so using ineffective strategies. Others simply withdraw effort soon after a course begins. Growth mindset—the idea that intelligence can be developed rather than it being set in stone—is arguably one the more popular psychological theories in education at the moment. At its core, having growth mindset is about the belief that anyone can learn and improve.

To help more students successfully complete their academic goals, the College aimed to provide employees effective low-stakes interventions and verbal phrases they could employ to help students to persist in their studying and attendance (tenacity) and to do so efficiently and effectively (good strategies). The ultimate goal was help students change potential negative mindsets and overcome other psychological barriers to learning to enhance student success and retention rates on campus directly in-line with KPI 1, campus guided pathway efforts and Core Theme Three.

The first year of trainings opportunities targeted South Seattle College math faculty to create and implement activities to help students develop productive mindsets and effective strategies to succeed in math courses via Carnegie Foundation's Productive Persistence model.

This work was broadened to all disciplines and campus employees in 2016 with a focus on proven strategies that all disciplines and student service professionals could implement to help their students be more successful. The following productive persistence trainings were offered in 2016:

- **Starting Your Quarter Strong to Maximize Student Success.** Faculty learned how to create a successful initial experience for students by implementing evidence-based “Starting Strong” activities. The Starting Strong activities supported establishing a classroom culture that promoted productive mindsets, encouraged student participation and engagement and facilitated students grappling with challenging course content.
- **Promoting and Sustaining a Growth Mindset.** How often have you heard a student say, “I’m not a math person”, “I can’t write” or “I can’t do this.” as you watched that student divest their best efforts? Creating a classroom culture that supports a growth mindset, where students believe they can learn using effort, takes more than just a brief intervention or having them watch a Ted Talk. After this workshop, employees learned how to implement a suite of promising faculty tested activities that promoted a growth mindset to help students put forth their best effort, engaging in the academic tasks needed to be successful.
- **Working Well Together: Increasing Engagement and Social Ties Through Collaborative Learning.** Want to maximize participation and engagement in your classroom work groups? Want your students to have strong social-ties shown to improve retention and course success? In this workshop, presenters shared promising practices that had been tested and refined by Seattle District and other faculty over a two year period. Participants were promised that they could improve their classroom culture and student academic outcomes by getting their student learning groups to work like a well-oiled machine using the promising strategies presented in the workshop

All three workshops were well-attended. English faculty liked the content so much, that they intentionally embed Productive Persistence strategies into their pre-college English course outlines.

Leadership Development Lab

In the Fall 2017, the Seattle College District’s Office of Professional and Organizational Development launched the Leadership Development Lab, which is a 3-day in-person workshop open to all staff and faculty across the Seattle College District, focused on personal leadership. The premise of the course is that everyone is a leader, regardless of job title. Some of the concepts covered in the workshop are systems thinking, effective communication strategies, growth mindset, and reflective practice.

This professional development opportunity is now offered twice a year and a total of 60 staff and faculty have participated thus far. The diverse makeup of the participants—in terms of campus, department, and job class representation—has resulted in a rich learning environment, where participants gained a broader awareness of the campus organization and the influence each person can have on the work culture. One hundred percent of participants stated on the final evaluation survey that they would recommend this professional development opportunity to their coworkers.

Deans Learning Community

The Deans Learning Community is an innovative peer-learning program that consists of monthly professional development workshops designed specifically for instructional deans at South Seattle College, North Seattle College and Seattle Central College. Deans from Workforce Education and Academic Transfer programs learn together in these workshops. The program focuses on topics specifically tailored to the instructional dean role, and engages them in interactive learning activities that are beneficial to both novice and experienced deans. The workshops have an emphasis on learning in a collaborative environment, and

developing a support network of peers. The program started in February 2018, and is on-going. Approximately 60% of all instructional deans in the District participate consistently, demonstrating they find these monthly workshops valuable and worth their time.

Change Management Workshops

During Winter 2018, the Seattle Colleges District delivered two 2-hour Change Management Workshops for South Seattle employees in recognition of the large changes occurring at the District (Achieving System Integration) and campus (Guided Pathways) level. These workshops were developed, in part, to support South Seattle College employees through the change process, and to invite open dialogue about what employees were feeling and experiencing, as well as to provide skills to better manage change.

Core Objective 3.2 Improvements

The efforts outlined above added to the number of activities on the South campus that are aimed at increasing cultural competence and awareness (KPI 11), while providing a structure to promote individual growth and development within our staff and faculty group, no matter employee classification or level. As we strive to positively impact our cultural and community through these activities and initiatives, we will need to be more intentional on how we bring our different groups of employees (staff, faculty, administrative, classified, etc.) together to engage in professional development across classifications. This approach will allow for further development and enhanced learning, while also promoting more awareness and support across our employees, in-turn strengthening on our culture and community more broadly.

CORE THEME OBJECTIVE 3.3: SOUTH SEATTLE COLLEGE, THROUGH ITS APPROACH, PROCESSES, AND DECISIONS, EFFICIENTLY AND RESPONSIBLY ALLOCATES AND APPLIES ITS RESOURCES (FISCAL RESOURCES, HUMAN CAPITAL, AND FACILITIES) TO EFFECTIVELY ACHIEVE ITS MISSION

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

As within the State of Washington's SBCTC system, over the last 5 years, the College has experienced a decline in enrollment that has resulted in a reduction of roughly 700 annualized FTEs for the College's programs and operating budget. This decline has just started to stabilize in the 2017-2018 academic year. These reductions have been felt campus and program-wide and have required the College to examine its approach to assessing the College's current practices, program portfolio and community needs. This re-sizing has led the College to prioritize its efforts and focus on retention and completion. The College continues to analyze institutional and statewide trends to support strategies that increase the successes of students from enrollment through completion.

As the three illustrative examples below demonstrate, South Seattle College follows a conservative approach to operating the College and meets FTE targets within the budget, in constant pursuit of educational improvement.

Resource Alignment to Support Guided Pathways

Since 2013-14, South's leadership has invested upwards of a million dollars in annual operating funds to support Guided Pathways efforts. Re-prioritization of resources has been based on data on the benefits of

Proactive Advising, Financial Literacy, Mandatory Orientation, and Accelerated Developmental Education, particularly for low-income and first-generation students. Specifically:

- **Faculty:** South has added 19+ full-time faculty in disciplines key to Guided Pathways since 2013 and is committed to increasing the number of full-time faculty in the future.
- **Student Support Services:** In Advising, 8 FTE positions were created to provide in-depth support to students, including 1 assistant director, 1 program assistant, 3 part-time peer navigators and 4 student success positions.
- **Strategic Planning Personnel:** South has invested in three key positions to expand the college's capacity for coordinated use of data and best practices for strategic, institution-wide decision making: Executive Director of Institutional Effectiveness, and two Associate Deans for the growing divisions of Academic/Transfer and Intensive English.
- **Tools:** Through Title III funding South piloted or implemented technology tools to be integrated into institution operations, including: SALT (financial literacy and loan tracking tool), Advisor Dashboard (advisor-facing tool tracking credit accumulation), MySouth portal (student-facing tool that includes Education Plans), the Booker online advising appointment tool, Customer Relationship Management software (intake- and PIO-facing tool to better collect, track, and communicate with current and prospective students), Starfish (advising tool that will facilitate early alert, program and progress monitoring, and course scheduling), and Peoplesoft Campus Services (will replace the current Advisor Dashboard functionality).
- **Streamlining Systems:** South has prioritized resources to compensate faculty for working on pathways projects, including the Accelerated Developmental Math and Accelerated Developmental English redesigns and the selection of new "multiple measure" Placement assessment tools.

All of these commitments have been made amidst overall budgetary challenges, testament to South's significant commitment to creating the conditions necessary to support student success. Leadership has prioritized strategies that align with the Guided Pathways initiative so that budget priorities are directed to support this institutional change.

Program Viability

South Seattle College, as part of the Seattle College District, began implementing a new process, called Program Viability, during Fall 2017. The process is designed to ensure that the campus's instructional resources are used in response to the College's Mission, Core Theme Three, its Strategic Plan, the needs of the students, and the requirements of the community it serves.

The Program Viability process is a way for South Seattle College to review, assess and improve the financial structure, stability and return on investment (ROI) of the College's instructional programs based on its enrollment trends. It is important to point out that Program Viability and Program Review are two different instruments. They are complementary of one another and although both are used to review and improve instructional programs, there are some significant differences.

- Program Viability is initiated and shepherded by instructional administrators, while Program Review is initiated and shepherded primarily by faculty.
- Program Viability can be used to justify closing an instructional program, while Program Review cannot be used for that purpose.
- In their current forms, Program Viability is used for all instructional programs each year, while Program Review is only used for a subset of instructional programs each year such that all instructional programs are reviewed at least once each three years.

The Program Viability process focuses on enrollment levels and trends, student and community demand, and cost of instructional programs. In short, it represents the fiscal responsibility of instructional administrators to monitor and ultimately manage limited state resources. This includes assessing student demand and industry documented need for a program. This process has deepened our connection and awareness to the gaps in achieving our FTE enrollment targets (KPI 4). It provides the structure to consistently monitor enrollment trends and ties it back to the overall financial impact of the program, furthermore, providing a mechanism to discuss the allocation of resources to positively impact the overall production of our FTEs.

The process typically begins when the Office of IE generates data sheets that examine student enrollment and FTE trends as well as student faculty ratios and cost per FTE for the College's instructional programs. These data sheets are then shared with deans and their faculty for review. Next, the vice president of instruction (VPI) meets with each dean to discuss the programs in their division and engage in discussions around both positive and negative trends for individual programs and to collectively determine which programs will move to Level 2. At the end of the academic year a decision is made to 1) remove identified programs from the Program Viability Level 2 (PVL2) List because of improvements, 2) continue in PVL2 for additional work towards improvements, or 3) close the program because it is unsustainable.

The College is currently in its second year of the Program Viability process. As a learning institution the College is making improvements to the process. South Seattle College has broadened the process from a compliance/budgetary focus to a focus on strengthening programs' instructional effectiveness and sustainability in alignment with Core Theme Objective 1.1. This allows for multiple reasons for being on PVL2. For example, Computing Technology is being rebooted as Network Security, but it was believed that going through PVL2 would support the program's use of data for decision-making and thoughtful planning and to improve curriculum and assessments.

Under the new, evolving process, explicit attention is given to qualitative aspects of the program as well that center around teaching and learning. This includes placing attention, time, and development for each impacted program around the breadth of the curriculum, teaching practices, learning outcomes, student satisfaction, student support services, and clearly identifying, assessing, and developing stronger articulation to transfer institutions (if relevant) and industry. This evolution of the process ensures that program viability not only focuses on fiscal stewardship and sustainability, but also instructional program effectiveness in line with Core Theme Objective 1.1.

There are currently eight programs going through the process during the 2018-19 academic year. To facilitate campus faculty, staff, and administrators recognizing the value of working 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 (Core Theme Objective 2.2), the Office of Instruction intentionally brings all faculty from all impacted programs together to perform a gap analysis of their programs and to

prepare for their performance improvement plan (PIP). This allows faculty colleagues to support each other and brainstorm ways to collectively improve the effectiveness of their programs.

In addition, a meeting is scheduled for winter quarter that will bring together program faculty, advisors, outreach and recruitment specialists, and student services support to begin the process of developing and implementing Improvement Plans in a way that is collaborative and draws on the specialized knowledge and expertise of each area. While the evolution and refinement of this process is ongoing, PVL1/L2 is proving to be an effective method to improve program and instructional effectiveness through a reflective and collaborative qualitative and quantitative process.

During the first academic year of Program Viability, South Seattle College moved eight programs from Program Viability Level 1 (PVL1) to Level 2 (PVL2). Those programs were:

- Anthropology
- Auto Body Collision
- Business Skills First (renamed First Step)
- Culinary Arts
- Landscape Horticulture
- Pastry/Bakery Arts
- Engineering Technical Drafting and Design
- Warehouse Distribution

Each program completed and implemented a Program Improvement Plan (PIP) during fall and winter quarter. The improvement plan focused on student and industry demand (both quantitative and qualitative data), measures to address improving enrollments, FTEs and student faculty ratios, and an evaluation of high cost per FTE. The program plan also includes qualitative data to round out a more comprehensive picture of what external and internal factors are affecting a program.

The results of the first program viability process were: Anthropology made programmatic improvements resulting in better data and was taken off program viability; Business Skills First (renamed First Step) was moved to the Basic and Transitional Studies (BTS) division and has been removed from program viability; Culinary Arts and Landscape Horticulture are continuing in PVL2 for a second year (although Landscape Horticulture's data is improving and if trends continue, will be removed from PVL2 for the 2019-20 academic year); Auto Body Collision closed in Spring 2018 with a teach out; and Engineering Technical Drafting and Design provided a teach out and will be closing at the end of Winter 2019. The Pastry/Bakery Arts program is currently in a teach out and will close at the completion of Summer 2019.

Program Viability is an effective process for helping South Seattle College make effective decisions regarding fiscal stewardship and sustainability in support of KPI 12. It also has the potential to recognize changing trends before a program becomes unsustainable.

Budget Development Process

South received a commendation during the 2009 accreditation visit for its successful and collaborative budget development process which allows the College to realistically prioritize budget requests and cuts in support of KPI 12 as well. In accordance with [Seattle District Policy 601](#), the College [budget development process](#) ensures input from all constituencies: faculty, staff, administrators, and students. The process is based on three essential ideas: collaborative development, a focus on [Core Themes](#), and the role played by College Council as it manages and oversees input to the budget development process.

Financial planning and budget development occurs [year-round](#) with the bulk of the activity occurring from January through June. Budget priorities and status are discussed at President's Cabinet meetings, and

these [minutes](#) are shared published online and available to the entire campus community. In addition, budget status and priorities are frequently discussed in College Council meetings, management team meetings, and College open forums. Vice presidents also discuss this at division meetings.

A College-wide kick-off meeting is held in early spring; subsequently each department develops a budget request, and department budget managers are encouraged to involve their direct constituencies in this process. The Business Office staff also provides training sessions and one-on-one assistance to help departments develop their budget requests. These department requests are then submitted to the appropriate vice president who approves and/or makes changes and present the requests at the College Council budget hearings as described below.

College Council provides regular opportunities throughout the year to gather broad-based input on budget priorities.

One notable example is the spring budget hearing presentations, hosted by College Council, where the vice presidents present their budget requests and explain how they align with Core Themes. The entire campus community is invited; the College Council gathers input and provides [recommendations](#) to the President's Cabinet. President's Cabinet considers these recommendations in developing the final budget, which is shared at a College-wide presentation, a District-wide presentation, and approved by the Board of Trustees as per [District Policy 108](#).

The budget development process also includes attention to the college's reserve. Through prudent fiscal steps, each year the College has retained a formal reserve above the 5% minimum required for compliance with [SCD Policy 608](#).

Core Theme Objective 3.3 Improvements

Guided pathways will continue to drive much of the College's focus and resource allocation in the coming years. The work has evolved over the last several years providing greater clarity and awareness for how the College plans and budgets for annual initiatives and work that supports its progress.

Only in its second year, the Program Viability has provided valuable insight to the overall financial impacts of our program portfolio. The College is looking at ways to improve the process, so it better aligns with the overall timeline of the budget cycle. The College is also committed to making this a more inclusive and understood process through faculty professional development and access to the data and information sooner in the process.

President's Cabinet continues to refine and enhance the budget development process to respond quicker and be more proactive to the College's needs. As we grow and become more sophisticated in this area, we anticipate engaging the College in a multi-year budget development process which will expand on the traditional one year at a time approach. This expansion will give the College a better structure to financial respond to changes in enrollment and other environmental factors that impact our financial sustainability.

CORE THEME THREE KPI EVALUATION AND IMPROVEMENTS

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Multiple Measures Used

To ensure progression and impact of the college's overall culture and climate, in addition to the following four KPIs, the college analyzes CSSEE and SENSE data, Noel-Levitz Student Satisfaction Survey data, Staff and Faculty College Climate Survey data, IDI data, Seattle District Community survey data and conducts various formal and informal focuses groups with our staff and students. See 4.A.1 for further details.

All data and assessments are made available to appropriate constituencies in a timely manner (See 3.A.3, 4.A.2, 5.A.1 and 5.A.2 for further details).

KPI	Target	Baseline Year (2011)	Current Status
KPI 4: Actual Full-Time Equivalents in comparison to the State's allocation target	100%	98%	96% Exceeds
KPI 10: Employees who represent a diverse workforce	35%	26%	31% Exceeds
KPI 11: Cultural competence and awareness activities	175	84	198 Exceeds
KPI 12: Maintenance of the financial reserve per district policy	8.5%	8.2%	10.4% Exceeds

Summary

The above four KPIs in collaboration with other measures provide effective, meaningful and consistent data points that assist South Seattle College in determining the health of the campus climate and culture. The initiatives and activities described in this Core Theme overview are highlighted as providing support and impact to the overall progression towards our targets in these KPIs at institutional aggregate levels.

The College continues to monitor these initiatives, Objectives, and Indicators annually through the Office of Institutional Effectiveness, campus leadership, and the Core Theme Committees to help maintain the focus of the College and ensure it utilizes authentic measurable, assessable and verifiable Key Performance Indicators to measure accomplishment of Core Theme Three and ensure continued impact while also investigating opportunities for improvement and enhancement.

Improvements

South Seattle College will continue to assess these Key Performance Indicators to determine continued alignment and support of how the College measures the overall impact and effectiveness of its culture and climate on the campus community. The College will continue to ensure that its multiple measures approach in collaboration with its KPIs is inclusive of factors like student, staff and community demographic fluctuations, student and staff engagement, student success barriers and region and national specific trends in population and cultural developments.

The College is considering how to elevate the importance and connection of KPI 4 and 12 into the support and awareness of the progress of this overall Core Theme. The financial viability and sustainability are integral in keeping a solid culture and climate that can weather impacts and environmental changes.

As noted in Core Theme Objectives 3.1 and 3.2, South Seattle College continues to pursue structures and systems that are increasing the campuses overall cultural competency, awareness and systems to support, hire and retain a diverse staff and faculty community. As noted in its scorecard for KPI 10, the

College has seen a 5%-point increase in staff and faculty of color over the last 6 years. Further assessment indicates that most of this growth is from our exempt and classified hires, and unfortunately, we have seen a slight decrease in the retention of our faculty of color. We continue to analyze this trend to determine opportunities to integrate the use of the IDI and other professional development more broadly across campus to ensure that the College prioritizes the retention of its many great faculty hires.

Lastly, as the College continues to assess the four KPIs for meaning and impact, it has begun discussions on how its students influence its culture and climate. South Seattle College's multiple measures approach provides insight and awareness to the student's perspectives; however, the College is considering how its accountability is measured to ensure that their voice is representative in how the College defines mission fulfillment by establishing a new or different KPI for this Core Theme.

Core Theme Four: Community Engagement and Partnerships

Core Theme Objectives	Core Indicators
<p>Community Engagement and Partnerships</p> <p>4.1 South's programs support industry workforce development.</p> <p>4.2 South partners with schools/colleges to create a seamless pipeline.</p> <p>4.3 South engages its community for mutual enrichment.</p>	<p>Quantitative Data:</p> <ul style="list-style-type: none"> • Percentage of all new degree-seeking students who earn a certificate/degree or transfer within 4 years • Percentage of all Professional Technical graduates who are employed within 9 months of graduation • Ethnic composition of South's student population

Responsible Divisions

Continuing Education (Primary), Workforce Education (Primary), Instruction (Primary), Student Services (Secondary), Business Office (Secondary)

Brief Overview of Core Theme Four

As an essential part of its mission, South Seattle College provides educational, employment and enrichment opportunities to our surrounding communities through purposeful engagement and development of strong partnerships with industry, high schools, universities and community members. Since the last accreditation visit in 2013, the college has established and expanded several partnerships to deliver on the Community Engagement and Partnerships Core Theme, expanding learning and career-attainment opportunities as a result.

As a community college, South Seattle has a strong obligation to provide service and support to the community it serves. The natural connection is to provide a pipeline for local high school students to begin their post-secondary pursuits and to provide strong continuity to four-year institutions for the students with that goal. However, the connection to community that South Seattle College fosters is much richer than this important pipeline of partnerships. The College pursues connections that inform and fulfill employer needs. It also fosters partnerships with social service agencies and employers in support of moving more community members of all ages out of poverty and into high demand livable wage work. South Seattle College also endeavors to engage in partnerships that provide lifelong learning opportunities to enrich community members and to provide leisure space and services that positively impact the

surrounding community. For South Seattle College, community engagement and partnerships are deeply embedded in the way the College does business.

CORE THEME OBJECTIVE 4.1: SOUTH SEATTLE COLLEGE PROVIDES INSTRUCTIONAL PROGRAMS THAT SUPPORT INDUSTRY WORKFORCE DEVELOPMENT

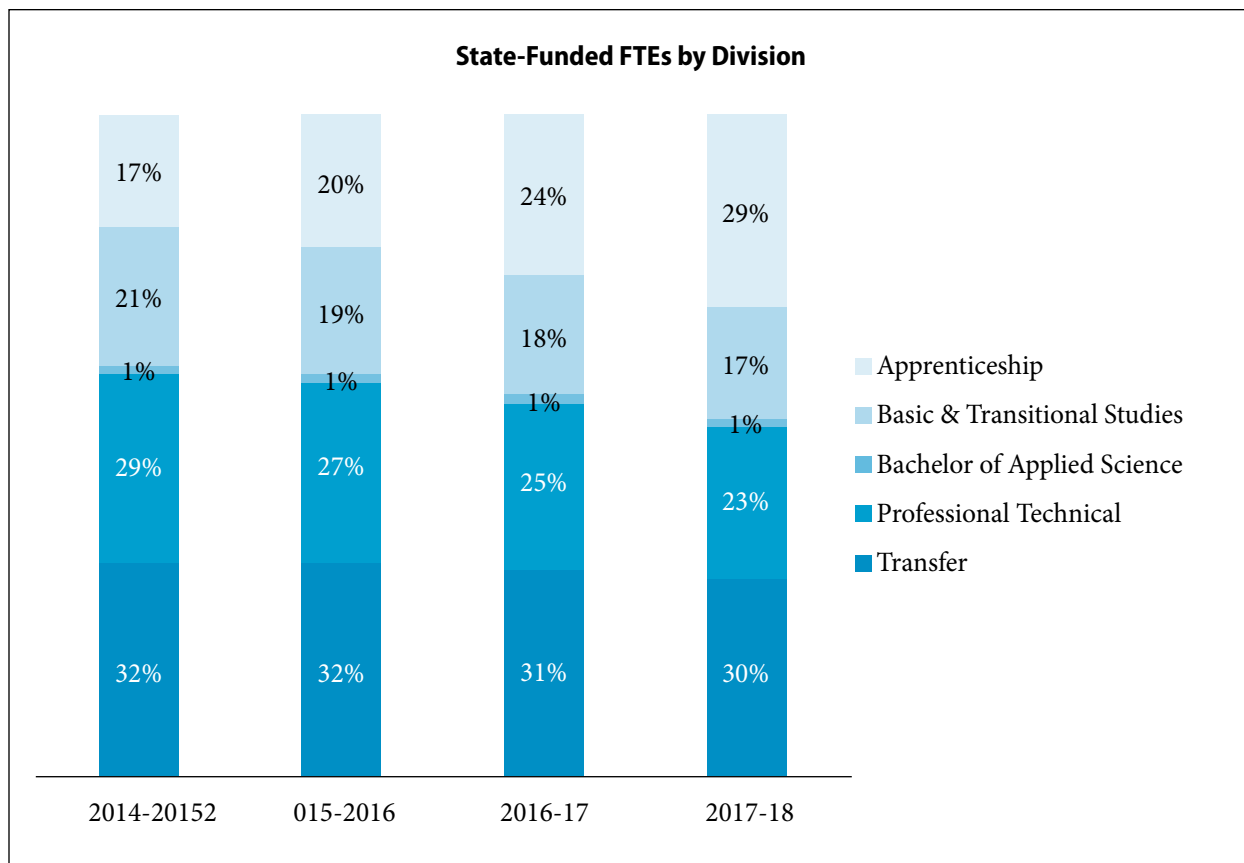
South Seattle College engages business, labor, professional and community leaders and organizations to strengthen and advance instructional programs with subject matter expertise, curriculum reviews, equipment consultation, donations, and program advocacy. The creation of an interdependent relationship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

Employer integration into program development has been a main focus for South Seattle College. The Diesel Industry Sector Cohort program was designed in collaboration with diesel repair and manufacturing employers, and students are either an employee of or fiscally sponsored by a diesel employer as they earn their credentials. The College continues to train the next generation of maritime welders in collaboration with Vigor Industrial at the Harbor Island Training Center, and has worked closely with Delta Air Lines since 2014, when Delta's Aircraft Maintenance Internship Program was established to provide students a pathway to careers in aviation. In 2017, South Seattle College became one of Delta's approved partner colleges in training future aviation maintenance technicians for careers with the global aviation company.

Workforce integration into program development is another main focus for the College. South Seattle College and the Workforce Development Council of Seattle-King County are administering a pilot program to link workforce systems and community colleges through Prior Learning Assessment (PLA) for adult learners. The College's Georgetown campus is home to the Apprenticeship and Education Center, now expanded to serve over 2,500 students who earn college credit through over 60 occupational programs designed with industry and registered with Washington State Labor and Industries. The College also supports pre-apprenticeship programs with the Aerospace Joint Apprenticeship Committee, Apprenticeship in Non-Traditional Employment for Women, and YouthBuild/YouthCare, leading to industry certifications and college credit.

Apprenticeship Program

Apprenticeships provide a unique opportunity for students to earn while they learn. They help South support KPI 5 with ready employment even before graduation. In 2015 South Seattle's Georgetown campus was awarded a \$4.8 million grant from the federal Department of Labor as part of the American Apprenticeship Initiative Grant Program. The grant provided funding for the public/private Partnership for Advanced Technology Apprenticeships in Manufacturing and Marine Engineering, creating and expanding adult training programs that serve at least 1,000 workers in the state and over 300 workers from underrepresented populations. South Seattle is the largest apprenticeship providing college in the state contributing significant headcount numbers annually.



Vigor Industrial Partnership

In addition to apprenticeships with a range of professional technical employers, South Seattle College has created educational partnerships with local employers needing to fill highly-skilled roles in the Puget Sound region, and add ethnic and gender diversity to the employee profile in these disciplines as well. One example of such a partnership is the one forged with Vigor Industrial. South and Vigor entered into an agreement in 2012 and the first class of students enrolled in 2013. In support of this effort, Vigor built an 8,000-square foot Training Center at Harbor Island shipyard, just a few miles from South Seattle College's main campus. They outfitted the training center with welding booths, a computer lab, a dedicated tool room, and installed machining equipment. They also pay part of the instructor's salary, provide scrap steel, on-site support, and additional facility upgrades including a recent 2,000 square foot addition. On the College's part, South Seattle College developed a 6-month welding intensive curriculum, leases space, provides teacher salary support and manages student academic records and progress.

To date, 220 students enrolled in the daytime program and 85% complete the program. The enrollment includes 29% minority, 13% women and 18% veterans. On entry 41% are on unemployment, 20% have been unemployed long term (more than 18 months), and 45% are on food assistance. Post-education employment is also strong. 81% of daytime graduates are employed with 9% in apprenticeships. Although Vigor employs 50-65% of the program graduates, other maritime and related manufacturers who hire program graduates include Foss, Kvichak, Global Flagship, Puglia Shipyards and S3 Marine, Creo Industrial Arts, Genie Industries, Nucor Steel, Inline Design, Five Star Metals and Duwamish Industrial Welding. Graduates generally emerge at the associate level making \$20-25/hour plus full benefits.

Diesel Industry Sector Cohort (DISC)

DISC is an open entry consortium of Diesel and Heavy Equipment employers who are partnering with South Seattle College's Diesel and Heavy Equipment Repair Technician program to train employees and prospective employees for their companies. Class seats in the Diesel and Heavy Equipment program are contracted to DISC employers. A student must be an employee, or fiscally sponsored by an employer, to be in the DISC program. This ensures that employers are training motivated and focused students who fit their company's work ethic and culture.

A feature of the program is the Integrated in-class training with practical experience at each employer's participating worksite. South's certified National Automotive Technicians Education Foundation (NATEF) Instructor communicates with each student's work supervisor. Formal classroom instruction is coordinated with hands-on experience at the student's employment site. Instructor and onsite supervisor communications ensure maximum learning and competency development. In collaboration with Cummins, Inc. each student who matriculates to the 7th and final quarter in the Diesel and Heavy Equipment program will be trained and given the opportunity to achieve an official Cummins Engines certification at no additional cost to the student. A Cummins Inc. engine certification is the premiere certification in the Diesel and Heavy Equipment sector. The DISC program at South integrates formal classroom training with a parallel competency based hands-on, real world and compensated experience which supports the College's focus on increasing the percentage of degree/certificate earning students (KPI 5).

Neighborhood House Partnership

In support of low-income community members, who are often non-white, partnerships have also been forged out of our Workforce office. South recognizes that without food and housing stability, and often other supports, students struggle and more often than not, leave school. To address this, in 2015 the Work-Source Career Services department partnered with King County Department of Community and Human Services to address an increase in students experiencing homelessness. The partnership provides students with priority access to emergency housing and rent assistance while enrolled at South. Over the past three years, services have increased to offer navigation services through Neighborhood House's Homeless Employment Program. This program provides holistic services to address housing and employment for students enrolled in Professional-Technical Programs and Short-Term Certification programs at South. In 2019, a joint effort between United Way King County, Neighborhood House, and South is underway to expand the services to all students in need.

Core Theme Objective 4.1 Improvements

Looking ahead, apprenticeships, as they are currently financed, provide the college with strong state funding from the FTEs they generate. However, the tuition generation per student is 50% of that of the college's academic programs. This means to fund these strong job generators the college needs to supplement from other sources. For the past two academic years, Seattle Central College has provided \$1 million to purchase a portion of these FTEs in order to retain the headcount numbers contracted for. This is not sustainable. Washington state's governor, Jay Inslee, is bullish on apprenticeship and is putting forth a funding proposal to appropriately finance these programs, but contracts for the 2019-20 year need to be finalized sooner than that. With this being said, the College is wrestling with right-sizing strategies based upon a holistic view of the College's fiscal health and sustainability. Additionally, the College benefits from strong partnerships that impact student progression and success in service of KPI 3 and KPI 5. The College continues to work with partners to determine measures that will indicate overall impact on the success of our students.

CORE THEME OBJECTIVE 4.2: SOUTH SEATTLE COLLEGE PARTNERS WITH HIGH SCHOOLS AND UNIVERSITIES TO PROMOTE A SEAMLESS PIPELINE.

South Seattle 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.

High School Partnerships

South Seattle College provides a [wide range of programs](#) founded on strategic partnerships to support high school students and those without high school a diploma, as they work to complete high school and pursue post-secondary education. Select partnerships include *Career Link*, a partnership between South Seattle College and the Highline School District designed to help 16-21 year olds who are no longer in school complete a diploma and make the transition to post-secondary education, *TRIO Upward Bound Program* which serves students at the Tye Educational Complex (Global Connections High School and ACE) and the Evergreen High School, providing low-income and potential first-generation students with the skills and motivation to complete high school, go to college, and graduate from college. *Running Start* which is a growing program that provides qualified high school juniors and seniors the opportunity to enroll tuition-free in college courses. Credits earned at South Seattle College can satisfy high school graduation requirements and are transferable to most 4-year colleges and universities.

South Seattle College has worked closely with its service area high schools since 2008 to offer the 13th Year Promise Scholarship, providing one year of tuition-free college and wraparound support services to graduating seniors. A second school was added in 2011. In 2014 the program expanded to include Rainier Beach. The City of Seattle extended their fiscal support for program expansion by introducing a soda tax in 2017. This allowed South to add West Seattle High School in 2018, and provide all 2018-19 students with a 14th year, tuition free, as well.

The 13th Year Promise Scholarship program created a path to higher education for hundreds, many of whom stated they would not have otherwise attended college. The program is set to expand further in 2020 as Seattle Colleges works closely with the City of Seattle to launch the Seattle Promise Scholarship voted in as a part of proposition for K-14 funding. Inspired by the 13th Year program, Seattle Promise will offer all Seattle public high school students two years of tuition free education, and related supports, to attend any of the Seattle Colleges.

Seattle Promise

The Seattle Promise program is a collaboration between the Seattle Public Schools, the City of Seattle and the Seattle Colleges District is an equity initiative providing two years of free tuition which brings the prospect of college into reach for a new population of public-school students who never believed the option was open to them. South Seattle staff push into feeder high schools to promote the opportunity and to support the application submission and steps leading up to enrollment. The city partnership provides funding and accountability measures for a period of up to seven years as the college district develops the sustaining funds through the creation of an endowment. This program is modeled after, and is effectively, an extension of the 13th year promise scholarship (see 5.B.3 for full details).

Four Year College and University Partnerships

Articulation agreements create seamless pipelines by providing specific credit and course transfer guarantees for students continuing their educational pursuits. South Seattle College uses articulation agreements to outline and document agreed upon pathways with other colleges and degree programs. In turn, these agreements simplify institutional or programmatic transitions for students, prevent prospective students from taking courses that are not applicable, and publicize progressive degree options for students interested in furthering their studies.

As most of South Seattle College's students transfer within Washington state, a key partnership is membership and engagement on the [Joint Transfer Council](#). The council is a statewide convening of representatives from both 2- and 4-year institutions to improve and advance student transfer within the state of Washington. A major focus of this council is maintaining in-state transfer articulations assures that students with a direct transfer associate degree are granted 90 quarter credits and junior standing if admitted at most private and public institutions.

The number one university of choice for South Seattle College transfer-bound students is the University of Washington. Wishing to improve this specific pathway, President Emeritus Gary Oertli co-chaired the University of Washington Community College Engagement Initiative from 2015 to 2017. The initiative's goal was to improve the experience and success rates for students transferring to UW. In this work, several improvements were made for South Seattle College students, including shorter admission decision timelines and the establishment of a Transfer Student Engagement Council (TSEC).

Recognizing the diversity of South Seattle College's student body, and the centrality of school choice for its students, the [Seattle Colleges District negotiated and maintains another 30+](#) articulation agreements with both public and private institutions outside of Washington State.

Articulations agreements are not just for students transferring out. Some extend to students coming to the College as well. Specific examples of each type of agreement include South Seattle College's Bachelor of Applied Science degree programs. Program leaders created numerous articulation agreements with other colleges and universities, as both a sending and receiving institution. As a sending college to graduate programs, South Seattle College has articulation agreements for all BAS programs with Western Governors University and City University. As a receiving College, South Seattle College's most recent articulations were made between the Energy Management program at Lane Community College in Oregon and its BAS in Sustainable Building Science Technology and between the Career and Technical Education Instruction program at Clackamas Community College, also in Oregon, and its BAS in Professional Technical Education and Instructional Design.

In addition to agreements, South Seattle College regularly hosts transfer fairs and information sessions, bringing institutional partners to campus. Some, like the international transfer fair offered in January of 2019 bring together representatives from over 60 colleges and universities nationwide, while others, like the University of Washington Public Health information session, also held in January of 2019, target a single program within a university. Every term the campus calendar provides rich opportunities for students to explore options and make connections to support their transfer and further education which is measured, in part, through KPI 3.

Core Theme Objective 4.2 Improvements

South Seattle College is navigating new complexities with Seattle public schools due to the Seattle Promise expansion. The outreach team will learn how best to position itself and attract students to South when full college choice is available within the Seattle Colleges District. South will be utilizing early application

counts and high school recruiting feedback to inform the approach to program and college recruitment across the district.

More work is needed to smooth the transition and requirements at 4-year institutions. Many students attending the University of Washington, and other private and public colleges and universities as well, are still required to take college algebra to be awarded a degree. This math content does not map well to many career areas and otherwise strong students often struggle with successfully completing this requirement. In recognition of this reality, there is a national movement underway which seeks to accept other math courses, such as statistics or logic, to fulfill college level math in a bachelor's degree. South Seattle College, using its membership on the Joint Transfer Council, will work to increase flexibility, in appropriate degrees and in the articulation agreements, with what is required for math fulfillment so more transferring students successfully navigate the full 4-year pathway.

CORE THEME OBJECTIVE 4.3: SOUTH SEATTLE COLLEGE ENGAGES THE COMMUNITY FOR MUTUAL ENRICHMENT AND PARTICIPATION.

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

South Seattle College is located at the south end of the Seattle City limits in a neighborhood setting perched above a native longhouse and industrial operations situated along the Duwamish river. The college embraces the local community's diversity and provides a variety of educational offerings and resources to engage and serve this community. The College has increased engagement and visibility as a community hub for services, events and learning opportunities since 2013. Using zip code mailings, publishing to our website, and providing announcements to local media partners, the College invites the surrounding community to visit campus to hear from engaging speakers, take part in events and to explore all the public services the campus has to offer.

Acting as a Community Hub

The public is regularly welcomed to campus to enjoy free and low-cost experiences. Some even make a day of it! [Alhadeff Grill](#), an elegant on-site dining facility showcasing the culinary works of current students, is overseen by faculty chefs and staffed by culinary students. The [Northwest Wine Academy](#) is a community gathering place providing student produced wine tastings and bottle sales every Friday and Saturday as well as wine release parties twice a year. [The Puget Ridge Garden Center](#) is an on-site seasonal retail operation which sells plants to the public that students have propagated. Visitors to campus can also make purchases at the South Seattle College Bookstore and visit the art gallery located next door where art shows highlighting the college's rich cultural diversity is on display and entry is free. And, if the visitor would like to feel less guilty after their filling lunch or wine tasting, a walk around the West Seattle Community Orchard or well-maintained [arboretum and Chinese garden](#) affords visitors with territorial views of the surrounding community is a good option.

South Seattle also rents facility space in the [Jerry Brockey Center](#) and Georgetown's Building C to local community members for meetings and celebrations when not in use for institutional purposes. The Georgetown facility hosts hundreds of community, government and higher education meetings every year. It is also the site for the Aerospace Joint Apprenticeship Committees' (AJAC) headquarters and the Manufacturing Industrial Council (MIC).

Employment & Free Tax Assistance

For community members struggling with unemployment or underemployment, and those ready to further their education, South Seattle College extends opportunities to take those first steps toward a solution and plan. WorkSource offices are open to the public at both the West Seattle and Georgetown campuses, and the TRiO Educational Opportunity Center opened in 2017, offering free one-on-one help to adults with questions about paying for and attending college. Student Services offers financial aid workshops on a regular basis, and community-based organization partners are invited often to provide healthcare support and other services. For example, South Seattle College partners with the United Way of King County each year to provide free tax preparation help to campus and community members throughout tax season.

Continuing Education

The College's Continuing Education & Lifelong Learning classes are constantly evolving to match the needs of the local community to develop professional skills and advance careers, and in support of community members' desire to engage in and develop hobbies. As a member of the West Seattle Chamber of Commerce, South Seattle College engages business and community leaders to gain insight on offerings that would best help advance their local workforce. Past and current class offerings range from financial planner certification and business skills to food preparation and crafts. Continuing education is also home to a 60-member community choir. And if there is a business need that is better suited to an on-site or targeted training, the [Corporate & Customized Training department](#) may be a better fit. Referrals are provided between offices for seamless community support.

Community Veterans Support Services

South Seattle College is also dedicated to supporting veterans in the local community. In addition to offering robust services and tuition waivers to veteran students and their family members, South hosts the Seattle Stand Down event at the Georgetown campus each December. At this event homeless and at-risk veterans and their families receive free access to resources and services, including employment, education, medical care, housing assistance, personal hygiene items and warm clothing to get through the winter months. In 2017, Seattle Stand Down served over 440 veterans with over 2500 contacts made with more than 60 service providers.

Core Theme Objective 4.3 Improvements

United Way has been, and continues to be, an important partner helping meet the needs of the most socioeconomically disadvantaged in this community. There is work underway to deepen the capacity to address food and housing insecurity with their help. United Way has provided some funding and donation connections in 2018-19 for the first time, and growing this support will be a focus moving forward. United Way is also helping to connect homeless and housing insecure students and members of the community who seek assistance from WorkSource, with housing in the nearby HighPoint neighborhood through the Neighborhood House agency. This effort is still evolving, so seeing this through to actualization and then evaluating the success in terms of helping these community members either start or continue their education, and persist through to completion as a result of receiving deep social service supports is the work ahead.

Continuing education relies on simple, low effort registration. Taking a class should be simple, so that student name, payment method and one or two other personal data items would suffice to get registered. With the PeopleSoft student information system implementation, there is a need for full application information to be obtained and entered. This does not make sense for the focus and goals of continuing education so

finding a registration and enrollment solution that will maintain Continuing Education's simple registration, while also being able to serve the college's data management needs is the work ahead.

CORE THEME FOUR KPI EVALUATION AND IMPROVEMENTS

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Multiple Measures Used

To ensure the College continues to cultivate and pursue partnerships that increase visibility, success, enrollment and program development, in addition to the following three KPIs, the college analyzes CSSEE and SENSE data, program review and viability enrollment trend data, Noel-Levitz Student Satisfaction Survey data, Technology Advisory Committee (TAC) program review data, Seattle District Community survey data and conducts various formal and informal focuses groups with our staff and students. See 4.A.1 for further details.

All data and assessments are made available to appropriate constituencies in a timely manner (See 3.A.3, 4.A.2, 5.A.1 and 5.A.2 for further details).

KPI	Target	Baseline Year (2011)	Current Status
KPI 3: Percent of students who earn a certificate/ degree or transfer within 4 years.	40%	29%	33% Exceeds
KPI 5: Professional Technical graduates who are employed within 9 months of graduation	80%	67%	71% Meets
KPI 9: Ethnic composition of South Seattle College's student population	-20%	35%	-30% Below

Summary

The above three KPIs in collaboration with other measures provide effective, meaningful and consistent data points that assist the College in determining the impact that our partnerships and community engagement have on student success. The initiatives and activities described in this Core Theme overview are highlighted as providing support and impact to the overall progression towards our targets in these KPIs at institutional aggregate level.

The College continues to monitor these initiatives, Objectives, and Indicators annually through the Office of Institutional Effectiveness, campus leadership, and the Core Theme Committees to help maintain the focus of the College and ensure it utilizes authentic measurable, assessable and verifiable Key Performance

Indicators to measure accomplishment of Core Theme Four and ensure continued impact while also investigating opportunities for improvement and enhancement.

Moving Forward

South Seattle College will assess these Key Performance Indicators to determine continued alignment and support of how the College measures the overall impact and effectiveness of its partnerships and community engagement. The College will continue to ensure that its multiple measures approach, in collaboration with its KPIs, is inclusive of factors like student, staff and community demographic fluctuations, student and staff engagement, student success barriers along with regional and national specific trends, industry needs and demands.

The College is considering how to address the performance and connection of KPI 9 in relation to and support of this Core Theme. Initial analysis leads us to believe that, while this methodology and overall desire is aspirational, unfortunately, we have come to realize that we cannot influence or impact the overall changing demographics of our surrounding community. Over the next six months, the Core Theme Committee, in collaboration with Office of Institutional Effectiveness, will continue to assess the structure and methodology of these KPIs.

Additionally, further analysis and connection of placement data with our core partners is being discussed to determine the support of, and impact to, KPI 5. We value the positive influence our partnerships have on enrollment and program development, however, we want to ensure that the opportunities of placement are increasingly prioritized.

As our guided pathways work expands into partnerships with four-year institutions, we anticipate favorable returns and impacts on KPI 3 around completion and successful transfers. The expansion of guided pathways as a mechanism to increase access into the four-year system will positively impact our partnerships and ultimately student success.

CHAPTER FIVE

Mission Fulfillment, Adaptation, and Sustainability





Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

ELIGIBILITY REQUIREMENT 24

ER 24: Scale and Sustainability

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

South Seattle College's operational scale, including enrollment, human resources, financial resources, and institutional infrastructure, is sufficient to fulfill its Mission and achieve its Core Themes in the present and will be sufficient to do so in the future. Despite constant reductions in public funding in recent years, the College has continued to offer comprehensive educational, training and service programs that maintain high standards of excellence in academic transfer, career and technical education, adult basic education, baccalaureate, and continuing education to meet the needs of both the communities and students served. South Seattle College has benefited from key partnerships, community alliances, and two robust Foundations allowing it to flex, grow, and consistently represent its local communities demographically. The College strategically develops instructional programs that represent the local economy, and annual planning allows instructional programs to meet immediate student and community demands. An intentional, long-term fiscal plan, supported by the Board of Trustees, coupled with the College's adoption of the Guided Pathways initiative and city-wide rollout of the Seattle Promise Scholarship in 2020 ensures that South Seattle College is well-positioned for the future.

STANDARD 5.A: MISSION FULFILLMENT

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

South Seattle College's Mission provides the direction for decision-making that supports the College's planning, assessment, improvement, and resource allocation efforts at all levels. The College's Mission to "prepare each student for success in life and work, fostering a diverse, engaged, and dynamic community" clearly articulates the purpose of the institution and provides direction for the College. It reflects the College's broad educational purpose and commitment to the neighboring community's rich diversity. As

part of the Washington state technical and community college system, South Seattle College is committed to empowering and preparing students to re/entering the workforce, enhancing basic skills development, conferring certificates and degree, and preparing for transfer to four-year institutions.

In 2011, South Seattle College established four Core Themes (Student Achievement; Teaching and Learning; College Culture and Climate; and Community Engagement and Partnerships) and twelve corresponding Core Theme Objectives that operationalize the Mission statement. The purpose of these Core Theme and Core Theme Objectives is to enable the College to document its progress of efforts to actualize institutional focus and purpose, as identified in the Mission statement. Therefore, the Core Theme and Core Theme Objectives serve as a framework to prioritize College resources and workflow for the year, ultimately providing organizational focus and direction in the service of the Mission.

To support this effort, the College has prioritized access and use of data so that administrators, faculty, and staff can more effectively reflect whether institutional efforts are meeting the needs of students. This collection and assessment of data is regular, systematic, participatory, self-reflective, and evidence-based. It includes a wide range of internal and external data, both qualitative and quantitative, as described throughout this accreditation report and Standard 4.A.1 in particular. For example, the mission fulfillment scorecard (including most of the KPI data that informs the scorecard) are available online and disaggregated where appropriate and available, allowing programs and units to further analyze and inform strategic, operational, and core theme planning as well as day-to-day activity and engagement around institutional effectiveness.

The primary data the College uses to measure mission fulfillment is the College's Key Performance Indicators or KPIs. As introduced in Chapter One and highlighted in Chapter Three and Four, the College established a set of 12 suggested metrics (Key Performance Indicators or KPIs) to help monitor and measure institutional progress and in turn, track the College's progress towards achieving the College's Mission and Core Themes. These KPIs, as outlined in 1.B.2 were informed by standards of professional practice and were developed through campus-wide participatory processes which included the collection of input and feedback from constituents, examination of historical trends, completion of an environmental scan and SWOT analysis, and dialogue with other institutions about indicators that they have considered. This participatory process—along with a review of College, District, and state data systems and research capacity—helped the College intentionally select a comprehensive and balanced mix.

To successfully meet the Core Theme Objectives and achieve mission fulfillment, the College has determined that it needs to “meet expectations” or “exceed expectations” utilizing the benchmarks outlined in the table below for no less than 8 of the 12 KPIs:

Fulfillment Rating	Criteria	Color
Exceeds Expectations	90% of benchmark or higher	Green
Meets Expectations	75-89% of benchmark	Yellow
Below Expectations	74% of benchmark or lower	Red

Since 2016, South Seattle College has published a Mission Fulfillment Report that measures the progress of each Key Performance Indicator using the criteria above. The report provides a comprehensive analysis of each metric which is aligned to our Core Themes and Objectives.

The Scorecard is the foundation of the report; it is used for Key Performance Indicator assessment so performance of the College can be evaluated at a glance on a regular basis. Utilizing the color indicators above, it provides an easy-to-discern visual representation of how well the College is meeting its Mission, while also providing the foundation for further action, planning, and resource allocation.

The following scorecard is reflective of the most current data available regarding South Seattle College's fulfillment of its Mission, as defined in Standard 1.A.2 and above. The scorecard contains longitudinal data for each KPI, with additional columns that reflect how each indicator contributed to South's over-all mission fulfillment calculation and Core Theme Objective performance.

Metric	Target 2021	Fulfillment Multiplier	Academic Year										Mission Fulfillment	Addresses Core Theme Objective
			2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18					
Metric	Target 2021	75%	90%	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	8 KPIs Meet or Exceed			
KPI 1: New degree-seeking students retained fall to winter	66%	50%	59%	56%*	60%	63%	59%	54%	54%	N/A	Meets	1.2; 1.3		
KPI 2: Points per Student as defined by the Student Achievement Initiative	1.5	1.125	1.35	1.45*	1.49	1.48	1.38	1.29	1.29	N/A	Meets	1.1; 1.2; 1.3; 2.1; 2.2; 2.3		
KPI 3: Students who graduate or transfer within 4 years	40%	30%	36%	29%*	29%	33%	longitudinal data; N/A for these years				Meets	1.1; 1.2; 1.3; 2.1; 4.1; 4.2		
KPI 4: Actual Full-Time Equivalents in comparison to the State's allocation target	100%	75%	90%	98%*	93%	98%	93%	95%	99%	96%	Exceeds	3.3		
KPI 5: Professional Technical graduates who are employed within 9 months of graduation	80%	60%	72%	67%*	74%	69%	73%	71%	longitudinal data; N/A for these years		Meets	1.1; 2.1; 2.2; 4.1		
KPI 6: Students assessed who achieve level 3 or 4 of mastery for each Student Learning Outcome	85%	64%	77%					77%*	84%	86%	Exceeds	2.1; 2.2; 2.3		
KPI 7: Students assessed who achieve level 3 or 4 of mastery for Course Outcomes	95%	71%	86%					94%*	N/A	N/A	Below	2.1; 2.2; 2.3		
KPI 8: Graduating students' self-report of instructional effectiveness	6.4	4.8	5.76		5.83*	5.91	5.87	5.77	N/A	N/A	Exceeds	2.1; 2.2; 2.3		
KPI 9: Ethnic composition of South's student population	-20%	-23%	-21%	35%*	-26%	-30%	-33%	-27%	-27%	-30%	Below	4.2; 4.3		
***Inverse benchmark; goal is to reduce difference														
KPI 10: Employees who represent a diverse workforce	35%	26%	32%	26%*	26%	27%	29%	29%	29%	31%	Exceeds	3.1		
KPI 11: Cultural competence and awareness activities	175	131.25	157.5					84*	181	198	Exceeds	3.1, 3.2		
KPI 12: Maintenance of the financial reserve per district policy	8.5%	6.4%	7.7%	8.2%*	10.6%	9.8%	9.5%	9.3%	10.1%	10.4%	Exceeds	3.3		

*Baseline N/A = Not yet available

As the table above illustrates, South Seattle College currently fulfills its Mission completely or exhibits acceptable progress across all four Core Themes. Indicators (KPIs 3, 4, 6, 8, 10, 11, and 12) vastly exceed expectations while other Indicators (KPIs 7 and 9) leave room for improvement.

As a result of this accreditation self-review process, South Seattle College recognizes its strengths which include a focus on ensuring our students are succeeding and meeting their learning objectives. As highlighted in KPI 1, 2, and 3, the College continues to meet or exceed its set thresholds in those Indicators which can be an early indicator of our college-wide commitment to the Guided Pathways framework. Other strengths include the College's progress in integrating its Mission and Core Themes throughout the planning, implementation, and budgetary process, as highlighted in this report through the work of College Council and SPARC. In addition, the College's Guiding Team for Guided Pathways and campus-wide budget planning process outlined in 2.F.3. are two examples of the College's commitment to broad participatory governance that allows the College to fully integrate an inclusive approach to its mission fulfillment planning, assessment and improvement efforts.

The College has also identified areas that it can target for continuous improvement. As noted in 3.A.1, one of our primary goals in 2019 will be to have each Core Theme Committee conduct a review of core theme definitions at other institutions, along with their corresponding indicators of achievement and related measures to further refine our measurements and indicators. Moving forward, as explained in Chapter 4, the College is interested in creating a broader context for some of its KPIs so that factors like market demands, economic and student demographic fluctuations, and instructional currency are factored in its assessment of mission fulfillment. The College is also interested in refining how it measures and assesses mission fulfillment in instances where multiple KPIs contribute to or support Core Theme Objectives.

Further, as noted in the Core Theme 2 overview in Chapter 4, the College would like to further operationalize the faculty assessment coordinator positions created Fall 2018 in the Professional & Technical Career Training and Academic Transfer divisions to ensure that the course and student learning outcome assessment process remains faculty-led and results in a process that effectively guides faculty in how to use the data collected to further identify priorities when enhancing students success. By continually improving South Seattle College's Core Theme Indicators and prioritizing and increasing financial resources to provide designated faculty leaders with stipends or release time when completing course and program assessment work, the College demonstrates its commitment to continuous improvement and to the students we serve.

Communication of Mission Fulfillment to Appropriate Constituencies and the Public

South Seattle College strives to ensure that data and information are accessible so that opportunities for input are available to all College constituents. All efforts related to strategic and operational planning, student learning outcomes, program effectiveness and improvement, and mission fulfillment and Core Themes is discussed, revised, updated, and documented through a collegial process.

Mission fulfillment data is reported to the President's Cabinet each year. The Senior Leadership team regularly reviews Indicators, including many data points that are not reflected in the Mission Fulfillment Report, yet nevertheless inform the strategic direction and operational needs of the institution. During the annual summer planning retreat, the President's Cabinet team reviews what was accomplished the prior year, and prioritizes work for the upcoming year based on goals and priorities outlined in our institutional plans.

Mission fulfillment data, such as KPIs 1-4, is also regularly reported at the College-level on campus-wide in-service days, department/division/unit meetings, in college governance committees and through email. These presentations, report-outs, and email communications help inform the strategic and operational planning processes and ensure that the institution discusses its weaknesses and strengths in order to prioritize its efforts. The resulting discussions reinforce an awareness of key variables affecting South Seattle College

and its ability to serve students effectively. Data related to student access, success, equity, and use of resources, further helps to establish a broader perspective for South Seattle College to evaluate programs, plan initiatives (such as Guided Pathways), and allocate resources strategically as the institution works towards improving institutional effectiveness and mission fulfillment.

South Seattle College is committed to using documented assessment data and evaluation results to communicate institutional efforts and goals, especially as they relate to the College's Mission and Core Themes, to appropriate constituencies. These efforts can be seen in the data sources (see 4.A.1) utilized in planning, determining resource allocation, and identifying progress toward student learning and achievement. Additionally, the institution has made it a priority to have all information shared publicly through various communication methods, ranging from online reports to public presentations that solicit feedback and input. All participatory governance group meetings are open to all constituents and participation is encouraged.

The Seattle Colleges and South Seattle College actively maintain multiple databases and web pages relating to mission fulfillment, student performance, educational effectiveness, budget planning, and ongoing assessment and reflection across the South Seattle College campus. These sources are widely available and updated on a regular basis to reflect the most current data. This effort indicates the College's commitment and ongoing efforts to communicate and involve the broader campus community in mission fulfillment efforts and towards the College's commitment to have its programs and units use this information to inform their continual process of strategic thinking around future directions and initiatives, as described under Standard 5.B.2.

STANDARD 5.B: ADAPTATION AND SUSTAINABILITY

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

South Seattle College is committed to maintaining sufficient resources to support and sustain student learning programs and services, as well as ensuring that the distribution of resources supports the development, allocation and reallocation, and enhancement of its programs and services with integrity and financial stability. The College embodies this commitment by using its Mission, Core Themes, and Strategic Plan as the framework for the College's financial decision-making process by reinforcing the practice of continuous reflection and improvement in budget planning as outlined in 2.F.3, which drives the shared governance process by providing input around budget decisions.

South Seattle College initiates sound fiscal management and adheres to all policies and procedures that govern and protect the financial sustainability and viability of the College. Final responsibility for the fulfillment of the college's Mission, institutional effectiveness and resources allocation reside with the President's Cabinet with oversight by the Chancellor and Board of Trustees.

The College uses its strategic and operational plans to guide and prioritize resource allocation around human resources, education and program resources, student services resources, library and information resources, physical and technology resources and financial resources, all of which impact the College's ability to successfully meet and achieve mission fulfillment.

Within this structure, South Seattle College continues to fulfill its Mission while also focusing on areas of improvement and enhancement. There is an intentional and pro-active focus on the College's internal

engagement and external partnerships which allows the College to be more responsive to environmental changes and trends that impact and influence its direction and work.

KPI 12 (Maintenance of the Financial Reserve), is a Board policy per [District Policy 608](#) that requires each college to maintain a reserve of 5-10% of the aggregate total of each fund's annual expenditure budget. This policy ensures that there are sufficient funds available for working capital, be available to deal with fluctuations in revenue or expenditures, and provide opportunities to fund non-recurring expenses, such as program start-up costs or equipment purchases.

However, even with this policy, since the great recession, like many of the SBCTC colleges, South Seattle College continues to be challenged by reductions in state support and declining enrollments. Most recently, and increasing to the already demanding financial pressures, the Washington State legislature enacted across-the-board five percent tuition cuts for all community colleges in 2015. As a result of these compounding issues in reduction of financial resources, the College continues to seek alternative resources and innovative ways to meet and improve on its services, structure, and opportunities.

Examples of the South Seattle College's innovative efforts to increase attendance and retention rates, in alignment with its Mission and Core Themes, to offset the reduction in state funding include: The College's leading role in giving Seattle Public Schools graduates two years of community college tuition-free starting in 2020 through the city-wide Seattle Promise Program; the College's early adoption of the Guided Pathways Initiative; the College's continuation of student mentorship programs such as TRIO and the Ready Set Transfer (RST) Academy; multiple measure placement improvements for accurate placement/advancement of students; and the College's new completion coaching program which has resulted in over a 100% increase in student success and graduation rates for participating students. Supporting this innovation is South Seattle College's two Foundations, one of which is the largest in the state, which facilitates continued professional development and student achievement in service of the College's Mission. Through these efforts, South Seattle College's evidence-based and continuous improvement culture has continued to evolve and expand. This work continues to develop and increase the College's strategic awareness of the impacts that the allocations of its resources have on operations, and ultimately, the success of South Seattle College students.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

As is outlined in Chapter 2 and 3, South Seattle College regularly evaluates its annual budget development, annual program and viability reviews, and annual operational planning processes in connection to the College's 2017-2023 Strategic Plan and ongoing data analysis and performance reviews. The College uses the results from these assessments and processes to drive changes and enhancements to the College's policies, practices, and resource allocation to determine overall effectiveness

These processes are assessed with broad collaboration to ensure there is a systematic assessment of progress and impact from diverse perspectives throughout the College and surrounding community. For instance, in 2017-2018, considering the College's need make budgetary reductions, the budget development process provided a forum for increased participation across campus and also expanded awareness around campus financial priorities such the College's Guided Pathways and Equity, Diversity and Inclusion initiatives. Routinely, the assessments that guide and determine changes are driven by the College's continued desire and commitment to fulfill its Mission and Core Themes.

South Seattle College is in the process of assessing the integration and alignment of the newly adopted Seattle College District Strategic Planning measures into the College’s overall planning and assessment framework and strategies as discussed in 3.A.1 & 3.A.2. These conversations will lead to decisions that will provide further clarity and alignment into our current Core Theme planning, assessment and improvement functions.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

South Seattle College monitors internal and external environments that impact the College and our effectiveness, through a distributed model of environmental scanning, to match the College’s overall approach to strategic planning, assessment, and community engagement in general. This model is supported by the Office of Institutional Effectiveness Office who routinely provides reports, data and information on internal and external data trends that inform the current and predictive state of the College.

In addition to the indicators described in Chapters 1 and 3, large-scale and institution-wide assessment (a detailed list of which can be found in 3.A.3 and 4.A.1) provide both external and internal feedback to South Seattle College leadership and campus community on current and emerging patterns, trends and expectations.

A Promising Example



A good example of the College’s use of internal and external environmental factors to define future direction is South Seattle College’s initiative to create the [13th Year Promise Scholarship](#) (which recently expanded to the city-wide Seattle Promise Program). This scholarship was started by the College and the South Seattle College Foundation in response to a State Board for Community and Technical Colleges report that found that completion of 45 credits in the first year after high school—the “13th year”—was a true tipping point for students to continue their education and get a strong family-wage job down the road.

An external review of the workforce and education needs in the surrounding area revealed that a post-secondary degree, credential or certificate was necessary to obtaining a living wage job in the Seattle metropolitan area. As [the Georgetown Public Policy noted](#), 70% of all jobs in Washington State will require some post-secondary education by 2020. But [recent data](#) suggests that only 31% of Washington's high school students go on to attain a post-secondary credential by the age of 26, and Washington State [ranks 47th in the nation](#) for college participation.

A report published by Seattle Public Schools also found that for the class of 2015, 41% of students did not attend college or dropped out after their first year. In addition, the report found that “historically underserved students of color (Black, Hispanic, Native American, and Pacific Islander) attend college at a rate of 17 percentage points lower than White, Asian, and Multiracial students.”

The College's 13th Year Promise Scholarship started by offering one year of free in-state tuition in 2008 to graduates from Cleveland High School, and expanded to include Chief Sealth International High School in 2011 and Rainier Beach High School in 2014. In 2011, a Readiness Academy was implemented to further increase student success by supporting students in their transition from high school to college. This Readiness Academy consisted of structured activities and milestones for high school seniors to complete to better ensure their preparedness for college academic work and college processes. In 2018, the South Seattle College Foundation exceeded in funding an \$8 million 13th Year endowment that supports this effort into perpetuity, and the fourth feeder high school, West Seattle High School, was included in the program.

Additional supports include a day-long “College 101” session during the spring and a three-day intensive institute that aims to provide students with a “jump start” towards successfully navigating their first year of college held in the summer before they start. These efforts help students be successful in college from day one. They know where the tutoring center is, they have met faculty, and they come to their first class knowing how the course syllabus will inform their class sessions.

This extra attention to new students is especially beneficial for students who are first in their families to attend college, but South Seattle College is seeing benefits for all students.

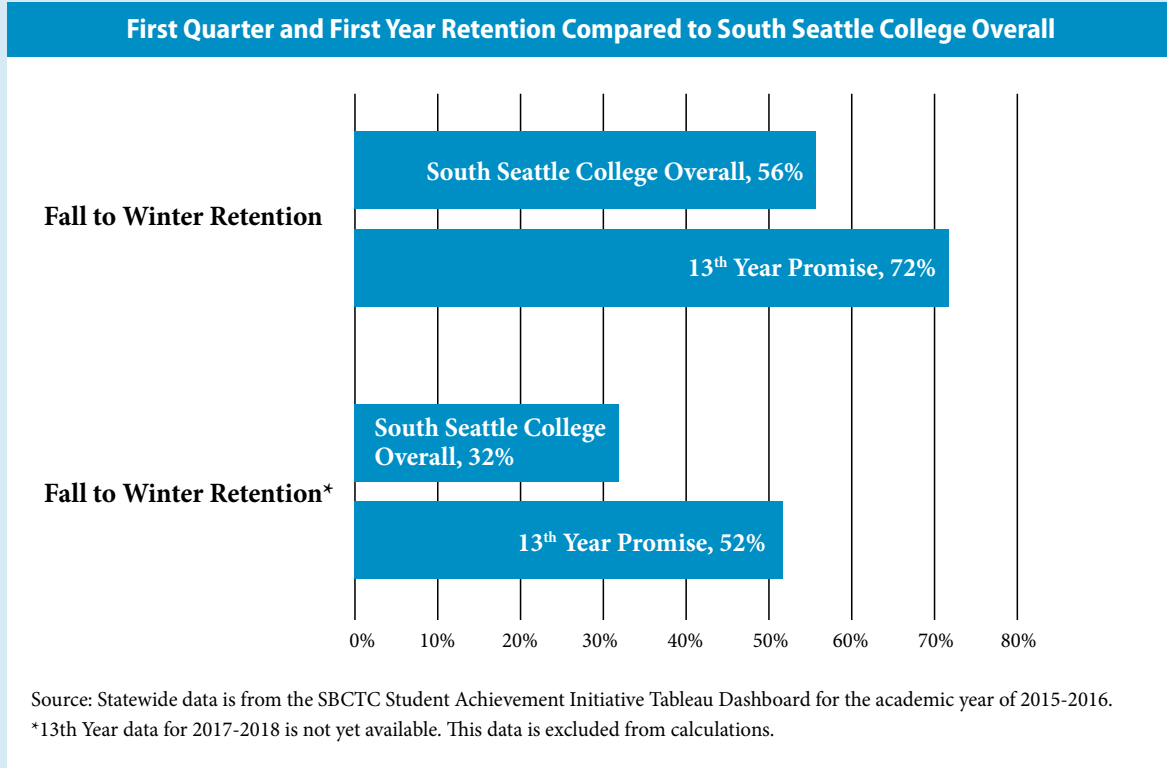
To date, approximately 700 students have enrolled in classes at South Seattle College through this program. Demographic data reflects that this program provides access to college for a diverse community of learners:

13 th Year Promise Cohort Year	Cohorts 1-7	2015-2016	2016-2017	2017-2018
Number of Students	399	95	78	135
Gender				
Female	52%	40%	41%	47%
Male	48%	60%	58%	53%
Race and Ethnicity				
Asian/Pacific Islander	28%	23%	35%	22%
African American	26%	25%	29%	36%
Latino/Hispanic	20%	27%	23%	27%
Native American/Alaska Native	2%	0%	0%	0%
White	16%	15%	4%	9%
Other or Unknown	16%	9%	9%	6%
Completion				
Overall Completion Rate*	33%	N/A	N/A	N/A
Completed 45 Credits or More**	43%	39%	23%	N/A

* Overall completion rates are measured within 4 years of start. For cohorts 2015-2016, 2016-2017, and 2017-2018 data is not yet available or complete. Data is excluded from calculations.

** 2017-2018 data is not yet available. This data is excluded from calculations.

Even more promising, students in the 13th Year program continued into their second quarter and second year of college at higher rates than the overall student body at South Seattle College.



Traditionally funded through private donations to the South Seattle College Foundation, the City of Seattle invested in the program in 2017 and 2018 to help further expand the program. Through that support, Seattle Central College and North Seattle College started offering the scholarship and students from Garfield and Ingraham high schools in their service areas as well.

The evolution of the 13th Year program into the Seattle Promise stemmed from [an Executive Order](#) issued by Seattle Mayor Jenny Durkan in November 2017. The order requested that the Department of Education and Early Learning (DEEL) work to provide current 13th Year students an additional year of support (a “14th year”) in 2018-19, and to conduct the policy and fiscal analysis to expand the program moving forward.

In March of 2018 Seattle Mayor Jenny Durkan, the Seattle Colleges District, and Seattle Public Schools signed a [partnership agreement](#) to develop a Seattle Promise Program proposal that would fund two years of tuition for all Seattle Public School high school graduates through a combination of public funding via a levy and private donations. The [levy to fund this proposal](#) was approved by King County voters in November of 2018. As a result, all Seattle Public School graduates will be eligible for two years of tuition-free college and wraparound support at the institution of their choice from among the three Seattle Colleges via the Seattle Promise Scholarship starting in Fall of 2020.

This initiative illustrates how South Seattle College monitors its external environment to identify community needs as well as pursues initiatives that support and further and College’s Mission, Core Themes and Strategic Plan to support student achievement and the vitality of the surrounding community. This also shows how the innovation of the College has shown to add value to the entire city’s social and economic values.

A collaborative and shared governance internal culture, with a focus on equity and student success, provides the structure to best serve South Seattle College's changing and emerging student populations and workforce trends. On a regular basis, the Board of Trustees conducts study sessions that integrate information and presentations that focus on topics that are impacting and informing the Seattle College District current state and direction. Furthermore, South's President Cabinet meetings are structured to include monthly data/research topics and a spotlight topic that are presented and discussed to help inform and support decisions around the environmental impacts that are influencing the College.

South Seattle College values and needs the continued feedback of surrounding community members. Most recently in 2015-2016, the Seattle College District collaboratively designed and implemented an external community survey. The survey was sent to over 1000 households with a response rate of 35%. The effort was led by the executive directors of institutional effectiveness, and the vice chancellor of marketing and communications at the Seattle Colleges District Office.

The survey measured the extent to which the general public is aware of the Seattle Colleges, the value they find in them, and what future contributions the colleges could make to the quality of life in the greater Seattle community. Results of the survey have helped inform conversations around program portfolio and mix. Results indicated Information technology, health care, adult basic education, manufacturing, and professional and scientific services are of greatest interest. The survey also explored the relationship between the Colleges' program base and its ability to be market responsive. According to the survey data, the major program areas of interest include health care, information technology, professional and scientific services, manufacturing, and business and administrative services. The importance of programs varied by population segment. For residents who are interested in job training (those who presumably are already employed), information technology, health care and adult basic education were the top three choices. For low-income residents, information technology, manufacturing, and professional and scientific services ranked among the top three.

In summary, South Seattle College uses its culture of shared governance, strong community relationships and continued commitment to improvement to assess the College's strategic position and define its future direction. These conversations take place at President's Cabinet, Instructional Council, Managers of Student Services, Administrative Services Managers and Directors, college committees, and bi-quarterly President's Cabinet Panel discussions—to which all college community members are invited and where they can discuss the College's current and future priorities and direction with the President's Cabinet. South Seattle College's structure of assessment, evolving culture of evidence and campus and community engagement has provided the College the ability to adjust priorities to meet the changing demands and needs of its students and community.

With student success at the heart of its Mission, South Seattle College is committed to continually improving its structure and systems to adapt to the changes in its students, community and workforce trends that lead to mission fulfillment and excellence. South Seattle will continue its tradition of successfully impacting and enriching all its students, no matter their educational goals or aspirations.

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CONCLUSION

This Year Seven Comprehensive Self-Evaluation Report articulates the four Core Themes inherent in the College's Mission statement that are meaningful, represent the values of South Seattle College, and serve to guide South Seattle College's direction and strategic planning for the future. The report also identifies specific, assessable and meaningful Key Performance Indicators that form the basis for evaluating fulfillment of the College's Mission, as well as establishing reasonable expectations for continuous institutional improvement.

The College responded positively to the revised standards of the Northwest Commission on Colleges and Universities and crafted the Year Seven Comprehensive Self-Evaluation Report paying careful attention to the feedback from our earlier peer evaluators in both the Year One and Year Three Self-Evaluation Reports.

This self-study highlighted areas where our alignment efforts are going smoothly as well as areas where further attention and focus is needed. For example, this self-study process has served as a catalyst for the Seattle College District to more clearly define the governance and compliance roles between South Seattle College and Seattle College District. While the Seattle Colleges' transition to a more integrated and collaborative system better positions the District to address emerging declines in enrollment and state funding, there is little doubt that this organizational realignment is complex. It will take time, require careful deliberation with broad participatory engagement, and patience while challenges continue to be identified and resolved.

Another area identified as an opportunity for enhancement involves campus-wide prioritization efforts. With one of the most diverse student populations in Washington State, there is no shortage of meaningful and impactful efforts and initiatives to engage in, especially for the College's very comprehensive instructional portfolio. And in the past, the College's entrepreneurial spirit fostered much freedom for units and departments to seek the improvement efforts that were most relevant to them, resulting in many stand-alone efforts that may have also had stand-alone impact. Through reflecting on the strengthened campus-wide planning and evaluation that occurred under Guided Pathways and campus/District strategic planning efforts, the College recognizes the need to continue harnessing and directing the energy from every campus unit towards a clear unified direction—guided by the College's Mission and Core Themes—to better position the College's evolving high-impact practices with increasing levels of maturity and sophistication.

Perhaps the most meaningful way that the College has evolved its mission fulfillment work has taken root is in its strong commitment to equitably serving its diverse students. South Seattle College has long served ethnically diverse communities, as well as socioeconomically diverse residents in the region. Because of this, the College has attracted faculty and staff who are extremely passionate about education and its transformative effect on communities. As the College learned over time, however, honorable intention and passion can only move the needle on equitable outcomes so far.

Today, as this self-report illustrates, South Seattle College is seeking to “walk the talk” of its commitment to diversity through its strategic planning and the metrics monitored, and with intentional resource allocation that is informed by looking at its impact on students and their learning. The College is also seeking to redesign itself in ways that singularly serve the intention of creating more equitable outcomes. South Seattle College is very focused on identifying how it operationalized the passion of serving its diverse students well, through actionable plans and measurable outcomes. Mission fulfillment becomes defined by how well the College is serving its diverse students. In the College's Guided Pathways work, there is a

phrase that demonstrates this intentionality: “Guided Pathways redesign work is the institutional mechanism by which we will create equity.” In this, equity serves as both the “why” and the “what” of the effort: it is WHY the College seeks to do this work, and it is WHAT the College intends to produce through this work.

The enhanced focus on the centrality of the College’s Mission has caused the College to carefully revisit its planning processes to ensure that there is an alignment between strategic planning, achievement of Core Theme Outcomes, and the allocation of resources. Ultimately, the degree to which a culture of evidence and inquiry has become ingrained in the College’s ethos will help ensure that South Seattle College is able to successfully fulfill its Mission as well as adapt, when necessary, its programs and services to ensure enduring institutional relevancy, viability, and sustainability.

We believe that this Year Seven Comprehensive Self-Evaluation Report provides the Northwest Commission on Colleges and Universities with a candid and honest assessment of South Seattle College’s successes and challenges and we look forward to the evaluation team’s collegial appraisal and feedback.

SUPPORTING DOCUMENT TABLE

This report uses URLs, rather than hard copy evidence.

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3.B.2	Reports on Goal Achievement (Folder)
4.A.2	College Council Curriculum and Instruction Committee (CIC)

Core Theme 1	AACC Pathways Project College Spark GP Grant Announcement, July 12, 2016 Title III Grant Announcement, October 9, 2018 District Catalog 2018-19 Programs and Degree Page Project Finish Line South King County Road Map Project Completion Coaches TRIO Student Support Services Areas of Study Advising Lead Chart Advising Syllabus WSECU Hobson's Starfish Software PeopleSoft Campus Solutions CCRC Study Working Paper No. 20 Seattle Jobs Initiative Adult Basic Enrollment 2014-15 SBCTC Tableau Dashboard Ready Set Transfer (RST) Academy News Article Ready Set Transfer (RST) Academy UW News Article on David Yama USA Today Article on David Yama NBC Affiliate (KING 5) Report on David Yama Seattle Times Article on David Yama United Way Financial Aid Benefits Hub Educational Opportunity Center (EOC) START: New Student Orientation Placement 360 Initiative Guided Pathways DSP Pilot Tool for Prof Tech (Demo Copy) Whatcom CC Data on DSP District DSP MOU with South Seattle College
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<p>Core Theme 2</p>	<p>Academic Transfer Annual Scheduling Process Academic Transfer Course Cancellation Process Discipline Program Review Manual SCD Data Dashboard Guided Pathway Data Dashboards (requires campus access) CCSSE South Seattle College 2018 Key Findings CCRC Paper on Accelerated Developmental Education English 2017 Innovation of the Year Award Fall 2018 Program Map Assessment Form Draft Program Map Template Design Program Mapping Work Group Goals National Center for Education Statistics Women in STEM (WinSTEM) Student Club Hour of Code Grace Hopper Computing Conference (GHC) Percentage of Women In Computer Science 2013-16 National Alliance for Partnerships in Equity (NAPE) Ready Set Transfer (RST) Academy PNAS Article on Active Learning in STEM AAPT Racial Equity in Physics Courses Article APS Conference for Underrepresented Minority Students APS Conference for Undergraduate Women in Physics American Chemical Society (ACS) Airframe & Powerplant Seminar Certificate Writing Center Writing and Learning Lab Math and Science Tutoring Center (M.A.S.T.) Math and Learning Lab (M.A.L.L.) Collaborative Learning and Instruction Center (CLIC) Tutor Center College Transfer Resources/Transfer Center WorkSource Career Center TRIO-Student Success Services (SSS) TRIO-Educational Opportunity Center (EOC) Disability Services Center for International Education TRIO Talent Search TRIO Upward Bound Academic Showcase Makerspace Capabilities SLO Rubrics Areas of Study</p>	<p>4.A.3</p> <p>Student Learning Outcomes (SLOs) Automated Course Approval System (ACAS) (requires employee login) Curriculum and Instruction Committee (CIC) Professional Technical Program Approval Policy and Forms Process for Changes/Revision of an Existing Professional Technical Program Direct Transfer Agreement District College Transfer Page</p> <hr/> <p>Core Theme 3</p> <p>Memo Announcing the Hire of South's Associate Vice President of Equity, Diversity and Inclusion (AVP of EDI), May 23, 2018 Center for Equity, Inclusion, and Diversity (CEID) University of Oregon Search Advocacy Model Food Pantry SCD Policy 601 Annual Budget Planning Documents Mission, Vision, Core Themes, Values & Community Responsibilities Budget Planning Schedule for FY 2018-19 President's Cabinet Minutes College Council SCD Policy 108 SCD Policy 608</p> <hr/> <p>Core Theme 4</p> <p>Georgetown Campus Apprentice Related Training High School Programs Joint Transfer Council (ITC) SCD Direct Transfer Agreements with Four-Year Institutions Alhadheff Grill Northwest Wine Academy Puget Ridge Garden Center Arboretum and Chinese Garden Jerry Brockey Center Corporate & Customized Training Department</p> <hr/> <p>5.B.1</p> <p>SCD Policy 608</p> <hr/> <p>5.B.3</p> <p>13th Year Promise Scholarship Georgetown Public Policy Report WA Roundtable Report WA State Council of Presidents Presentation Memo, Mayor Durkan Signs Executive Order Creating the Seattle Promise College Tuition Program, November 29, 2017 Memo, Mayor Durkan, Seattle Colleges and Seattle Public Schools Sign Seattle Promise Partnership Agreement, March 7, 2018 Seattle Times Article on Seattle Promise</p>
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