



South Seattle
Community College

2009

Accreditation

Institutional Self Study





One of the prime goals at South Seattle Community College is bringing together student diversity and student success. One measure of our ability to do so is high student retention and state exam passing rates in our Nursing Program, which serves a culturally diverse population with a career ladder in a high-need field. Students receive language instruction at the same time they receive the technical instruction, a best practice for retention and completion. The two most recent graduating LPN classes had an average pass rate of 94 percent; the fall 2007 class was 100 per cent on the first attempt. Those two classes were made up of 81 percent persons of color, and 77 percent were ESL students; that group had a 91 percent retention rate. South has one of the most diverse student population in our state, about fifty percent persons of color—higher still at the main West Seattle campus alone.



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PREFACE

Work began on South Seattle Community College's self-study in winter quarter 2007 when Dr. Jill Wakefield appointed the executive committee to guide the self study, recommend appointments to the nine accreditation standards committees and insure that all key deadlines were met. Members included: Larry Reid, accreditation self study coordinator, Dolores Mirabella, faculty, Jill Wakefield, president, Cheryl Roberts, vice president for instruction (replaced in July 2007 by Gary Oertli, interim vice president for instruction), Mark Mitsui, vice president for student services, Kurt Buttleman, vice president for administrative services, Malcolm Grothe, executive dean, professional technical education, Marsha Brown, director of planning and research and Mary Jo White, dean of instructional support.

At the invitation of the Northwest Commission on Colleges and Universities (NWCCU or commission), several members of the accreditation executive committee attended a self-study workshop on February 1 and 2, 2007 to learn about organizing and implementing an institutional self-study in preparation for re-affirmation of accreditation by the commission. Subsequent to this, standards committee chairs (22) and standards committee members (over 120) were chosen by the executive committee in consultation with the president, to engage in the self study and document the findings for each standard. All college constituent groups (faculty, classified staff, exempt staff, and administrators) were represented on each committee. Students were represented on several of the standards committees and were also involved in student focus groups and the self-study document review. In addition, President Wakefield appointed a 22 member accreditation steering committee, which met at least once each quarter, comprised of chairs of the standards committees and members of the executive committee and given responsibility for

providing coordination and assistance to the nine standards committees.

To support analysis by departments and programs, President Wakefield created an 11 member accreditation resource committee in March, 2007. Members included: Mark Baumann, Carolyn Bevan, Marsha Brown, Kurt Buttleman, Greg Gillespie, Bob Hughes, Danelle Johnson, Kim Manderbach, Richard Penny, Frank Post and Kathy Vedvick. This committee was charged with providing departments with data and data analysis for use in the preparation of the standards evaluation reports.

President's Day in fall 2007 officially kicked off the college's self study. During the morning session, Dr. Sandra Elman, Executive Director of the Commission on Colleges and Universities, provided the key-note address and in the afternoon, Dr. Ronald Baker, Executive Vice President of the Commission on Colleges and Universities provided a presentation to accreditation committee members on strategies for a successful self study.

The public information office, in consultation with the executive committee, produced a brochure which was widely distributed and provided background for the college community about the process and goals of the self-study effort.

An accreditation steering committee orientation was held in October, 2007. Training focused on ways to help the nine standards committees assess every aspect of the institution, provide a comprehensive analysis of the institution and identify strengths and weaknesses of the institution. Overall, each committee was asked to conduct a thorough analysis of its area of responsibility, with an eye towards assessing whether or not the college is achieving its institutional mission and goals. Dr. Wakefield emphasized the importance of a process that would lead to a stronger institution in light of the college's mission and goals, i.e., insights gained from the self study report would have a positive impact on the institution.

In fall 2007, work began in earnest, with the committees meeting and conducting their research. President Wakefield designated the first and third Wednesday afternoons of each month as time for accreditation committees to meet.

Each committee met routinely throughout the 2007-08 academic year to:

- Review the policies and standards of the commission pertaining to the section of the report for which the committee had responsibility.
- Gather and review information on what the college was doing to meet the commission's standards and what evidence there was to corroborate this.
- Analyze how well the college was meeting standards, what was being addressed well, and where improvements could be made.
- Assemble a preliminary draft of the section for which the committee had responsibility.
- Submit its work to the editor by the end of fall quarter, 2008.

In January 2009, President Jill Wakefield began serving as the chancellor of the Seattle Community College District and Gary Oertli was selected as the interim president of South Seattle Community College.

All committees completed their self study written reports by winter quarter, 2009. The editor of the self study compiled and edited the chapters into a first draft that was shared with the campus community the first week of spring quarter, 2009.

On April 20, 2009, a campus-wide event was held to solicit feedback to the first draft of the self study. Feedback from the campus-wide event was reviewed by the executive committee and the steering committee who then recommended further revisions to the self study draft.

During spring quarter 2009, members of the President's Cabinet, Instructional Council, the accreditation executive committee and the accreditation steering committee reviewed every chapter of the self study for accuracy and completeness.

The editor and executive committee continued to revise the document. College employees had the opportunity to review and make comments about the document. In a final review, close attention was paid to each chapter to ensure that all standards were addressed directly and completely with appropriate supporting data. Further revisions were then made and all exhibits and supportive documentation gathered, culminating in the final submittal to the commission.

GOALS

Preparation of the self-study created the opportunity for the campus to reflect on how well we are serving our students and the extent to which we are achieving our mission and goals, including:

- A comprehensive review of all educational programs including student learning outcomes assessment.
- A comprehensive review of the new four-year Bachelor of Applied Science in Hospitality Management degree to document that program goals have been soundly conceived and fully implemented in compliance with accreditation standards and policies.
- A comprehensive review of institutional effectiveness measures.
- An opportunity to document that we assess student learning in the classroom as well as at the program and degree level.
- An opportunity to reflect on how well we are serving our students and the extent to which we are achieving our mission and goals as well as an opportunity to outline our vision for the future.
- An opportunity to engage the college community in an assessment of institutional climate, goals, college planning and operations.
- Production of a self-study document that accurately, candidly, and directly identifies our strengths, our challenges and our achievements.

ELIGIBILITY REQUIREMENTS

1 Authority

The state of Washington through the Washington State Board for Community and Technical Colleges authorizes the Seattle Community College District (SCCD) to operate as a college district. South Seattle Community College is one of three colleges within the SCCD. The SCCD's Board of Trustees is granted formal authority to grant degrees by the Revised Code of Washington (RCW) 28B.50.140—Boards of trustees—Powers and duties, section (12):

[Each board of trustees] may grant to every student, upon graduation or completion of a course of study, a suitable diploma, nonbaccalaureate degree or certificate.

2 Mission and Goals

College employees, representative students, and members of the Board of Trustees have participated in the assessment of the college's vision, mission, and core values and in setting strategic directions. When there have been revisions, they have been officially adopted by the Board of Trustees.

3 Institutional Integrity

One of South Seattle Community College's core values is a commitment to creating a culture and environment that respects individual differences, responding without discrimination to the educational needs and legitimate claims of its constituencies. As such, the college observes policies and practices regarding the admission and treatment of students; the recruitment, hiring, and work environment for faculty, staff, and administrators; and the operation of its activities and programs in full compliance of nondiscrimination and civil rights laws and regulations. The college encourages full cooperation of its learners and its communities in providing equal opportunities and eliminating discrimination and harassment in all its forms.

4 Governing Board

Seattle Community College District has a five-member Board of Trustees established in Revised Code of Washington pursuant to the provisions of RCW 28B. 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 delegation of authority to the district's Chancellor.

5 Chief Executive Officer

The Seattle Community College District has a full-time chancellor who is appointed by the Board of Trustees, and South Seattle Community College has a full-time president, appointed to the position by the chancellor.

6 Administration

South Seattle Community College administration is organized into four major areas: Office of the President, Student Services, Instruction, and Administrative Services. The framework provides the administrative and support services necessary to achieve South Seattle's mission and goals. Department information is available via the campus Intranet.

7 Faculty

The college employs professionally qualified, full-time faculty with a broad range of disciplinary knowledge and a commitment to South Seattle's mission. South Seattle faculty participate in academic planning, develop and review curriculum, advise students, and take part in the formulation of institutional policy and governance. Faculty workloads are in compliance with the Collective Bargaining Agreement.

8 Educational Program

The academic and professional technical curricula for South Seattle were thoroughly reviewed, modified, and approved in a formal process by the Curriculum and Instruction Committee. The Curriculum and Instruction Committee's membership includes faculty representatives from Academic Transfer, Professional Technical programs, Basic & Transitional Studies, Library, and the Bachelor's of Applied Science program. Three administrators serve as non-voting (ex-officio) members.

Short-term programs of less than nineteen (19) credits are approved by the vice president for instruction. In addition, instructional programs have been reviewed and approved by appropriate state and federal agencies for purposes of enrolling veterans and other eligible persons in academic and vocational programs. (*See Standards 2 and 3 for more detailed description.*)

9 General Education and Related Instruction

All South Seattle Community College associate degree programs and certificate programs of one academic year or more do require a substantial component of general education as demonstrated in the District Catalog 2008-2010.

10 Library and Learning

There are three full-time librarians and a part-time librarian who serve the college. Library services includes resource selection, acquisition, cataloging, processing, and circulation; reference and research assistance; electronic and traditional class reserves; research tools through the web-based, and in-class library/research skills sessions.

Through Administrative Services, media services provide support for all technical infrastructure such as interactive television, equipment/software scheduling, and equipment maintenance.

11 Academic Freedom

As a public institution of higher education, the college exists to provide students with the capacity

for critical judgment and an independent search for truth toward both optimal individual development and the well being of the entire learning community.

The college intends that all its employees and students be provided an atmosphere that encourages and supports intellectual freedom and independence.

12 Student Achievement

South Seattle is committed to identifying and assessing Student Learning Outcomes. Outcomes are publicized by:

- The college publishes its seven college-wide Student Learning Outcomes in all of its major publications, including the District Catalog, quarterly Schedule of Classes, and on its Internet and Intranet web sites.
- The District Catalog lists the required courses and/or course distributions for each degree and certificate.
- Each course has a Course Outcomes document that identifies how the Student Learning Outcomes are addressed. In addition, syllabi prepared by individual instructors identify additional, content-specific outcomes of that particular course.

13 Admissions

The Board of Trustees has adopted an admission policy. In addition, there is a Washington Administrative Code that addresses the admissions policies of the District. See Standard 3 for additional information on admissions.

14 Public Information

The District Public Information Office coordinates the review of the District catalog. South Seattle has its own Public Information Office that oversees course information for the class schedule, program materials, the college's Website and other instructional and student services materials to assure the information is accurate and up-to-date. This includes photographic representations.

15 Financial Resources

Each college district in the Washington State community 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 grants, contracts, and self supporting programs. College districts receive separate state budget allocations and are responsible for their own financial management.

SSCC has established and can demonstrate a stable funding base, a financial planning process connected to institutional mission and goals, a balanced budget, and a responsible level of debt.

16 Financial Accountability

Seattle Community College District is part of a state system of community and technical colleges, under the Washington State Board for Community and Technical Colleges (SBCTC). Because of the large number of state agencies, state statutes, and state boards in existence, the college is governed by rules, regulations, and policies from a number of these entities.

As a public institution, the authority flows from the people of the state of Washington to their elected legislative representatives. The legislative statutes dealing with community colleges are found in the Revised Code of Washington (RCW) section 28B.50.

System Level Boards and Agencies

Agency/Board	Notes
State Board for Community and Technical Colleges	Nine-member board of citizens, appointed by the Governor. General supervision and control of finance and educational programs for all state community and technical colleges.
Higher Education Coordinating Board	Nine-member board of citizens, appointed by the governor, to represent the broad public interest in the development of higher education policy.
State Board of Education and Office of the Superintendent of Public Instruction	Oversees the activities of the K-12 system, including Running Start program and high school completion programs.
Office of the Attorney General	Legal requirements for all state organizations.
Office of Financial Management	Provides detailed financial reporting regulations.
Washington Personnel Resources Board	Policies on employment and classified staff job classifications.
Washington State Auditor's Office	Conducts system and college financial and special audits.
Washington State Department of General Administration Washington State Treasurer's Office	General state regulations governing official records, procurement, facilities, and capital construction.
Workforce Training and Education Coordinating Board	Additional financial policies/audits.
Local Workforce Investment Board	Oversight of special legislative programs.
Washington State Employment Security Department	Oversight for Workforce Investment Act activities Regulates unemployment benefits.

The primary state agency with oversight over the system of 34 community and technical colleges is the Washington State Board for Community and Technical Colleges (SBCTC). Specific duties of the SBCTC are outlined in the SBCTC Standard Policies and Procedures Manual.

17 Institutional Effectiveness

The strategic planning process serves as the main tool for systematically evaluating the institution. The process includes a regular assessment of the extent to which South Seattle fulfills its mission and goals. The strategic planning cycle identifies biennial priorities each of which contains specific goals. Progress toward goal achievement is evaluated on an annual basis.

18 Operation Status

South Seattle Community College began its credit-granting courses in 1969. As of fall 2009, the college will be completing forty years of credit-granting course offerings for its principal educational programs with students actively pursuing degrees.

19 Disclosure

South Seattle Community College will disclose to the Northwest Commission on Colleges and Universities any and all such information as the Commission may require to carry out its evaluation and accreditation function.

20 Relationship

South Seattle Community College accepts the policies and standards of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with due process.

South Seattle Community College understands and agrees that the Northwest Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission.

EXECUTIVE SUMMARY

September 2009 marks forty years since the beginnings of South Seattle Community College. When we welcomed our 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 our 87-acre main campus in West Seattle.

Today, South serves approximately 15,000 students a year from the main campus, from our Georgetown Campus in Seattle's prime industrial sector, and from two additional satellite locations in South and West Seattle. Full time equivalent (FTE) enrollment per quarter has grown from 4225 in 2000 to about 4600 today, an 8.25 percent increase, making the South one of the fastest-growing community colleges in the area.

South is one of the Seattle Community Colleges, which also include North Seattle Community College, Seattle Central Community College and the Seattle Vocational Institute. The colleges serve some 50,000 students each year, making us the largest higher education institution in the state.

Preparing this Self Study helped us identify several areas of strength as well as areas needing additional clarification and action. Areas of strength include these:

- A culture of assessment
- Flexible and responsive programs
- A focus on student retention and success
- Successful partnerships

ASSESSMENT

South encourages and supports a culture of assessment, making evidence-based decisions about curriculum, instructional technique,

building design—about all the elements that impact student retention and completion. The college received commendations for our assessment work in accreditation reviews of 2000 and 2005, and we continue to refine our processes for using data and analysis.

Throughout the self study are numerous examples that demonstrate that South recognizes the value of a self-appraisal system that is rigorous, honest and embedded. For faculty, this means taking learning outcomes seriously and embracing the importance of evaluating, measuring and observing student learning outcomes. For student services, it means documenting that policies and procedures that govern admission, financial aid, advising and counseling, contribute to student retention and ultimately help insure that students achieve their educational goals. For the college, this means a planning process that helps guide resource allocations and manage budget crises with greater coherency and equity. The institutional effectiveness process continues to monitor the progress of the college toward its benchmarks, continually revising strategies to achieve its goals.

FLEXIBLE AND RESPONSIVE

In its early years South had a career-training emphasis and adopted a “Paycheck College” slogan. Today, South has become a college with a balanced range of educational opportunities to meet the needs of its highly diverse service community. Course offerings range from the basic needs of college preparation and English as a Second Language classes to a four-year, Bachelor of Applied Science (BAS) degree. Our college transfer program has grown significantly over the last 10 years so that student enrollment now is divided roughly

equally among academic, career training, basic/adult education, and apprenticeship training. In addition, both distance learning and continuing education enrollment have grown since 2000, responding to community needs and interests.

The Seattle area has a highly educated population, but also a high dropout rate in secondary education. The socio-economic range of the community served by South has accelerated its rate of change over the last 10 years. There are a larger number of affluent individuals in part of our service area, but also a greater concentration of low-income families in a neighboring area, which is a gathering place for newly arrived immigrants.

The college has evolved over the past 10 years to meet the needs and interests created by these demographic changes, to better serve our entire community. South has been recognized for its success in assisting low-income students reach a family wage job or transfer to a four-year school. We built on that success with expanded language programs coupled with a support system that improved student transition into mainstream coursework. Responding to research among residents with higher incomes, we created unique programs, such as Wine Technology. In addition we developed four-year degree opportunities on campus to address the large numbers of individuals who had attended college but not completed a bachelor's degree.

South has one of the most diverse student population in our state, about fifty percent persons of color—higher still at the main West Seattle campus alone. In the past decade the college has become recognized for its commitment to and success with students of color. One measure of its success is the percentage of students of color receiving degrees and certificates. For several years, South has had the highest in the state.

FOCUS ON STUDENTS

Throughout the self study document are examples of initiatives and strategies designed to retain students

and ensure that they meet their educational and career goals. A federal Title III grant in the middle part of the last decade helped us successfully transition more students from pre-college to college level programs. Over the last three years a college-generated initiative created the Student Success Task Force, which continues to research and initiate several pilot programs of best practices, aimed at improving retention and completion rates.

Over the past 10 years, South has added health care programs in response to the demand for well-trained nurses, particularly those who speak languages other than English, and to provide opportunity for the diverse population in our service area. The career ladder program developed at South begins with a CNA program. Graduates often pursue the LPN program, and then move up to the RN level. Our nursing program combines diversity and success.

An important element in the success of our nursing students is the use of the Integrated Basic Education and Skills Training (I-BEST) program, a best practice that South helped develop. Specifically, we use this model for the first component of the nursing program—Certified Nursing Assistant. Research shows that this innovative program increases the rate at which adult basic skills students enter and succeed in postsecondary occupational education and training. The I-BEST model has basic skills instructors and career skills faculty jointly design and teach technical courses, so that the two learning elements are woven together in one classroom. The I-BEST model challenges the conventional notion that basic skills instruction ought to be completed by students prior to starting college-level courses. Its success enables adult basic skills students to accelerate transition into college programs.

When the college was selected as one of the first four community colleges in Washington to offer a Bachelor of Applied Science (BAS) degree, there was concern that the college might lose its focus on traditional students and programs. Instead, research shows that the BAS degree in

hospitality management has added a new dimension to program offerings, providing new opportunities to AAS degree graduates of culinary, business, and tourism programs who needed bachelor degrees for career progression. The BAS degree is viewed as adding opportunities for students and other programs.

PARTNERSHIPS

Strong partnerships with our community have characterized South since its inception. Positive relationships with social service agencies, community based organizations, and employment agencies are a foundation of our successful worker retraining programs. South hosts a WorkSource Center, the only one on a college campus, which supports the job search efforts of community members. South also was the statewide pilot for a unique program that provides tuition for food stamp eligible citizens, a program now successfully expanding across the state.

The 2000 accreditation report recommended that the college focus on what was then called our Duwamish Education Center. Over the past 10 years, the college has dedicated a major effort to revitalizing the facilities, now known as the Georgetown Campus. Viewed as a regional training center, the campus includes four new buildings and expanded facilities for environmental sustainability programs. New initiatives are underway in green jobs training, logistics and supply chain management, and contract training. Located in Seattle's industrial center, approximately 5 miles east of the main campus, Georgetown has been recognized by the governor and regional economic development agencies for its strong partnerships with business, government, labor and education. It also trains about 25 per cent of the state's apprentices.

The college also has focused on partnerships with ethnic communities, to guide our support for underserved populations. An Asian Pacific Islander Community Advisory Committee was

created, with representatives from the Pacific Islander, Vietnamese, Cambodian, Japanese, Chinese and Korean communities, and including both community partners and campus employees. This group's counsel led to a \$2.4 million federal grant to the college to promote student success among Asian and Pacific Islander students. As another example, we hosted three forums during fall of 2006 to fall of 2007 with Latino community leaders to discuss how to improve the enrollment and retention of students of Latino descent. As a result, a partnership was formed to implement Padres Promotores de la Educacion ("Parent Promoters of Education"), to train Latino parents to engage other Latino parents in conversations on pathways to higher education through non-traditional methods. In addition, consistent with its strategic plan, our Georgetown Campus has hosted a number of venues that promote small business minority outreach and jobs creation for minority-owned small business enterprises. Our Puget Sound Industrial Excellence Center (PSIEC) partners include the Vietnamese Chamber of Commerce and the Filipino Chamber of Commerce of the Pacific Northwest.

COLLEGE-WIDE PRIORITIES

One way we maintain our focus is through the use of college-wide priorities, a distillation of our overall mission and goals in a way the entire college can remember and use as a first test for all decision making. The priorities are reviewed biennially, and either revised or renewed. Our college-wide priorities over the last four years are these:

- Promote student learning and success
- Ensure the financial health of the college
- Prepare the college for its preferred future

STUDENT SUCCESS

One of our prime goals is a student body that is both diverse and successful. Our positive steps supporting the goal include these:

- Increased transition by English language learners into mainstream college coursework; e.g., from twelve per cent in 2006-07 to twenty-nine per cent in 2007-08.
- Creating a director of diversity position, reporting to the president, who delivers support systems for diverse student groups, plus enhanced cultural education for college faculty and staff. Our survey of graduating seniors shows positive results, including these: “Interacting well with people from cultures other than my own.” From 3.80 in 2002 to 4.14 in 2006. “Becoming a more effective member in a multicultural society.” From 3.67 in 2002 to 3.94 in 2006.
- High student retention and state exam passing rates in our Nursing program, serving a culturally diverse population with a career ladder in a high-need field. Students receive language instruction at the same time they receive the technical instruction, a best practice for retention and completion. The two most recent graduating LPN classes had an average pass rate of 94 percent; the fall 2007 class was 100 per cent on the first attempt. These two classes were made up of 81 percent persons of color, and 77 percent were ESL students; this group had a 91 percent retention rate.

FINANCIAL HEALTH

Because it is difficult for a college to serve its students or meet the needs of its community if it is in financial distress, South has given strong attention to ensuring it remains financially sound. Among the actions taken since the 2000 accreditation review are these:

- Built up the college’s financial reserves, through a disciplined, annual allocation, and reached our planned target.
- Extensively revised and improved the college financial report, issued quarterly. The reports are available to everyone and are posted on SouthNet, the college intranet, consistent with

South’s policy of open financial records. Unit and division managers use the reports to monitor their own budgets, and the transparency encourages budget discipline.

- Refined our annual budget development process, so that now it is led by our College Council, a representative group of all college constituencies. The council conducts open, college-wide budget hearings, where unit leaders present financial requests; after deliberation, the council makes general budget recommendations to the president.

PREFERRED FUTURE

This college-wide priority was added to the first two during the second part of the last decade, out of a conviction that demographic and cultural change not only is inevitable, and probably accelerating, but must be met in an active way.

It produced a healthy amount of discussion across the college. It was the theme of an annual summer retreat for exempt employees and, similarly, for an annual planning meeting for the President’s Cabinet. One outcome of these discussions was this summary statement of our preferred future, developed by the cabinet and presented at a quarterly Management Team meeting:

South will continue to be a comprehensive community college, responsive to the needs of area residents, and serving a diverse student population. That has been the heart of our mission and it will continue to be so. At the same time, we will develop unique programs and initiatives that respond to community interests and make us a destination campus, such as Wine Technology and the four-year BAS program in Hospitality Management.

Just as with the other two college-wide priorities, it serves as a framework from which individuals, departments and programs can develop personal or team goals and action steps. This priority helped shape the successful renewal of our Major Institu-

tion Master Plan, mandated by the City of Seattle, and also helped focus the designs for the new buildings on campus completed since 2000, using best practices for the physical environment.

FINANCIAL NOTE

To meet the production and delivery requirements of this report, our research and analysis timeline appropriately ended with fall quarter 2008. The serious economic reversals of the national recession began to impact the Washington state budget about the same time, including reduced budget allocations for higher education. Thus, the financial discussions in this self study reflect a more positive economic outlook than the negative financial reality that later took hold. Significant cuts were required in higher education budgets. In South's case, it was necessary to make difficult choices, but we were able to avoid crisis-level cutting because of our well-established and transparent fiscal processes refined over the last 10 years, in budget development and regular financial reporting.

ACCREDITATION 2009 TEAM

EXECUTIVE COMMITTEE

Larry Reid, *Accreditation Self Study Coordinator*
 Dolores Mirabella, *Co-chair, Steering Committee*
 Jill Wakefield, Ed.D., *President (through 12/08)*
 Gary Oertli, *Interim President (from 1//09)*
 Jean Hernandez, Ed.D., *Vice President for
 Instruction and Accreditation Liaison Officer*
 Mark Mitsui, *Vice President for Student Services*
 Kurt Buttleman, Ed.D., *Vice President for
 Administrative Services*
 Malcolm Grothe, *Executive Dean, Professional
 Technical Education*
 Marsha Brown, Ed.D., *Director of Planning
 and Research*
 Mary Jo White, Ph.D., *Dean of Instructional
 Support*

STEERING COMMITTEE

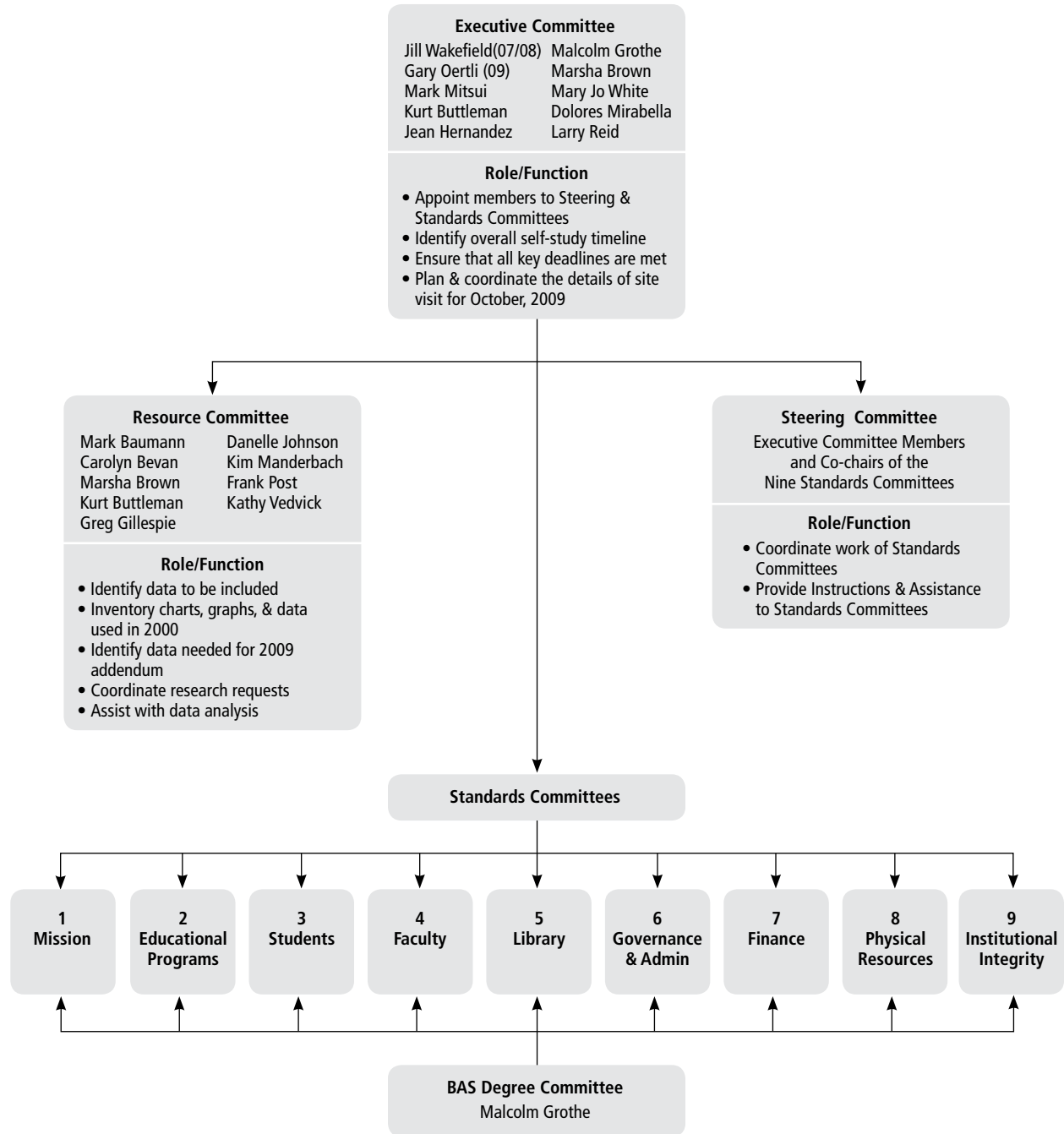
Co-Chairs:

Dolores Mirabella	Larry Reid
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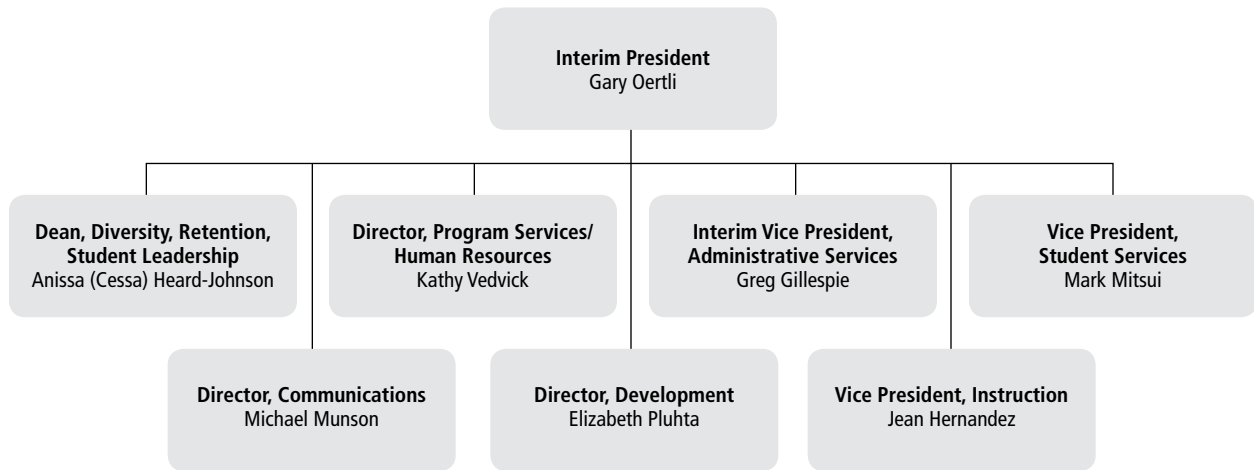
Members:

Kim Alexander	Jean Hernandez
Don Bissonnette	Bear Holmes
Van Bobbitt	Irina Minasova
Marsha Brown	Mark Mitsui
Kurt Buttleman	Sebastian Myrick
Stephen Coates-White	Randy Nelson
Greg Gillespie	Frank Post
Malcolm Grothe	Mike Thompson
Jane Harness	Kathy Vedvick
	Mary Jo White

ACCREDITATION COMMITTEES 2009



SOUTH SEATTLE COMMUNITY COLLEGE JUNE 2009



MISSION & STUDENT LEARNING OUTCOMES

OUR MISSION

South Seattle Community College is a constantly evolving educational community dedicated to providing quality learning experiences which prepare students to meet their goals for life and work. The College values and promotes a close involvement with the community and strong partnerships with business, labor and industry. The college commits to meeting the diverse needs of students by providing:

- College transfer programs and technical and professional programs which prepare students to succeed in their careers and further their education.
- Responsive technical and professional training programs developed in collaboration with business, labor and industry.
- Student-centered and community centered programs and services which value diversity, support learning, and promote student success.
- Lifelong learning opportunities for the cultural, social, professional and personal development of the members of our communities.

STUDENTS LEARNING OUTCOMES

Student Learning Outcomes are the knowledge and abilities every student graduating with a certificate or degree from South Seattle Community College will have. Students will achieve these outcomes as well as the specific curriculum outcomes for their academic or technical area of study.

Communication

- Read and listen actively to learn and communicate
- Speak and write effectively for personal, academic, and career purposes

Computation

- Use arithmetic and other basic mathematical operations as required by program of study
- Apply quantitative skills for personal, academic, and career purposes
- Identify, interpret, and utilize higher level mathematical and cognitive skills (for those students who choose to move beyond the minimum requirements as stated above)

Human Relations

- Use social interactive skills to work in groups effectively
- Recognize the diversity of cultural influences and values

Critical Thinking and Problem-Solving

- Think critically in evaluating information, solving problems, and making decisions

Technology

- Select and use appropriate technological tools for personal, academic, and career tasks.

Personal Responsibility

- Be motivated and able to continue learning and adapt to change
- Value one's own skills, abilities, ideas, and art
- Take pride in one's work
- Manage personal health and safety
- Be aware of civic and environmental issues

Information Literacy

- Access and evaluate information from a variety of sources and contexts, including technology
- Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society

LIST OF ACRONYMS

Acronym	Definition
AA	Associate of Arts Degree (see also DTA)
AACRAO	American Association of Collegiate Registrars and Admissions Officers
AANAPISI	Asian American Native American Pacific Islander Serving Institution
AAS	Associate of Applied Science Degree
ABE	Adult Basic Education
ACF	American Culinary Federation
ACRL	Association of College and Research Libraries
ACT	American College Testing
ADA	Americans with Disabilities Act
AFL/CIO	American Federation of Labor/Congress of Industrial Organizations
AFT	American Federation of Teachers
AS	Associate of Science Degree
ASE	Automotive Service Excellence
ASQ	American Society for Quality
ASSE	American Society of Safety Engineers
AUT	Automotive Technology (program)
BAS	Bachelor's of Applied Sciences
BCSP	Board of Certified Safety Professionals
BIT	Business Information Technology (program)
CADD	Computer Aided Drafting/Design
CAM	Computer Assisted Machining
CASAS	Comprehensive Adult Student Assessment System
CCSEQ	Community College Student Experience Questionnaire
CCSSEE	Community College Survey of Student Engagement
CDL	Commercial Drivers License
CIC	Curriculum and Instruction Committee
CLAMS	College Librarians and Media Specialists
CLIC	Collaborative Learning and Instruction Center
COMPASS	Computerized Placement and Assessment Support System
CT	Computing Technology (program)
DBAR	District Budgeting, Accounting, and Reporting
DSHS	Department of Social and Health Services
DTA	Direct Transfer Agreement (Associate degree)
EEOC	Equal Employment Opportunity Commission
EOE	Equal Opportunity Employer
ESL	English as a Second Language
FAA	Federal Aviation Agency
FACTC	Faculty Association of Community and Technical Colleges

Acronym	Definition
FERPA	Family Educational Rights and Privacy Act
FMS	Financial Management System
FTE	Full-Time Equivalency
GAAP	Generally Accepted Accounting Principles
GED	General Education Development
GPA	Grade Point Average
HECB	Higher Education Coordinating Board
HDD	Diesel and Heavy Equipment Technology (program)
HVAC	Heating, Ventilation, and Air Conditioning
ICRC	Inter-College Relations Commission
IEC	Institutional Effectiveness Committee
I-BEST	Integrated Basic English and Skills Training
ITEC	Independent Technicians Education Coalition
ITV	Interactive Television
JATC	Joint Apprenticeship and Training Committees
LHO	Landscape/Horticulture (program)
LTS	Library Technical Services
LSTA	Library Services and Technology Act
MAST	Math Study Tutoring (center)
MCSE	Microsoft Certified Systems Engineer
MIS	Management Information System
MOSS	Managers of Student Services
NATEF	National Automotive Technicians Education Foundation
NCLEX	National Council Licensure Examination
NIMS	National Incident Management System
NWAACC	Northwest Athletic Association of Community Colleges
OAL	Office of Adult Literacy (SBCTC)
OFM	Office of Financial Management (State)
OH&S	Occupational Health and Safety (Program)
OPR	Occupational Program Review
OSHA	Occupational Safety and Health Administration
OSPI	Office of the Superintendent of Public Instruction
PTDIA	Professional Truck Driver Institute of America
QC	Quality Control
RCW	Revised Code of Washington
RFP	Request for Proposal
SBCTC	State Board for Community and Technical Colleges
SCCD	Seattle Community College District
SCCFT	Seattle Community College Federation of Teachers
SEM	Strategic Enrollment Management
SGID	Small Group Instructional Diagnosis
SLEP	Secondary Level English Proficiency
SLO	Student Learning Outcomes
SMG	Supervision and Management (program)

Acronym	Definition
SMS	Student Management System
TAC	Technical Advisory Committee
TANF	Temporary Assistance for Needy Families
TESOL	Teachers of English to Speakers of Other Languages
TLC	Teaching and Learning Center
USA	United Student Association
VESL	Vocational English as a Second Language
WABERS	Washington Adult Basic Education Reporting System
WABO	Washington Association of Building Officials
WAC	Washington Administrative Code
WAOL	Washington Online
WDL	Washington Department of Licenses
WISHA	Washington Industrial Safety and Health Administration
WSATC	Washington State Apprentice Training Council

INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

This standard first discusses how South Seattle Community College's Mission and Goals are reviewed and approved and demonstrates how the Mission and Goals give direction to all college activities.

It then discusses the college's institutional planning processes and how these processes are used to assess the college's effectiveness in meeting its commitments as identified in the Mission and Goals and the Strategic Plan.

MISSION AND GOALS

The Mission is a living document that is reviewed and revised on an ongoing basis, reviewed most recently in 2007 when the college launched its first Bachelor's of Applied Science (BAS) degree program in Hospitality Management. The mission forms the basis for the institutional goals and the college-wide priorities. The Institutional Effectiveness (IE) Committee and the President's Cabinet review and re-assess the institutional goals and college-wide priorities every two years. In spring 2008 the Cabinet revised the institutional goals and priorities to give more clarity to the strategic planning process.

In the report from Northwest Commission on Colleges and Universities (NWCCU) on the five-year interim visit by its accreditation review team in 2005, the college was commended for commitment to its mission.

SSCC is to be commended for an administration, faculty, staff and student body that are all committed to the mission of the College. It is evident that a spirit of collaboration and cooperation perpetuates all activities of the college community. All groups are commended for the positive attitude they display in regards to decision making, problem solving, and positive support for one another's efforts in improving the college and the effectiveness of its programs and services. The spirit of cooperation and responsive leadership at all levels has provided the college with a notably high level of morale and collegiality.

NWCCU's commendation has been followed by ongoing efforts to strengthen the effectiveness of the college's programs and services in support of the college mission, as described below.

COMMUNICATION AND UNDERSTANDING OF THE MISSION ACROSS THE CAMPUS (1.A.1)

The Mission is widely communicated to the campus community: it is posted in classrooms and on the college's website and printed in the quarterly class schedule. In 2007, 2003, and 1999 members of the campus community rated the college in the areas of Mission and Goals and Institutional Planning on the Climate Survey (*See exhibit: Climate Survey results*). In 2007, for example, 72% of respondents were satisfied with "the extent to which the college mission is communicated," compared to 52% in 1999; only 6% of employees were dissatisfied in 2007 compared to 10% in 1999.

Table 1.1: Employee Satisfaction with Mission and Goals

	Percent Change		Percent Satisfied*	
	1999 to 2007	2007	2007	1999
The extent to which the college’s mission is communicated	20%	72%	52%	
The extent to which institutional values are clearly defined	20%	66%	46%	
Opportunities for employees to get together to discuss institutional problems, issues or goals	4%	45%	41%	
The extent to which the mission is reflected in decision-making	13%	49%	36%	
The extent to which institutional priorities are reflected in decision-making	10%	45%	35%	
Ability of the college to respond to community needs	17%	56%	39%	
Ability of the college to respond to new trends in the labor market	19%	57%	38%	

*Reporting “Satisfied” and “Very Satisfied”

Policy decisions and budget decisions are related to the mission and goals. In 2007, more respondents to the Climate Survey were satisfied with the college in “the extent to which the mission is reflected in decision-making” (49% in 2007 compared to 36% in 1999). The Strategic Plan includes strategies designed to increase this percentage further.

DOCUMENTATION AND DISTRIBUTION (1.A.2)

The college’s Mission Statement is printed and posted in offices and classrooms throughout the college. The district’s mission is printed in the catalog; the college mission and student learning outcomes are printed in the quarterly class schedule. In order to publicize the importance of student learning outcomes, all individual course outlines include a list of learning outcomes addressed in that course (*See Standard Two for further discussion of student learning outcomes*).

Every year, South produces and distributes an annual report to the community which contains a current “snapshot” of the college and its student population as well as a “report card” evaluation of progress toward goals and priorities. The report is distributed across the college’s service area by insertion in zoned copies of the Seattle daily newspapers, *Seattle Times* and *Seattle Post-Intelligencer*. The report is also inserted in the primary commu-

nity newspaper, *West Seattle Herald/White Center News*; mailed throughout the year to specific lists maintained by the college; and available in brochure racks on campus.

PROGRESS REPORTS RELATE UNIT GOALS TO THE MISSION AND INSTITUTIONAL GOALS (1.A.3, 1.A.4)

The college identifies progress toward attaining the college’s mission and goals in several ways. Every two years, all college units submit biennial strategies related to the college’s mission and goals. The IE Committee analyzes the Strategic Plan and sends the president the Benchmarks Report, an annual assessment of college-wide progress toward the college’s five institutional goals (*See exhibit: 2007-2009 Benchmarks*).

The Mission, Goals, Priorities, Benchmarks and Strategic Plan guide decisions on resource allocation through the annual budget process coordinated by the College Council, an elected body representing every sector of the campus community. All requests for increased funding must be accompanied by a rationale relating the budget request to the college’s mission, institutional goals and priorities (*See Standard Seven for a description of the budget process*).

The State Board for Community and Technical Colleges (SBCTC), which guides system direction

for the state's thirty-four community and technical colleges and allocates state funding, also measures progress toward a number of statewide outcomes. South has been a leader in several statewide initiatives focused on successful student outcomes, including the Integrated Basic English and Skills Training (I-BEST) initiative. South was one of the first four colleges to lead in the development of a BAS degree program in Washington state and has participated in the statewide Student Achievement Initiative focused on assessing student progress toward critical learning outcomes. *(See Standard Two for more information on I-BEST and the BAS program.)*

MISSION AND GOALS PROVIDE DIRECTION TO ALL COLLEGE ACTIVITIES (1.A.5)

Educational Activities

South's Strategic Plan, developed in support of the college's mission and goals, drives all educational activities. These activities are designed to meet the needs of current and former students, and current employees in related fields, who want to further their education and progress in their careers; they also meet the needs of business, labor, and industry for providing training to increase the skills of their workforces. For example, to meet the life-long learning needs of its diverse students, South's nationally recognized Culinary Arts program identified hospitality management as an emerging high-demand industry and the college developed a BAS degree in Hospitality Management.

As another example, South received approval three years ago from the Washington State Nursing Commission to offer a Registered Nursing program to meet the overwhelming demand for nurses in western Washington. The program is unique in its focus on serving a diverse and multi-cultural community with a strong emphasis on English as a Second Language (ESL) skills training. The process started eight years ago with the development of a Certified Nursing Assistant training program funded through worker retraining.

In 2002, South admitted its first LPN class of mostly non-native English language students from thirteen countries around the world. Most recently, South developed the nursing pathways program to provide support services and tutoring for English language learners taking the academic prerequisites such as anatomy and physiology, biology, and psychology. South developed these programs in response to high demand in the community with the dual goals of providing the program at night when students were available and providing support services (vocational ESL) to help students succeed. South has continued to serve a diverse student body while maintaining a high success rate. The completion rate for LPN classes over the last four years is 90% (139/154); among those students who completed the LPN program, the National Council Licensure Examination (NCLEX) pass rate is 90% (126/139). The first RN class has a 92% completion rate (22/24).

South is an incubator for innovative and successful educational activities. Student Success Services, a federal TRIO program, has provided a model of tutoring programs that lead to student success and have been replicated with other student groups. A federal Title III grant (2002-2007) resulted in successful strategies for transitioning students from ESL to college-level courses (the transition rate went from 12% to 27%). With grant funding, the college developed a model for faculty to work together for student success through Faculty Learning Communities (FLCs), or professional development cohorts. South's FLCs focus on ways to improve teaching and learning through collaborative problem-solving and interdepartmental cooperation *(See Standard Two for more information about Faculty Learning Communities).*

The decision to offer a BAS in Hospitality Management is an excellent example of South's mission driven approach. In late 2004 and early 2005, President Jill Wakefield was approached by several representatives of the hospitality industry who reported they were facing great challenges in

hiring qualified managers. A hospitality degree or certificate program in the Seattle area was needed to increase the applicant pool. In light of the college's existing strong ties with the hospitality and tourism industries, nationally-recognized Culinary Arts program, and strong international perspective, the industry leaders recommended that South should provide baccalaureate degree options to respond to industry demand.

The President's Cabinet and the Board of Trustees considered the relationship of the bachelor's degree program in Hospitality Management to the college's existing mission and priorities. They concluded the proposed program would be a singularly powerful way to pursue the college's mission. As the program expanded, the President's Cabinet reviewed and reaffirmed the mission in the context of the new bachelor's program. In addition, the strategic plan has been revised to include the new bachelor's degree program.

Offering the BAS program to students who otherwise would not be able to pursue a baccalaureate degree directly advances the following mission objectives, which require the college to offer:

- College transfer programs and technical and professional programs which prepare students to succeed in their careers and further their education.
- Responsive technical and professional training programs developed in collaboration with business, labor and industry.
- Student-centered and community centered programs and services which value diversity, support learning, and promote student success.

The above example demonstrates that South Seattle Community College has a culture of listening to industry, matching a request with the campus Mission and Goals, and planning, developing and implementing a program that meets the needs of students, industry, and the community.

Students, Faculty, and Administrators

The college has an open-door admissions policy. The college tests entering students with the intent to place them at the appropriate academic level. In

order to ensure students' access and opportunity for success, the college has a strategic enrollment planning process and supporting retention initiatives (*See exhibit: SEM Grant Project Summary*).

The college hires faculty based on their qualifications to teach in a community college with a mission to help all students meet their goals for life-long learning and employment. Faculty hiring also takes into consideration the faculty member's commitment to, and experience with, multi-cultural environments.

Every year in the spring, the president and the college's administrative leadership make budget decisions for the following year and conduct evaluations of administrative staff. These budget decisions and administrative evaluations are based, in large part, on the relationship of unit accomplishments to the college's mission and goals.

PUBLIC SERVICE (1.A.6)

The college supports its commitment to public service in a variety of ways, including community service, educational and training programs, Technical Advisory Committees, a WorkSource affiliate, its retail outlets, the college arboretum, the art gallery, the child care center and the newly renovated Georgetown Campus, formerly the Duwamish Apprenticeship and Education Training Center.

Community Service

The college's diverse students, faculty, staff, and administrators are actively involved in outside activities as representatives of the college. Typical involvement includes community and service organizations, clubs and public institutions. The college participates in many community outreach programs such as environmental clean ups, blood drives, and clothing and food drives. More than 30 percent of the college's employees contributed to the college's Foundation in 2008 and are actively engaged in ongoing Foundation and fundraising support. More than 60 percent of the college's staff and faculty have contributed to the Combined Fund Drive.

Educational and Training Programs

The college provides public service through its educational and training programs. For example, the college provides contract training classes in cooperation with community organizations (e.g., certified financial planning and green technology). The college's Adult Basic Education (ABE), General Education Development (GED), and English as a Second Language (ESL/ELL) courses provide a significant population in the community with an opportunity to upgrade their skills and prepare themselves for employment and educational advancement. In addition, the college offers pre-employment and short-term training programs in areas such as manufacturing, home health care, business occupations, and automotive technology. Continuing education courses are provided to members of the community as part of the college's mission to provide life-long learning opportunities, such as travel and foreign languages, cooking and baking, and a variety of performance and visual arts classes. Community service organizations use the college's meeting and conference rooms on a space-available basis.

Technical Advisory Committees

Technical Advisory Committees in the technical and professional training programs provide a direct link with industry and assist the college in delivering hands-on training programs. The college involved the community and industry in the development of the Bachelors of Applied Science degree and established the BAS Technical Advisory Committee.

WorkSource Affiliate

Nine years ago the college opened a WorkSource Affiliate site, the only such site on a college campus in King County. The site, which serves the community as well as students with career-related job placement services, houses a computer resource center and a variety of service providers, including an employee from the Washington State Employment Security Department. These on-site

partnerships with existing community resources provide employers, job seekers, and workers with comprehensive workforce services.

Retail Outlets

The college serves the community through its retail outlets which are used as training laboratories for many of the college's professional technical programs; the Culinary Arts, Pastry, and Wine programs include two restaurants, a general cafeteria, a wine shop, and Bernie's Pastry Shop with wireless Internet access. The Landscape/Horticulture program includes the Garden Shop, a retail outlet. These retail outlets provide hands-on training for South Seattle's students while also serving both the campus community and the community at large. Several vocational programs offer community oriented events such as the popular Connoisseur Lunch series, the annual Holiday Dinner and the Arboretum Tour and Tea, High Tea offerings, and wine tastings that feature wine experts and wine barrel tastings from wine produced by students in the program. Many community and public events are held in the Jerry Brockey Center, Olympic Hall Auditorium, and the arboretum.

College Arboretum

The college's arboretum provides opportunities for students and the community to learn about native plants, gardening and landscape skills. The Horticulture Center, the Warren and Nobie Chan Educational Center, as well as the arboretum are used for public education and community events. The Seattle Chinese Garden under development at the north end of the college's campus provides a partnership between the college, the city of Seattle, the Asian community, and Chongqing, Seattle's sister city in China. The Chinese Garden is a unique educational and cultural resource for students at the college as well as for other community college and university students in Asian studies, art, architecture, Chinese literature and horticulture.

Georgetown Campus

The Georgetown Campus is geographically ideal for serving Washington's largest manufacturing center. Located in the Duwamish industrial corridor, the Georgetown Campus is a collaboration between the college and labor and industry. Programs at the Georgetown Campus train more than 25 percent of the state's trade apprentices. To guide the future direction of the Georgetown Campus, the college conducted an extensive strategic planning process involving business, labor, education, community and government stakeholders that resulted in a five year *2007-2012 Strategic Plan* (See exhibit and the website <http://georgetown.southseattle.edu/>). The Georgetown Campus was recently recognized with the Governor's 2008 Economic Development and Workforce Best Practices award and with the Puget Sound Regional Council's Vision 2040 award for its focus on serving the diverse community around the campus and providing access to high-demand, family-wage jobs.

SUBSTANTIVE CHANGE (1.A.7)

In June 2004 the State Board for Community and Technical Colleges (SBCTC) undertook a baccalaureate degree capacity study that analyzed statewide and regional demand for upper-division enrollment and reviewed options and costs for expanding baccalaureate capacity in high demand applied fields of study. In commissioning the study, the SBCTC recognized that Washington ranked forty-ninth in the nation in per capita enrollment in four-year degree programs. Moreover, rapidly increasing demand and a demographic surge (the so-called "baby-boom echo") was expected to produce record numbers of high school graduates by 2010 in Washington state.

South Seattle Community College, after an in depth analysis, proposed a substantive change to the Northwest Commission on Colleges and Universities in order to offer a Bachelor's of Applied Science (BAS) degree program in Hospitality Management. The prospectus demonstrated that

the college met the broadly accepted accreditation standards of quality in order to offer a four-year program of education.

The BAS program in Hospitality Management at South Seattle Community College prepares students for management, marketing and human resource positions in all facets of the hospitality industry, including tourism, hotel operation, restaurant management, catering, cruise ships, casino operations and travel. The degree also serves emerging hospitality fields such as the growing number of assisted and independent living facilities in the Puget Sound region catering to the rising population of retirees and the elderly.

Planning and accreditation activities were undertaken in the 2006-2007 academic year, with enrollment of the first class in 2007-2008. With the second cohort of students, who enrolled in 2008-2009, the program accommodates 42 FTE students.

The NWCCU approved the substantive change request in December 2006. Additional information on the substantive change request is available on the college's website: <http://seattlecolleges.edu/hospitality>.

PLANNING AND INSTITUTIONAL EFFECTIVENESS (1.B.1–1.B.3)

Through the strategic planning process, South Seattle Community College focuses on meeting its goals and priorities. The institutional goals form the basis for the Strategic Plan. Each year, all campus offices and departments—principally the Office of Instruction, Student Services, and Administrative Services—develop strategic plans related to the mission, college-wide priorities, and institutional goals. These plans include strategies, benchmarks, and assessment measures for achieving student success.

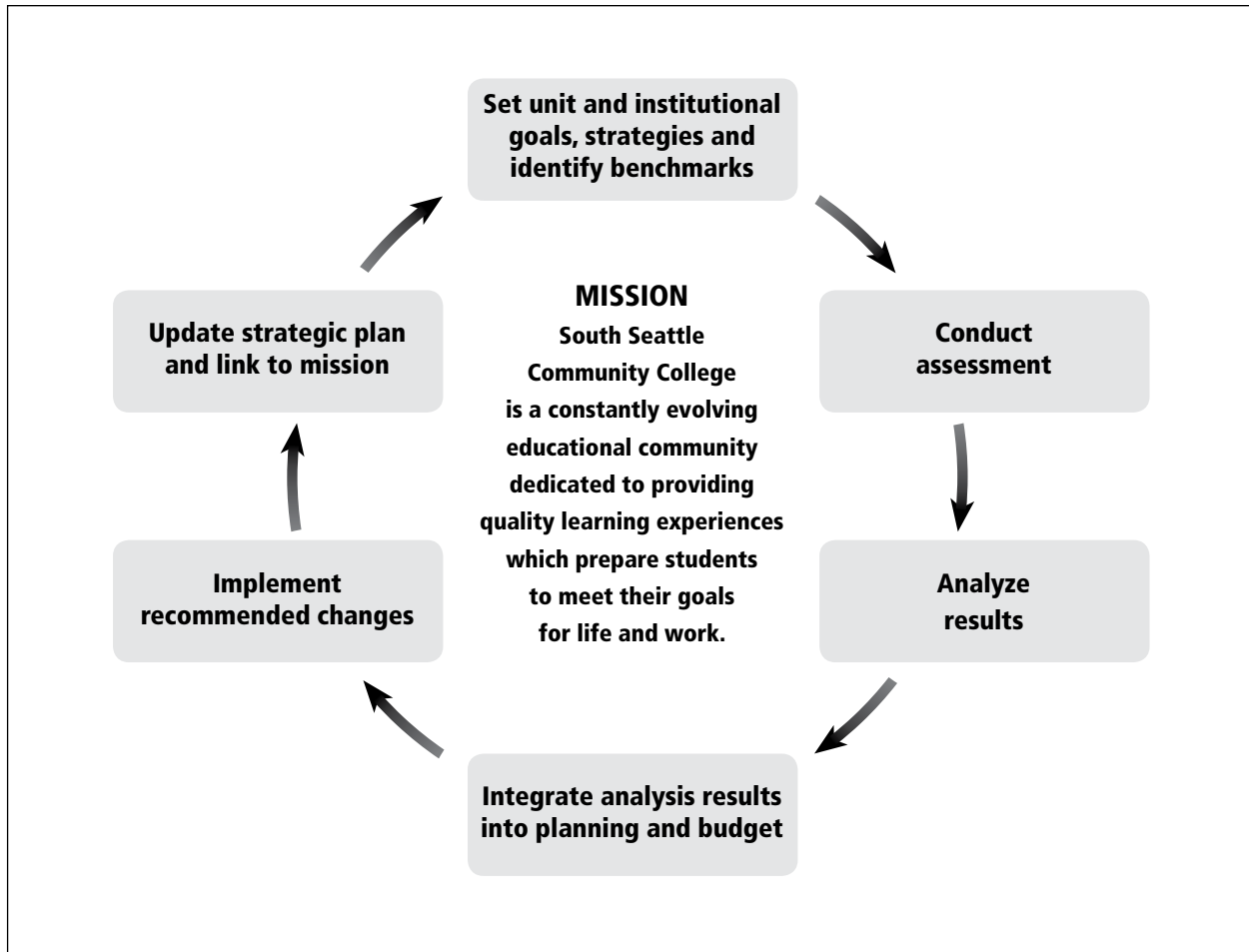
Priorities for 2007-09

- Promote Student Learning and Success
- Ensure the Financial Health of the College
- Prepare the College for Its Preferred Future

Through its planning process, the college community asks questions, seeks answers, analyzes itself, and revises its goals, policies, procedures, and resource allocation. The college evaluates progress and uses the results for broad-based, continuous planning and development. The strategic planning and budget development process are seen not as ends in themselves but as means to achieve student success.

The institutional effectiveness (IE) cycle (See *Table 1.2 below*) ties assessment of college-wide outcomes to the strategic and budget planning processes. The college uses both objective data such as retention, completion, transfer and job readiness, and subjective data such as student reports on the student learning outcomes to measure progress toward its goals. For most of these indicators, the college has obtained eight to fifteen years of data showing continual progress.

Table 1.2: Institutional Effectiveness Cycle and Strategic Planning Process



For the past ten years, the college has shown a pattern of “closing the loop” of assessment by implementing strategies to effectively address its priorities. Examples include:

- Closed programs in Floristry, Cosmetology and Machining and started programs in Wine Technology, Nursing, and Hospitality Management based on economic and strategic enrollment analyses
- Promoted student success through partnerships with four-year universities: Eastern Washington University, Heritage University, and City University
- Streamlined an inclusive budget process through college governance, College Council, and the IE Committee
- Expanded diversity services that led to greater awareness and satisfaction of students, faculty, and administrators (*See exhibit: Climate Survey results*)
- Improved and updated on-campus technology, computers, and eLearning. (South consistently has achieved the highest completion rate for eLearning courses in the state)
- Convened a task force of twenty five faculty, staff, and administrators on strategies for student success that led to a Student Success Task Force with \$50,000 per year for innovative projects and two federal multi-million dollar grants (Title III and AANAPISI)

The IE Committee reviews the strategic plan and the benchmarks and summarizes progress toward benchmarks in a report to the President’s Cabinet. The committee conducts an assessment and highlights where the college has improved and where it has or has not met the benchmarks. The President’s Cabinet and the IE Committee publish an annual report on progress made for the college-wide benchmarks and priorities (*See exhibit: Benchmarks Report*). The IE Committee also works to simplify the overall process, to communicate the procedure to the college community, and to demonstrate how departmental planning supports college-wide planning.

During the budget process every spring, units develop budget requests relating their requests to their strategic plans and to the institutional goals and college-wide priorities. Departments present their budgets in open hearings to the College Council, whose members include faculty, staff, and students. The council summarizes the requests and develops recommendations for the college president.

THE PROCESS OF INSTITUTIONAL EFFECTIVENESS (1.B.4, 1.B.5)

South Seattle is committed to a model of institutional effectiveness that constantly assesses and redirects efforts to make it more efficient, effective and accessible. The IE Committee is the “watch-dog” group that oversees this process and annually reports its findings on progress to the Cabinet. The objective of the institutional effectiveness process is to close the loop and to document ongoing improvements.

The college uses data and information to measure and assess how it is doing. If the data show negative results, the college updates its strategies for the following year. Using data to guide what it does, and refining the strategies based on assessment, is how South closes the loop. The process is outlined below:

- Using the biennial budget cycle as a guide, the IE process begins with each budget period.
- Priorities and goals drive planning, and planning drives the budget. All members of the college community have a voice in the planning process and multiple opportunities to provide input into planning and budgeting. All areas of the college are responsible for developing strategies in their Strategic Plans so that the college may address its goals, meet the priorities and reach the benchmarks that it sets.
- Each year, all areas of the college document their success in meeting the benchmarks in their Strategic Plans.
- The college annually monitors and assesses strategies at all levels (institution, division, and department) for their effectiveness in meeting

the benchmarks. This is how South closes the loop, by using the assessment results to alter or redirect strategies. Based on assessment results, the college or an area may change focus, increase the benchmark, or revise strategies in their Strategic Plans.

- Once decisions have been made, the planning process begins again.

All members of the college community are part of the IE process and share responsibility for its continued success. South has followed this process successfully for the past decade. The college was commended for its IE process in the 2000 and 2005 accreditation visits.

SSCC is to be commended for its commitment to and achievements in assessing institutional effectiveness, including student learning outcomes. Through on-going, college-wide efforts, the College has established meaningful goals and effective strategies for achieving those goals in all areas of the institution. Strategies are benchmarked, and measured and actions are taken based on the results. Throughout the College, employees show an understanding of the steps that will be taking in the future to continue to refine and improve the process.

ASSESSMENT

South's assessment plan relates the evaluation tools to the institutional goals (*See exhibit: Assessment Plan*). The following examples show how the assessment measures are used both to gauge progress toward the benchmarks and student learning outcomes and also to plan activities for the future. In particular:

- The college administers a climate survey every three to four years to assess the college climate.
- Academic departments assess program outcomes and student learning outcomes during program review (*For more on student learning outcomes, see Standard Two*).

- The ACT survey of graduating students assesses students' subjective measures of their own progress and the contribution of the college to that development.
- The ACT survey of alumni provides feedback from graduates of the AA-degree and AS-degree programs.
- The college conducts a follow-up survey of all graduates of technical programs approximately one year after they leave the college. The survey is designed to assess satisfaction with their programs and how well they were prepared for jobs.
- South administers nationally-normed surveys to measure current students' assessment of the college. The college has administered the Community College Student Experiences Questionnaire (CCSEQ) every three to four years since 1991. The Community College Survey of Student Engagement (CCSSE) was administered in 2007 for the first time. The college continues to use these tools to assess student progress on the student learning outcomes and student engagement.
- The college conducts a community survey every ten years, most recently in summer 2005, on the service area's awareness and perception of the college.
- The college uses other ad-hoc surveys such as the diversity survey and focus groups to assess student outcomes in specific areas.
- Each year, the college assesses progress toward the goals in the benchmarks report (*See exhibit: Benchmarks Report*). The college has established benchmarks for assessment measures related to each of the institutional goals, and has tracked progress toward these benchmarks for the last six years.
- The IE Committee also shares examples of how the process works and how assessment leads to strategies that improve student success.

PROGRAM REVIEW CYCLE

The college reviews professional technical programs every three years through the use of an external reviewer and industry team. Program faculty analyze the reviews and send their analysis to the technical advisory committees and the vice president for instruction. Faculty close the loop from the program review as they evaluate progress toward goals and set new goals as part of their strategic planning (*See Standard Two for further discussion of the program review process*). The vice president for instruction reviews the reports from non-professional technical programs on a three year schedule while faculty conduct yearly updates. The Curriculum and Instruction Committee reviews all certificate and degree level outcomes on a six year cycle. The result of these reviews is to evaluate the achievement of student learning outcomes, staff needs, equipment needs, and student progression.

PARTICIPATION OF ADMINISTRATORS, FACULTY, AND STAFF IN PLANNING AND INSTITUTIONAL EFFECTIVENESS (1.B.3)

The 2007 Climate Survey showed an increase in satisfaction with all dimensions of institutional planning. Faculty participate in assessing goals and outcomes of academic programs; employees in student services and administrative services participate in assessing goals and outcomes of those units. Administrators, faculty, staff, and students also serve on the College Council which is charged with reviewing the budget. Faculty and administrators serve on the Curriculum and Instruction Committee which reviews the effectiveness of instructional programs in meeting the student learning outcomes based on assessment results; it deliberates about and recommends which new or revised courses, certificates, and degrees are to be approved. The college community is invited to participate in forums and all-college meetings dealing with institutional effectiveness and the budget.

Table 1.3: Employee Satisfaction with Mission and Goals

	Percent Change		Percent Satisfied*	
	1999 to 2007	2007	2007	1999
Employee involvement in institutional planning	10%	50%	40%	
The extent to which outcomes assessment is utilized in the planning process	13%	43%	30%	
The extent of student involvement in institutional planning	4%	29%	25%	
The extent of involvement of community members in institutional planning	10%	29%	19%	
Involvement of the Board of Trustees in providing institutional planning.	4%	28%	24%	
Overall effectiveness of institutional planning	14%	45%	31%	
The extent to which institutional planning and evaluation is continuous	11%	57%	38%	
The extent to which institutional planning results in action plans and resource allocations	11%	35%	24%	
The extent to which District committees result in action plans and resource allocations	4%	19%	15%	

*Reporting "Satisfied" and "Very Satisfied"

RESOURCES FOR EFFECTIVE EVALUATION AND PLANNING PROCESSES (1.B.6–1.B.8)

The college supports an office of planning and research that reports directly to the president. This office conducts research on current and former students and reports to administrators and campus committees on student outcomes for their use in planning and evaluation.

The office of planning and research supports the institutional effectiveness planning process and assessment activities. A joint subcommittee composed of members from the Institutional Effectiveness Committee and College Council periodically reviews surveys conducted by the office of planning and research to ensure that the instruments meet the assessment needs of the college community (*See exhibit: Assessment Plan*).

COMMUNICATION OF INSTITUTIONAL EFFECTIVENESS, PLANNING AND RESEARCH (1.B.9)

The college communicates the results of its planning and research activities in numerous ways. The president meets regularly with students, student government, classified staff, faculty, and administrators on a wide variety of topics including assessment, college climate, and addressing their needs. The president holds town meetings several times a year on college priorities and budget decisions.

The college communicates institutional research results to the campus through college-wide discussions, an employee newsletter, and email. Institutional research findings are also discussed by administrators at meetings of the instructional deans and directors; meetings of the managers of student services (MOSS); and meetings of the administrative services staff, namely, the directors of the business office, bookstore, facilities and plant operations, environmental health and safety, security and transportation, information technology services, and the Brockey conference center.

The college communicates research results to the public through a *Report to Our Community* and through a president's letter in the quarterly class schedule.

The college reports to the State Board for Community and Technical Colleges (SBCTC) on progress toward the state performance goals. The State Board reports to the Legislature on the progress of the Washington State Community College System toward their performance goals. The Seattle Community College District regularly reports on evidence of institutional effectiveness to the Legislature and the public based upon assessment activities (*See exhibit: Student Achievement Initiative*).

In 2007-2008, the college analyzed its institutional effectiveness processes with a Climate Survey. The results indicated two areas that needed improvement:

- Communication of Institutional Effectiveness
- Orientation of new faculty, staff and students

In the 2008-2009 academic year, the college responded with strategies for addressing these areas:

- IE website and newsletter, issue forums conducted jointly by IE and College Council
- South 101 orientation sessions for new faculty and staff and First Friday sessions to orient new students

COLLEGE STRATEGIC PLANNING LINKED TO DISTRICT STRATEGIC PLANNING AND STATE BOARD PLANNING

The Seattle Community College District Strategic Plan is closely related to the strategic plans of the three colleges (*See exhibit: SCCD Strategic Plan*). Both the district's and the colleges' strategic plans emphasize meeting student needs, building partnerships, promoting faculty and staff excellence and ensuring overall accountability through assessment systems.

SUMMARY

South Seattle Community College's mission is a living document. The Mission forms the basis for the institutional goals and the college-wide priorities and is widely communicated to the campus community. Since 1999 employee satisfaction with the Mission and Goals has increased on several dimensions, including satisfaction with overall communication of the Mission and Goals, opportunities for employees to have a stake in developing the Mission and Goals, and the college's overall responsiveness to community needs and labor market trends. In addition to ensuring that the mission statement and the student learning outcomes are well communicated to the college and the community it serves, the college also produces and distributes an annual report summarizing progress toward goals and priorities.

The college identifies progress toward attaining the college's mission and goals in several ways:

- through internal goal setting, review and assessment
- linking strategic planning to the annual budget process
- aligning the college mission and goals with the Seattle District and statewide strategic priorities and funding.

South's Strategic Plan, developed in support of the college's mission and goals, drives all supporting educational activities. These activities

are designed to meet the needs of students and employees in business and industry, in keeping with the college's mission to meet the lifelong learning needs of its diverse students. South's assessment plan relates the evaluation tools to the institutional goals.

The decision to offer a BAS in Hospitality Management exemplifies the college's commitment to identifying industry needs, aligning the request with the campus mission and goals, and planning, developing and implementing a program that meets the needs of students, industry, and the community. In 2006 the NWCCU approved the college's substantive change request to offer the BAS degree.

The college has an open-door admissions policy and hires faculty based on their qualifications to teach in a community college with a mission to help all students meet their goals for life-long learning and employment. Faculty hiring also takes into consideration the faculty member's commitment to, and experience with, multi-cultural environments.

Institutional Effectiveness (IE) is a process by which the institution constantly assesses and redirects efforts to make it more efficient, effective and accessible. All members of the college community are part of the IE process and share responsibility for its continued success. South has followed this process successfully for the past decade. The college was commended for its IE process in both our 2000 and 2005 accreditation visits.

EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

Overview

South Seattle Community College's educational programs follow a continuous assessment cycle that is faculty and data driven. The college's mission statement, strategic and enrollment management planning, and student learning outcomes provide the framework for evaluating the curriculum and educational pathways and implementing improvements that result in quality educational programs. The college has continued its emphasis on meaningful assessment of student learning and program improvement, areas that received a commendation in the last comprehensive accreditation review.

In the last five years the college has changed its program mix to better meet the educational goals of students and to ensure the financial health of the institution. The college offers educational pathways through an applied baccalaureate degree, academic transfer degrees, professional technical certificates and degrees, apprenticeships, basic and transitional skills courses, and continuing education offerings. The college also has been successful in expanding its certificate and degree offerings while experiencing increased enrollment growth in the general student population, Running Start students, and

international students. Table 2.1 below shows the growth in enrollment and its distribution.

Distance learning enrollments grew from 263 in 2006 to 326 in 2007 for a 24 percent increase. By offering more online or hybrid classes for nursing prerequisites, the general education classes for the Bachelor's of Applied Science, and the general education classes for the Associate of Applied Science—T degree, access has expanded for many students. The percentage of ESL Levels 5 and 6 transitioning to college-level classes within three years increased from 12 percent in 2001 to 28 percent in 2008. As South's enrollments have grown, the college has hired more full-time faculty and remodeled lab space.

Student achievement is demonstrated by the improved graduation rates of full-time, degree-seeking students which went from 16 percent in spring 2006 to 23 percent in spring 2008. The spring 2006 Community College Student Experiences Questionnaire (CCSEQ) reported that 70.3% of the 306 students who responded to the question on the quality of the instruction at South Seattle indicated very satisfied (31.7%) or somewhat satisfied (38.6%). In 2008 the ACT survey rating on quality of instruction was 4.28 which exceeded the national norm.

Table 2.1: Enrollment Data 2005-2009

Academic Year Program	2005-2006	2006-2007	2007-2008	2008-2009	Increase in 3 Years
Academic Transfer	1,212.3	1,294.3	1,377.7	1485.2	23%
Basic & Transitional Studies	886.3	913.7	950.2	1000.3	13%
Professional Technical	1,074.4	1,219.2	1,170.2	1239.2	15%
Apprenticeship	915.3	888.0	1,002.7	946.4	3%
Bachelor's of Applied Science (new)			16.8	33.7	
Total Enrollment	4,088.3	4,315.2	4517.6	4,704.8	15%

GENERAL REQUIREMENTS (2.A.3, POLICY 2.1)

In the technical programs, the Technical Advisory Committees (TACs) in consultation with the faculty oversee coherence of design, breadth, depth and sequencing of courses, certificates, and degrees in light of industry standards (*See exhibit: Technical Advisory Committees*). New certificates or degrees and changes in the technical and professional programs are submitted to the State Board for Community and Technical Colleges (SBCTC), the Curriculum and Instruction Committee (CIC), and college's district-wide committees, as appropriate, for their review and approval.

South also works with other statewide groups, such as the Intercollege Relations Commission (ICRC) and Joint Access Oversight Group (JAOG) to design statewide degree options. Membership on both groups includes representatives from two-year and four-year state colleges and universities. The Associate of Arts (AA) and Associate of Science (AS) degrees have been adopted by the Seattle Community College District through each campus curriculum committee and are in line with academic degree programs established by the SBCTC and district degree requirements (*See exhibit: Seattle Community Colleges Catalog*).

Academic, technical and pre-college programs have implemented a rigorous program review process in which they review student learning outcomes, completion rates, and other more detailed data. Synthesis of learning in many technical degree and certificate programs is demonstrated by external tests and licensing requirements. Nursing uses the National Council Licensure Examination (NCLEX) to validate that students are acquiring the needed skills. Aviation prepares students to pass the Federal Aviation Administration's airframe and powerplant certification. In Academic Programs, synthesis of learning is demonstrated by projects and performance in 200 level courses.

The professional technical division and the academic programs division created and implemented

mapping projects that cross referenced Student Learning Outcomes (SLOs) with program outcomes and objectives. There is a master list of courses that integrate information literacy into the curriculum by requiring the use of library resources and databases.

DEGREE DESIGNATORS AND DEGREE OBJECTIVES (2.A.4)

Each course taught at the college is designated by its role in the curriculum, such as quantitative reasoning, composition, general education-humanities (i.e., Visual, Literary, and Performing Arts), general education-social science (i.e., Individuals, Cultures, and Societies), general education-sciences (i.e., Natural World), or electives. Degree objectives, content covered, and other general information for each course of study is outlined in the college catalog, which is available at <http://www.seattlecolleges.com/currentcatalog.aspx>.

The Associate of Arts degree (Direct Transfer Agreement) and Associate of Science degree (Direct Transfer Agreement) are each ninety credits that fulfill the general education requirements for most four-year degrees in arts and sciences. Students must achieve a cumulative grade point average of 2.0 or better, complete at least fifteen credits at one of the three Seattle Community College District campuses awarding the degree (South Seattle, North Seattle, or Seattle Central) and meet other specific requirements, such as course prerequisites and language requirements. The Associate of Science (AS) Track 1 and 2 are specific to engineering, computer science, biology, and chemistry; these provide students with specific discipline course requirements which prepare them to transfer to a university prior to completing their two-year degree.

The Seattle Community Colleges AA degree is designed to fulfill a set of desired learning outcomes for the general education of a college undergraduate in the United States in the 21st century. For example, students completing the Associate of Arts degree should have:

- college-level knowledge and skills in critical thinking, quantitative analysis, and written composition
- college-level mastery of information literacy and technology literacy
- effective skills for in-person and media-based interactions with individuals and within groups

For a complete list of the college's student learning outcomes refer to <http://www.southseattle.edu/campus/slo.htm>.

For certain professional technical education programs, South offers an Associate of Applied Science—Transfer degree (AAS-T). The AAS-T allows students to complete a technical professional program and then apply their technical credits toward a baccalaureate degree at certain four-year schools. South has AAS-T articulation agreements with the following four-year schools: Argosy University, Boise State University, City University, DeVry University, Eastern Washington University, The Evergreen State College, Seattle Pacific University, University of Phoenix, University of Washington-Tacoma.

AAS and AAS-T degree requirements and objectives are specific to each program. A link to all the program requirements is available at <http://www.southseattle.edu/programs/proftech/profmain.htm>.

South offers professional and technical degrees and certificates in fifteen different workforce areas. Specific program outcomes are in program-specific binders in the office of the executive dean of technical education. In addition, there are seventeen apprenticeship certificates available.

South also has partnerships for on-site degree work with four-year universities. City University of Seattle offers a Bachelor of Science in Business Administration. Eastern Washington University offers a Bachelor of Science in Technology, and Heritage University offers a Bachelor of Arts in Education and a Master in Teaching.

South also offers a Bachelor of Applied Science (BAS) degree in Hospitality Management. The

Hospitality Management degree prepares students who have completed AAS-T degrees in accounting, business information technology, culinary or other related degrees. Students learn about and explore management, marketing and human resource positions in all facets of the hospitality industry, including tourism, hotel operation, restaurant management, catering, cruise ships, casino operations and travel. The program is unique in its focus to provide applied management training to under-represented students in the region's largest hospitality center.

Bachelor's of Applied Science (BAS) in Hospitality Management: Degree Outcomes

The Hospitality Management program outcomes were developed in two areas: general education and technical upper division requirements. The general education outcomes were derived from the existing outcomes of the two year AA degree which meet the general education requirements for most four-year schools. The technical upper division outcomes were developed based on input from industry experts and confirmed by program faculty.

The hospitality industry representatives recommended student outcomes which would reflect the knowledge, skills and abilities that they expect from students who graduate from the program. The college began the process by gathering information from four industry focus groups and thirteen structured interviews with industry representatives. Using the resulting data as a starting point, the college convened an industry-driven outcomes development workshop that was attended by several top hospitality executives.

Following the industry-driven outcomes workshop, the college met with Washington State University's Hospitality Business Management program. Using the information gathered from industry and reviews of the hospitality management programs at Metropolitan State University, Lewis-Clark State College, and Washington State University, the technical program outcomes were finalized. The technical outcomes created at the

industry outcomes development meeting are connected to all course outlines as well as activities and assessments, in order to ensure that each of the technical outcomes is delivered and assessed in the program.

PROGRAM CREDIT, LENGTH, AND FEES (2.A.6)

South bases its classroom schedule on a fifty-minute hour and eleven-week quarter. Most five credit classes meet daily for fifty minutes each day or twice a week for two hours and five minutes per day for an average of fifty-five classroom hours per quarter.

The college offers two academic transfer degrees with discipline-specific options, such as Asian Pacific Islander Studies, Business, Engineering, and Life Science, which require a minimum of ninety college-level credits. The college also offers fifteen applied science transfer degrees, many of which include certificate programs that are specific to South. The college's four-year baccalaureate degree in Hospitality Management has adopted a different tuition and fee schedule from the rest of the lower division courses or associate degree programs. The bachelor-level tuition rates and process are based on the Washington State Board for Community and Technical Colleges, Applied Baccalaureate Degree Pilot Tuition Policy—Resolution 07-03-08, which was approved March 8, 2007 (*See exhibits*).

This increased tuition was based on agreements with the other community colleges offering bachelors' degrees and was designed to be similar to the amount charged at four-year state colleges. In addition, the process for per-credit charges reflects the process of state universities.

EDUCATIONAL PROGRAMS (2.A.2)

The educational programs of the college all relate to the mission of the college. The mission drives the goals, strategies, and benchmarks. As part of the strategic planning process, benchmarks are

established that can be measured through quantitative data which allows the college to compare its data with statewide data for the same benchmark.

South Seattle Community College's instructional programs are aligned with the college's mission:

South Seattle Community College is a constantly evolving educational community dedicated to providing quality learning experiences which prepare students to meet their goals for life and work. The College values and promotes a close involvement with the community and strong partnerships with business, labor, and industry. The College commits to serving the diverse needs of students in our communities by providing:

- *College transfer and technical and professional programs which prepare students to succeed in their careers and further their education;*
- *Responsive technical and professional training developed in collaboration with business, labor, and industry;*
- *Student-centered and community-centered programs and services which value diversity, support learning, and promote student success.*

Programs are designed to prepare students for transfer to colleges and universities, for employment opportunities fulfilling the needs of industry, and to prepare students for college-level study.

The academic and professional technical programs follow a faculty-driven evaluation process. The first phase begins with the faculty and the dean for their program. All instructional units conduct annual reviews that analyze the quality and needs of their curriculum offerings, including student learning outcomes, staffing, and equipment. If program changes are made, the discipline faculty are responsible for program content, methods, and delivery systems. The unit faculty for that area, along with their dean, then review the changes.

Furthermore, for the technical and professional programs, the Technical Advisory Committees (TAC), which include representatives from industry and labor, serve as a sounding board and official oversight body for each program. The professional technical programs also conduct an external program review every three years that includes industry participants and members of the TAC.

On an ongoing basis, as there are updates or changes, faculty submit the course, certificate and/or degree proposal through the Curriculum and Instruction Committee (CIC). The CIC, which is advisory to the vice president for instruction, reviews all original and revised courses, certificates, and degrees of credit, college-level courses and 080 and 090 level English, mathematics, and ESL courses and programs. In addition, the CIC reviews student learning outcomes, matters pertaining to academic standards, and prerequisites.

The office of instruction has established well-defined processes for initiating, developing, and evaluating all components of the instructional program. The CIC 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. The CIC membership is divided into three subcommittees for origination, revision, and program review. The first two subcommittees review courses, certificates, and degrees within their appropriate designation. Every six years, the program review subcommittee conducts an institutional assessment of each degree and certificate offered at the college and confirms that student learning outcomes are being measured. The CIC recommends to the vice president for instruction and communicates to the campus all curriculum related developments, processes and changes through the posting of its minutes, course outlines, and certificates and degrees on SouthNet, the college's intranet.

HIGH STANDARDS OF TEACHING AND LEARNING (2.A.1)

The college hires full-time and part-time faculty who bring a high level of expertise in their respective disciplines and educational programs. In Fall 2008, 103 full-time faculty equivalent (FTEF) and 111.97 FTEF of part-time faculty taught at South Seattle for a total of 214.87 full-time equivalent (FTEF). The faculty mix was 47.94 percent full-time faculty for that quarter.

All full-time faculty offices have a computer, telephone, and shared printer. Full-time faculty counselors have individual printers for confidentiality purposes. Part-time faculty either share workspace in a clustered office or are assigned to a general part-time faculty office space that allows for shared computers, telephones, and printers. Over the last few years, the college has worked and continues to work on expanding the office space available to faculty.

The college supports faculty by providing a number of outside-of-class resources, such as laboratory technicians, the tutoring center, and writing center. The lab technicians assist with set-up for science classes.

The college provides a number of professional development opportunities for faculty, including classes offered by the Teaching and Learning Center, external experts coming to campus, and attendance at local, state, and national conferences. The Teaching and Learning Center assists faculty in developing distance learning courses and offers faculty development workshops on a wide range of topics ranging from computers to plagiarism. During fall 2008, a five-week orientation series was offered for staff and full-time faculty who had been at the college for less than a year. In addition, an orientation session was conducted for part-time faculty. The AFT Seattle Community Colleges faculty union also created and launched a number of online resources for all faculty.

Faculty may apply for professional development funds through the South Seattle Community

College faculty development account and the South Seattle Community College Foundation. In addition, there are grants available through the Seattle Community College District office.

Over the last few years through a Title III grant, a number of faculty participated in Faculty Learning Communities whose focus was to support student learning and retention. In fall 2008, the college spent \$13,000 for twenty-four faculty to attend The Pacific Institute which focuses on goal setting, positive thinking, and strategies for engaging students in their learning process.

The 2008-2009 equipment budget for the instructional programs is a combination of state and federal funds, including Perkins and Worker Retraining. Table 2.2 below lists the major contributors to instructional equipment purchases, excluding individual departments or other fee budgets.

In the case of state funds, faculty submit their requests for instructional equipment through their deans or directors; recommendations are then submitted to the vice president for instruction who reviews and approves requests. The Perkins and Worker Retraining dollars are distributed by the executive dean for technical education after review and approval of the submissions by the professional technical deans.

As a result of offering a bachelor’s degree, South has allocated \$10,000 per year to provide incentive to all faculty to conduct research in appropriate areas.

For the 2008-2009 fiscal year, South also received an additional 42 FTES towards the Bachelor of Applied Science (BAS) degree from

the State Board for Community and Technical Colleges. Based on the college’s strategic plan, resources have been directed to the college’s three priorities: student learning and success, financial health of the institution, and the preferred future.

DESIGN, APPROVAL, AND IMPLEMENTATION OF THE CURRICULUM (2.A.7)

In 1996, the college established the Curriculum and Instruction Committee (CIC) as part of its commitment to participatory governance. There are fourteen faculty members on the CIC, including one from the bachelor’s program, and three non-voting administrators. After faculty discuss new courses with their dean and receive approval to begin the implementation process, they develop a new course, or revise an existing one, and prepare course materials and course outlines as specified by the CIC.

The CIC reviews new courses and programs, as well as major program revisions, and makes recommendations to the vice president for instruction. The purpose of the CIC is to oversee the quality of curriculum at South, to avoid duplication of courses, to increase efficiency and effectiveness, and to provide faculty a greater voice in curriculum decisions. The CIC established student learning outcomes, or SLOs, and has provided leadership for their incorporation into course outlines. A six-year program review is conducted by CIC members with each major program to ensure SLOs are being measured and continuous improvement occurs in the program being reviewed.

The local approval process is vested in the CIC which advises the vice president for instruction. It has clearly established channels for reviewing and approving curriculum as described in its bylaws and mission which states, “This committee encourages and fosters curriculum development and faculty participation in program planning and coordination of the college curriculum and maintenance of academic standards.”

Table 2.2: Instructional Equipment

Funding Source	2007-2008	2008-2009
Perkins	\$57,197	\$43,000
State	\$54,730	\$25,000
WRT Instructional	\$75,000	\$80,000
Computer Services	\$110,000	\$130,000
TOTAL	\$296,927	\$278,000

**CREDIT FOR PRIOR LEARNING
(2.A.10, POLICY 2.3)**

The college follows accepted practices in assigning credit for prior learning experiences. In accordance with the Seattle Community College District Policy and Procedure 515, which was revised in early 2009 and submitted to the district Board of Trustees for approval, the college follows the district's procedures for awarding credit for prior learning experiences. Collection of fees and tuition does not affect the decision to grant credit.

LIBRARY AND INFORMATION RESOURCES (2.A.8)

The library faculty and staff work closely with their faculty colleagues in the instructional divisions to select materials in all media to support instruction in every program. All degree and certificate programs require information literacy. In addition, the library faculty provide regularly scheduled workshops on discipline-specific programs. The relationship between instructional divisions and the library is strengthened by the participation of library faculty members on such committees as the Curriculum and Instruction Committee, the Institutional Effectiveness Committee, the Bachelor's of Applied Science Implementation Team, and the Instructional Technology Committee.

To complement the services and materials available in the library, several professional technical programs maintain reference materials, trade journals, and service manuals, as well as computer-based programs for reference.

SCHEDULING (2.A.9)

An annualized schedule provides students with quarterly and yearly course information to help them design their educational programs to meet their goals for life and work. As part of the strategic plan, and in response to increased demand, evening, short-term, and distance learning offerings have been increased. The college also has made a commitment to work closely with faculty

and North Seattle and Seattle Central when low enrollments occur in key sequential courses, such as the organic chemistry and physics major sequences, to make every effort to ensure degree completion. The college is exploring whether to use the two-day model used in the Bachelor's of Applied Science program or other alternative scheduling, such as more hybrid classes, to address limited classroom space.

**ADDITIONS OR DELETIONS OF COURSES
OR PROGRAMS (2.A.11–2.A.12)**

Course and program additions and deletions are reviewed by the CIC, approved by the vice president for instruction, and forwarded to the district office and State Board for Community and Technical Colleges. The college follows the SBCTC Program Review and Viability procedures for technical and professional programs that need revisions or are no longer current. 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 another college nearby.

**CONCENTRATED OR ABBREVIATED
PROGRAMS (2.A.5)**

Classes offered through the Culinary Arts, Workforce Education Office, and limited technical professional single courses, such as forklifting, are offered in a concentrated or modular schedule with students attending class five or six hours per day and completing their credits in two to three weeks. Each of these classes has a course outline that includes the course objectives and the Student Learning Outcomes (SLOs) for the course and how the instructor is going to measure the students' achievement of these SLOs. Course outlines are the same no matter whether a course is taught in the classroom, in a distance format, or as a hybrid or blended course. All credit courses are taught based on the quarter-credit.

Assessment (2.B 1–2.B.3, Policy 2.2)

Having received commendations from the Commission for its assessment activities in 2000 and 2005, South continues to build on its culture of assessment. The college's biennial strategic plan reflects the ultimate outcomes of the continuous assessment of its educational program. Faculty play a critical role in planning and assessing the educational program. They serve on the Institutional Effectiveness Committee and the Curriculum and Instruction Committee. Faculty coordinators in various areas work with their deans to recommend, develop, and implement program changes. South's faculty produced the college-wide Student Learning Outcomes, and a committee of district-wide faculty developed the AA and AS degree outcomes. The Professional Technical Unit Reports, both general and program specific, as well as the Academic Unit Report and the Academic Area Program Reviews provide a comprehensive perspective on assessment in the educational program and an in-depth look at how changes have been made based on assessment (*See exhibit: Program Reviews and Unit Reports*).

ONGOING INSTITUTIONAL ASSESSMENT (2.B.1)

At the institutional level, numerous assessment activities take place that inform program planning and that lead to improvements in teaching and student learning at South Seattle Community College. On a regular basis, the office of planning and research conducts surveys of current and former students; students are surveyed mid-program with the Community College Survey of Student Experiences (CCSEQ), and the Community College Survey of Student Engagement (CCSSE). Students are surveyed at the end of their programs with the ACT Exit Survey of Graduating Students, and former students are surveyed with the Professional Technical Student Follow up Survey and the ACT Survey of AA Graduates. The data gleaned from these surveys are analyzed and conclusions are drawn that help to inform instruc-

tional planning (*See exhibit: Assessment Plan*). For example, surveys in the professional technical programs identified a need for assistance with job placement. As a result, the college allocated appropriate resources for embedded career services, and training components on resumé writing and interviewing are taught in the classroom.

In addition to the use of surveys, the Institutional Effectiveness Committee reviews and analyzes data gathered from the college's databases with respect to enrollments, retention, grade distribution, pass rates, completion rates, and transfer rates. For example, enrollment data showing dropping enrollment in Machining, Floristry and Cosmetology led to the eventual termination of those programs. Conversely, data showing increased student interest in nursing and other health-related programs led to more courses in biology, anatomy and physiology, and psychology. These courses are also prerequisites for South's LPN and RN nursing programs. Additional faculty in nursing and the sciences have been hired to meet demand and increase student access.

In spring 2009, the Curriculum and Instruction Committee (CIC) established a six-year cycle for reviewing all certificate and degree programs at the institutional level. A peer group of faculty from CIC meets with program faculty to review their program improvements and the evidence demonstrating that students are meeting the program learning outcomes. The CIC members share additional strategies with the program faculty, and, at the same time, provide an environment that fosters critical thinking by program faculty that leads to continuous improvement of the curriculum and of students meeting the learning outcomes.

Likewise, faculty use data to determine what instructional changes can or should be made to improve student learning. One notable example is of a science faculty member adding study aids for English language learners who experienced difficulty in his anatomy and physiology classes. Data revealed that a number of students, mostly with an ELL background, failed anatomy and physiology.

Students first were given supplementary instruction, but showed little improvement. The faculty member then posted lecture notes online and later recorded the actual lectures with both audio and visual formats, which he posted on his class website, enabling students to review the lectures as often as necessary to improve mastery of the material.

Based on research from the Washington State Board for Community and Technical Colleges (SBCTC) which indicated that integrating basic English skills training into professional technical programs—a practice called I-BEST—increases student completion rates, South designed I-BEST models in the automotive and nursing programs by integrating ESL/ developmental English and mathematics in each area.

In response to the results of an assessment on the needs of English language earners transitioning into college-level classes, the college applied for and received a Title III grant for 2002-2007. One component of the grant was the establishment of Faculty Learning Communities (FLC). These FLCs, composed of faculty with related interests, designed projects targeting the improvement of transition rates from developmental and non-credit ESL to college transfer classes, an increase in student retention in transfer classes, and the improvement of teaching and learning. Members of the FLCs researched academic literature on second language pedagogy, discussed issues related to student learning and success, and developed innovative instructional activities. Reports, including lesson plans, are posted online for all faculty to access. Using the results of their inquiry, FLC members also conducted workshops for faculty colleagues about ways to improve learning for all ELL students. (*See exhibits for descriptions of the activities and workshops.*)

Analysis of demographic data has also led to an expanded role for the office of diversity and retention. The office has implemented various strategies in an effort to fully engage all students in college life and thus improve retention, particularly for students of color. As a result, student commis-

sioners and student club representatives of the college's various ethnic groups are now a vital part of college life for students. Data indicate a positive effect. In the most recent CCSEQ administered spring quarter 2006, 93% of the students of various ethnic backgrounds responded that the environment for students is mostly comfortable or very comfortable compared to the previous survey administered during spring quarter 2003, when only 83% of the students similarly responded.

A study of the data related to student retention led to the establishment of “disappearing task forces” in 2006-07, headed by the vice president for student services. These task forces examined the reasons why students did not return to college and complete certificates or degrees. The results were analyzed, and best practices were collected, many of which have been implemented. One best practice implemented fall quarter 2008 is “First Friday,” a half-day orientation for new students. Resource tables were stocked with college-related information, and workshops such as Time Management and Textbook Marking and Note Taking were offered (*See exhibit: Student Handbook and “First Friday” packet.*)

Assessment of Entering Students

All entering students take the COMPASS exam or the ESL COMPASS to ensure that they are placed in classes in which they have the greatest chance to succeed. Faculty periodically review COMPASS test cut-off scores to ensure that students are appropriately placed. The office of testing and assessment provides faculty with relevant data for making modifications to these entry scores (*See exhibit: COMPASS scores.*)

PROGRAM ASSESSMENT (2.B.2)

Each program in the professional technical division has specific program outcomes. Each program also teaches or advances the college-wide Student Learning Outcomes. The academic programs division offers outcomes-based AA and AS degrees. Distribution requirements for these degrees are

divided into three areas of knowledge : the Visual, Literary and Performing Arts (VLPA); Individuals, Cultures, and Societies (IC&S); and the Natural World (NW). Basic requirements include English composition and quantitative/symbolic reasoning. Various courses in the academic programs curriculum directly teach or advance the degree outcomes as well as the college-wide Student Learning Outcomes. All degree and program outcomes as well as the college-wide Student Learning Outcomes are widely published: they are published on the college's website, in the district catalogue, in the college's program brochures, in the quarterly class schedule, and in course syllabi, among other places. Student mastery of these outcomes is assessed on a systematic basis in a variety of ways, including program reviews, surveys, outcomes assessment rubrics, and portfolio reviews.

Assessment in Professional Technical Programs

Every three years each professional technical program engages in an occupational program review that is conducted by an external evaluation team of industry professionals. The vice president for instruction appoints the external consultant to analyze data and serve as facilitator of the program review team. The program review team consists of the consultant, the department dean, the director of planning and research, program faculty, former students from the program being reviewed, industry professionals and a member of the technical advisory committee. The team studies extensive information on program outcomes, course outlines, certificate and degree requirements as well as research and statistical data from the office of planning and research. The review team produces an Occupational Program Review report. The results of the review, which includes an improvement plan, are shared with the dean and faculty who have the opportunity to analyze the research data and to respond to the recommendations and observations made by the review team. The entire program review is then shared with the vice president for instruction, who makes

recommendations, as appropriate (*See exhibit: Occupational Program Review Sample*).

In addition to the program review process, each professional technical program has a Technical Advisory Committee (TAC). These committees meet quarterly and provide employer/industry feedback with respect to industry standards. They also consider the recommendations and observations made by the occupational program review team. Based on the findings of such Occupational Program Reviews and recommendations from the TACs, department faculty and the dean develop strategies, linked to the Strategic Plan, to improve the program over the next three years. Program reviews often lead to updates and improvements in courses; for example, the Automotive department added an introductory course and revised two transmission courses.

Some professional technical programs must meet the standards of external certification organizations. The National Automotive Technicians Education Foundation (NATEF) certifies the Automotive, Heavy Duty and Auto Collision Repair programs. The Federal Aviation Administration (FAA) certifies the Aviation program, and the Washington State Commission on Nursing and the Department of Social and Health Services accredits the Nursing program. Course competencies are developed that link industry standards to program outcomes and the college-wide Student Learning Outcomes. Faculty regularly assess students' mastery of the competencies. For example, in the Automotive program, each class has written job sheets that are based on NATEF standards, and students must perform specified tasks and write responses to show their understanding and learning of the competencies. The instructor then conducts an oral assessment and analysis of the students' mastery of the competencies (*See exhibit: Automotive NATEF Standards and Assessment of Competencies*).

The professional technical division completed a mapping project which cross references classroom competencies with program outcomes and the college-wide Student Learning Outcomes.

The assessment piece for student mastery of these outcomes is being incorporated into the project. Mapping these competencies and reviewing student passing rates of NATEF or FAA certifications provide faculty with documented evidence of each student's progress. In addition, students also see these results each quarter and can track their own progress toward their educational goals.

Assessment in the Bachelor's of Applied Science (BAS) in Hospitality Management

The Bachelor's of Applied Science was planned and developed using careful metrics to ensure a quality program. The technical core curriculum is based on analysis and synthesis of information and advice the college received from several sources. The hospitality industry representatives recommended student outcomes reflecting the knowledge, skills and abilities that they expect from students who graduate from the program. The college began the process by gathering information from four industry focus groups and thirteen structured interviews with industry representatives. With the resulting input as a starting point, the college then convened an in-depth, industry-driven outcomes development workshop that was attended by several top hospitality executives.

In addition to representatives from the hospitality industry, Washington State University (WSU) also provided mentoring and advice in the development and implementation of this new program. Representatives from South participated in a number of meetings and conversations with the experts at WSU.

Following the industry-driven outcomes workshop, the college then met with faculty from WSU's Hospitality Business Management program. Using the information from industry, and after reviewing the Hospitality Management programs at Metropolitan State University, Lewis-Clark State College and Washington State University, the team from WSU and South jointly developed the curriculum.

The college next commissioned two outside reviews from out-of-state colleges with hospitably

management degrees to critically evaluate the proposed curriculum. The external reviews were used to finalize the curriculum and present to South's Curriculum and Instruction Committee for final approval.

Beginning with the fall 2008 cohort, South has conducted at least two focus group sessions per year in which the students identify strengths and weaknesses of the program. The data from these focus groups have been used to make adjustments and improvements. As appropriate, the faculty receive feedback from the focus groups, and the Bachelor's of Applied Science Implementation Team take action. In addition, the Bachelor's of Applied Science program utilizes the same set of evaluation tools as the other professional technical programs, including program outcomes assessment, technical advisory committee, and three year program reviews. The first Hospitality Management program review is planned for fall 2009.

Assessment in the Academic Programs Division

In the academic programs division, faculty in specific areas—Visual, Literary and Performing Arts; the Natural World—Life Sciences; the Natural World—Physical Sciences; Individuals, Cultures and Societies; Basic Requirement/Quantitative Reasoning; and Basic Requirement/Writing—conduct academic area reviews every three years, along with a program review at the degree level for all academic programs at six year intervals. Data from institutional surveys and the college's databases are analyzed and used to set goals and to make recommendations for changes. The academic area reports and program reviews are then shared with the vice president for instruction who may make recommendations, as appropriate. In addition, each area provides an annual update on progress toward meeting the area's goals (*See exhibit: Area Reviews and Template for Updates*).

Course outlines are revised during the academic area review process and those Student Learning Outcomes (SLOs) measured in a given course are included in the outlines. A table has been developed that indicates which SLOs are

linked to specific course objectives. Faculty are encouraged to explain in the course syllabi how these SLOs are addressed in their courses.

Students' self-evaluation is one way of determining student mastery of the SLOs. This occurs through college surveys; for example, the CCSEQ can be analyzed to assess mid-program competence, and the ACT Survey of Graduating Students is used to assess end-of-program competence. Results are shared with deans and faculty for the purpose of program planning and program revisions.

Faculty in the academic programs division also assess student attainment of both college-wide and degree-specific outcomes through an Outcomes Assessment Project. The aim of this assessment project is two-fold:

- to assess student learning outcomes systematically throughout academic programs using data gathered from the AA and AS Degree Assessment Rubrics and the SLO Assessment Rubric (See exhibit: *Procedures and Rubrics*)
- to provide faculty with a framework for faculty discussions about teaching and learning and to make improvements in the curriculum and/or teaching methodology that are in accord with their findings

Faculty participated in the project pilot using the assessment rubrics in 2007-2008 and 2008-2009. The faculty, in a cross-section of courses, rate the level of progress students have made toward attaining each outcome addressed in the class. The defined benchmark for the pilot is that 80% of students will receive a rating of 3 or higher (on a scale of 0-4). Early analysis of the data has led to a recommendation to increase the benchmark to 85%. The data can also be analyzed to determine student performance at the beginning (0-30 credits), middle (31-65 credits) and end (65-90 credits) of a student's career at the college. Ongoing results are compiled in a database (See exhibit: *Pre, Mid, and Post Assessment Samples*).

In order to assess student learning via these rubrics, faculty have identified assignments, tests, and learning activities that reflect student

mastery of any given outcome (See exhibit: *Sample Assignments*).

A division assessment work group composed of one faculty member from each area of knowledge was formed in 2007-08. This group works with faculty to collect assessments for specific SLOs linked to a course objective. An assessment resource notebook has been prepared with in-class assessments categorized by SLOs. Faculty can refer to this notebook to obtain examples and ideas for adding SLO-specific assessments to a course. The notebook also demonstrates that students are assessed on their acquisition of the SLOs across a range of diverse courses and subject matter. A table summarizes the number of times SLOs are linked to course objectives. Results show the relationship between SLOs and course objectives at the division and at the individual area of knowledge levels. Faculty use the information to consider new SLO assessments to incorporate into courses (See exhibit: *Summary of SLOs and Course Objectives Link Tables*).

CLASSROOM ASSESSMENT (2.B.3)

The formative assessment of student learning that takes place in the classroom is the most immediate and substantial means of improving teaching and learning. Course-embedded assessment includes tests, projects, and assignments. In addition, many faculty use the classroom assessment techniques of Pat Cross and Thomas Angelo, such as the One-minute Papers, Muddiest Point and Background Knowledge Probes while some faculty use Stephen Brookfield's Most Engaged Moment (See exhibit: *Samples of Assessments*).

In an Aviation class, for example, the instructor concluded a lesson with the following questions: What do we know? What do we think we know? What do we need to know? Such questioning is an excellent example of how faculty can determine how well students are learning and what reinforcement or re-teaching needs to occur.

Faculty also use strategies such as learning journals, student self-assessment questionnaires, and

end-of-class round robins to assess student learning in the classroom. The feedback gathered from these techniques enables faculty to modify instruction to ensure student learning. Individual conferences following exams or for mid-term progress reports also provide ways to improve teaching and learning.

Faculty are able to make mid-course corrections in their teaching practices after using the Small Group Instructional Diagnosis (SGID) process. This formative evaluation tool is conducted by an outside facilitator. The results are shared only with the classroom teacher who then can use them to clarify course content or to make adjustments in methodology in order to enhance student learning (*See exhibit: SGID Model*).

A formal Peer Observation Program and a Mentoring Program were implemented 2007-2008 as part of a new collective bargaining agreement. Each is intended to provide faculty with feedback and/or strategies for improving teaching, instructional strategies, classroom strategies, assignment design, and course design (*See exhibit: Peer Observer Protocol*).

In addition to formative assessment strategies, summative assessments of courses and/or student learning can provide faculty with the information they need to make instructional or curricular changes. Data used for such assessments include measures such as pass rates, student demographics, portfolio evaluations, and student evaluations.

- Within the academic programs division, faculty in the math and English departments have engaged in special assessments or gateway courses to the transfer program. Math faculty have tried innovative assessment methods for both entry and exiting students and have recently created a set of goals to improve student success. The English faculty uses a portfolio system to determine students' readiness for entry into English 101.
- The English faculty regularly conducts norming sessions to ensure consistency in grading essays in English 098 and English 101.
- In English, students must pass a portfolio of both in-class and out-of-class writings prior to

moving into English 101. Students' grades in English 101 are analyzed for correlation with portfolio passes. The results enable faculty to make curricular adjustments in developmental English courses to ensure that students have mastered the skills needed for success in English 101. Norming sessions in which sample student essays are read, graded and discussed have helped faculty find consensus on a fuller, more descriptive list of qualities sought in a passing portfolio.

- New English instructors are oriented through the mid-term norming session while all faculty check their perceptions of a passing portfolio against others' in the portfolio reading sessions at the end of the quarter. Since all submitted portfolios are read by at least two readers, and sometimes by three readers, each faculty reader is able to measure his or her judgments against colleagues' evaluations.

The results of summative assessment have brought about numerous changes.

- Analysis of the portfolio results consistently revealed weaknesses in grammar and editing skills as well as weaknesses in the formation and use of verb tenses. Thus, two new supplemental courses were added to the English Lab curriculum to address these problems: Grammar Express and Verb Tense Express. Another curricular change that occurred was to offer students an alternative to repeating English 098 if they did not pass the portfolio. Again, based on an analysis of non-passing portfolios, sentence level problems (sentence fluency) were major contributing factors. Thus, students were offered the option of enrolling in an English Lab course to further refine their sentence-level skills and to re-submit a portfolio. During the 2007-2008 academic year, the number of students, particularly English language learners, failing the portfolio increased significantly. Therefore, a new course was introduced in spring 2009, English 099, to provide students with a lecture-format class that will address the lack of sentence-level

fluency and also enable students to resubmit their portfolios.

- Based on pass/fail rates and feedback from students, an economics instructor created a 100 level introductory economics class when he found that many students entering his 200 level economics class did not have the prerequisite knowledge to succeed in his class.
- Two math faculty are piloting the Hawkes learning software which provides numerous assignments to students and gives specific feedback when they get an answer wrong.

END-OF-PROGRAM ASSESSMENT

The college surveys graduating student each year with the ACT exit survey of graduating students. This survey reveals the students' self-assessment of their progress toward the student learning outcomes and the college's contribution to their learning. Results are measured against a benchmark of national norms. Objective measures of student learning at the end of their programs include a capstone course in the Hospitality Management program, the FAA licensing exam, the CDT exam, the NCLEX nursing exam, employment placement rates as well as transfer to four-year colleges or universities. This feedback is shared with instructional administrators and faculty. As appropriate, this data is used to improve course content and student learning.

Academic Programs Division

INTRODUCTION

The academic programs division offers college transfer courses in a wide range of academic disciplines. The Associate degrees granted and courses offered will transfer to baccalaureate institutions within guidelines described in the various Direct Transfer Agreements (DTAs) and specific guidelines set by individual schools. The division also provides some required courses for the Bachelor's

of Applied Science (BAS) in Hospitality Management offered by the college. Developmental or college preparatory courses in English writing, reading, and math are also offered to support students needing additional skill development in these areas before entering into the transfer courses. Students access the college to meet diverse educational needs. The division faculty and staff focus on degree programs, curricula, course offerings, scheduling, instructional methodologies, student support, and collaboration with other areas across campus to provide students the opportunity to develop and meet their educational and life goals. (*See exhibits for Direct Transfer Agreements and documented support for the BAS in Hospitality Management.*)

ACADEMIC PROGRAMS DIVISION OVERVIEW (2.C.1)

Students complete the ninety-credit Associate of Arts (AA) degree in order to meet the general education requirements for baccalaureate degrees in arts and sciences. All public and nearly all private baccalaureate institutions in the State of Washington acknowledge and accept the Direct Transfer Agreement (DTA) where all ninety credits of an AA-DTA degree are accepted by the receiving institution. The college offers two options of the AA degree: (1) emphasis in Asian Studies and (2) Associate in Business. Each of these degree options includes specific requirements to prepare students better for transfer into the respective specific baccalaureate programs. The Associate of Science (AS)-DTA degree includes specific requirements and two options to prepare students better for upper-level courses for science and engineering majors. The Associate of Arts and Associate of Science degrees have specific degree learning outcomes. These outcomes are practiced and applied as students complete courses to meet degree requirements (*See exhibit: Degree Learning Outcomes*).

Students are required to take a diverse range of courses among various disciplines to obtain a

transfer degree. All four of the Associate degrees contain 10-15 credits of Basic Requirements in English writing (5-10 credits) and quantitative reasoning (5 credits). Additional credits are required among three distribution areas including the Natural World (NW); Individuals, Cultures, and Societies (IC&S); and Visual, Literary, and Performing Arts (VLPA) to introduce students to the content and methods of the major Areas of Knowledge. Each degree also requires students to select electives. Some electives and distribution area courses are specifically required for the discipline specific transfer degrees. Students must also include a designated course that meets a United States cultures requirement and a course that meets a global studies requirement. An integrated studies requirement is met by selecting eight credits from individual courses, linked courses, or coordinated studies programs that integrate subject matter from two or more courses with emphasis on active learning through seminars, study groups, and frequent writing.

The college and the division consistently apply a cycle of data gathering, review, assessment, and analysis leading to changes and adjustments for improvement. Application of this assessment cycle resulted in a strategic shift in resources to offer more courses in the academic programs division to meet increased student demand for these courses and to increase tuition revenue for the college. College transfer enrollments have increased steadily as a result of planned growth using increased resources for instruction, targeted recruitment and retention efforts, and implementation of strategic enrollment analysis and action. Concerted strategic enrollment management efforts began during spring quarter 2006 and were led by a special projects coordinator working with the

vice president for instruction's office and the academic programs division. Data analyzed and reviewed included individual class enrollments, student waitlists for classes, diversity of offerings for students to meet graduation requirements, consistency of sequenced courses, and on-going communication with advisors during registration to add sections if needed. The data analysis resulted in schedule changes to better serve student demand for courses with flexibility to adapt and drop or add courses during the registration period. The changes have resulted in increased student access to academic programs division courses and targeted enrollment increases in the division. Strategic enrollment management is now a key and ongoing process for quarterly schedule development and course offering adjustments during registration periods. Academic programs division FTE has increased 37% from the last accreditation visit to 2007-08. The growth has occurred by responding to increased student demand and community interest for college transfer courses using strategic enrollment management to develop and modify course offerings. (See Table 2.3 below.)

ACADEMIC PROGRAMS: DISTRIBUTION REQUIREMENTS (2.C.2–2.C.3)

Each area of knowledge within the academic programs division plays an important role in fulfilling the graduation requirements and provides for a distribution of credits that ensures substantial, coherent, and articulated exposure to the broad domains of knowledge.

Certain specific requirements, such as that for English composition, are met exclusively through taking the appropriate English composition courses. Other requirements, such as that for intermediate algebra, may be met in various ways

Table 2.3: Enrollment Growth

	2004-05	2005-06	2006-07	2007-08
Average Student Headcount per Quarter (Fall, Winter, Spring)	3,069	3,131	3,202	3,304
Annualized State-Supported FTE	1,113	1,144	1,196	1,315

although a common way is to take the appropriate mathematics course. Still other requirements may be met in one of several ways through various specific disciplinary and inter-disciplinary course offerings and may be tailored to meet the goals and interests of individual students. For example, for students to earn an Associate of Arts (AA) degree they must successfully complete a course that satisfies the quantitative reasoning requirement which includes selected courses in mathematics, astronomy, chemistry, computer science, economics, engineering, philosophical logic, physics, and psychology.

Additional breadth requirements for graduation with an AA degree include a minimum of fifteen credit hours in each of three distinct areas of knowledge:

- the Visual, Literary, and Performing Arts (VLPA) area
- the Individuals, Cultures, and Societies (IC&S) area
- the Natural World (NW) area

For the Associate of Science (AS) degree, the breadth requirements are similar to those for the AA degree in that in addition to their science, math and composition courses, students must take courses in both the VLPA and the IC&S areas, and those courses must be selected from a minimum of three different disciplines. The additional degree options, including the Associate of Business (AB Direct Transfer Agreement), and the AA with emphasis in Asian Studies, each carry similar graduation and breadth requirements.

The area of knowledge known as the Visual, Literary, and Performing Arts and referred to as the VLPA area is elsewhere often designated Arts and Humanities. The VLPA area comprises the following disciplines:

- Art
- American Sign Language
- Chinese
- Communication
- Drama
- English Literature
- French

- Humanities
- Japanese
- Journalism
- Linguistics
- Music
- Spanish
- Vietnamese

The area of knowledge known as Individuals, Cultures, and Societies and referred to as the IC&S area is elsewhere known as Social Sciences. The IC&S area is composed of these disciplines:

- American Ethnic Studies
- Anthropology
- American Sign Language Culture
- Economics
- Geography
- History
- International Studies
- Philosophy
- Political Science
- Psychology
- Religion
- Sociology
- Social Sciences
- Social Work
- Women Studies

The area of knowledge known as the Natural World and referred to as the NW area is constituted by both physical and life sciences. At least one laboratory science course is required for graduation with the AA degree. The NW area includes such disciplines as:

- Astronomy
- Biology
- Botany
- Chemistry
- Computer Science
- Engineering
- Environmental Science
- Geology
- Health
- Meteorology
- Nanotechnology

- Nutrition
- Oceanography
- Physics
- Science

Many courses within these three knowledge areas fulfill one or more of four generic breadth requirements for the AA degree. These breadth requirements are designated in this way:

- communication
- global studies
- U.S. cultures
- integrated studies

A minimum of five credits must be earned in a "communication" discipline, selected from a list of courses including the disciplines of Communication, Drama, English, and Humanities. Global studies courses are so-designated either because they represent a global perspective on their subject matter or the subject-matter itself is global in nature—for example, Music course *MUSC 110 Introduction to World Music*, and Anthropology course *ANTH 130 World Cultures*. Similarly, the U.S. cultures requirement is satisfied by courses that either treat distinctly North American topics, or that adopt a U.S. perspective with regard to their subject—for example, *ART 254 Survey of the Art of the Pacific Northwest* and American Ethnic Studies course *AME 201 Diversity and Social Justice*. A minimum of eight credits are required in integrated studies courses, which are those courses that encompass content from two or more courses or disciplines, often while emphasizing active learning via seminar-style instruction and copious writing. These courses are denoted by a "Z" attached to their course number. Examples include *ART 251Z Art History* and *HIST 115Z Twentieth-Century America*.

STUDENT LEARNING OUTCOMES (SLOs) (2.B.2)

In addition to the district-wide Degree Learning Outcomes, South Seattle Community College has adopted broad-based Student Learning Outcomes

(SLOs). These outcomes cluster into seven basic categories:

- communication
- computation
- human relations
- critical thinking and problem solving,
- technology
- personal responsibility
- information literacy

Each course is required to have a current course outline approved by the Curriculum and Instruction Committee that enumerates the college-wide SLOs that are addressed in that particular course, along with the course-specific learning objectives and a topical outline. Also included are link tables that show the relationship between SLOs and the course-specific learning objectives.

Faculty members periodically update the SLO link tables by reviewing the relationship between the SLOs and the course objectives for the courses that they teach. In this way, the outcomes and objectives are thoroughly integrated within each course, with the goal that the curriculum demonstrably supports the SLOs, and vice versa. To complete this cycle, the faculty compile examples of actual assessments that demonstrate the direct link between the relevant SLOs, course-specific objectives, and actual student performance or behavior. In cases where faculty judge that certain SLOs are not being addressed adequately within a particular course, they use this review process to guide their planning and implementation of the appropriate curricular or pedagogical changes.

By aggregating the data from the SLO link tables, the division administration is able to determine which SLOs generally are being met by which areas/courses, with what frequency, and with what intensity. The data yielded by this fairly penetrating analysis play an important role in division planning including the allocation of resources, curricular and program revision, and professional development. This link table review process illustrates how data both drive and reflect certain instructional practices at South by providing

salient information at both the classroom and program levels.

A rubric has also been developed for faculty to complete for students in a class to measure and assess student attainment of degree learning outcomes and student learning outcomes. This data is obtained for a portion of the classes each quarter. The information is summarized and shared with faculty for analysis and adjustment of student teaching and learning. The division also has formed an assessment committee with at least one faculty member from each area of knowledge. The general purpose of the committee is to research and recommend assessment practices and to facilitate communication and assessment between the committee and the faculty in each area of knowledge.

AREAS OF KNOWLEDGE (2.B.3, 2.C.3)

To present a comprehensive account of the academic transfer division it is useful to examine the role played by each area in the over-all functioning of the division and the college as a whole, to note some highlights and accomplishments of the various academic areas, and to acknowledge certain important trends and goals within each area. A noteworthy theme that runs throughout this account is the reliance on data to inform and to drive decision making, including adherence to a strategic enrollment management plan which has largely been responsible for the division's remarkable planned growth in the past several years. A second theme is the college's systematic emphasis on student retention and success, especially relating to program, course and curriculum development.

Throughout the different content areas within the academic programs division, the consistent focus is on improving student retention and success through the systematic implementation of ingenuity and effort at key junctures. This deliberate approach to improving the quality of the college's offerings and practices at all levels of the division has yielded many positive, and occasion-

ally negative, results. Perhaps more importantly, it has posed myriad questions that drive the division's continual efforts to improve the college and to serve its students.

THE VISUAL, LITERARY, AND PERFORMING ARTS (VLPA) (2.C.3, 2.C.7)

Students who plan to earn an Associate of Arts degree are required to take a minimum of fifteen credit hours in the VLPA academic area, with a maximum of five credits in studio performance and a maximum of five credits in 100-level foreign language to count toward the required fifteen credits. Additionally, students are required to select from a minimum of two separate disciplines within the VLPA academic area. Students seeking the Associate of Science degree are required to take from five to ten credits from within the VLPA course offerings.

Many VLPA courses also fulfill one or more of the four generic breadth requirements for the AA degree. The Associate of Applied Science in Accounting and the Associate of Applied Science in Business Information Technology degrees similarly require students to fulfill a communication requirement, which is often done by completing the appropriate VLPA communication course. Furthermore, certain SSCC students are required by their target transfer schools to complete specific courses in the VLPA academic area. For example, Aviation Maintenance Technology students who intend to transfer to Central Washington University (CWU) for a baccalaureate of science degree in Flight Technology and Aviation Maintenance Management are required by CWU to take *MUSC 100Z Music in the Western World*. Additionally, many colleges and universities require that students complete ten credits of a foreign language prior to transferring from SSCC.

In addition to preparing students for various professional pursuits, the VLPA area also contributes to both the personal enrichment of students and the cultural enrichment of the community. Classes within the VLPA area prepare students

for instrumental and vocal music performance, with frequent and regular concerts and recitals on campus. Significantly, music performance courses provide many ELL students with their first opportunities to earn college level credits while they improve their English skills. Other cultural events associated with the VLPA area include:

- an annual poetry reading hosted by the college, featuring students from the creative writing courses *ENGL 151* and *ENGL 152*
- an annual student art show and other exhibits in the campus art gallery
- an Art/Poetry collaboration in which visual arts students pair up with literary arts students to create two works each—a visual work of art that inspires a poem and a second poem that inspires a second visual art work
- an annual anthology, a faculty-edited forum for students to share their creative work with the campus and the broader community

Area highlights and recent changes include the addition of *ART 114 Intro to Digital Photography I*, and *ART 115 Digital Photography II* to the Art Program course offerings. Digital photography represents an important new development in the field of photography, so these courses were created to keep abreast of technological changes and the new art techniques that result from them, as well as to satisfy student demand. To complement this new technological direction, a multimedia lab was added to Olympic Hall, and is used by faculty and students in such courses as Computer Art, Photography, and Digital Photography.

The college also developed and added *MUSC 117Z: Rock Music History II* to its online course offerings. In addition, *MUSC 160Z: The Blues and Its Influence on Jazz, Rock and Hip Hop* was significantly revised to ensure that the course would have a viable legal source of music. Lastly, faculty updated *MUSC 100Z Music in the Western World*, *MUSC 125 Fundamentals of Music*, and *MUSC 119 Beginning Group Instruction-Voice*.

Enrollment trends indicated the need for adjustments to the scheduling of literature courses,

so the schedule was altered accordingly, to include three literature courses among the day-time offerings and one literature class per year to be scheduled in the evening. Moreover, the college now offers on-line literature courses. This was done to accommodate students who are not able to attend face-to-face classes regularly. This adjustment has the additional benefit of providing maximum flexibility to busy students to ensure adequate progress toward degree completion, and reflects the college's on-going commitment to the twin goals of student retention and success. Similar changes were made to most disciplinary course offerings in the VLPA area, although of particular interest is the 40 percent increase in enrollment in communication courses during the period spanning from academic year 2002-2003 through academic year 2006-2007.

According to the ACT Spring 2006 College Outcomes Exit Survey that was administered to graduating SSCC students, "appreciating the fine arts, music, literature, and the humanities" is one of the least important learning outcomes for SSCC students. The college and faculty members in the VLPA area responded by developing courses with (1) both immediate appeal and enduring substance such as *MUSC 160 Z: The Blues and Its Influence on Jazz, Rock, and Hip Hop*; (2) cross-disciplinary subject matter such as *Art 100Z: Art in the Western World*, which combines Art with IC&S curriculum; and, (3) significant technological sophistication and broad appeal, such as *ART 214 Advanced Computer Art I* and *ART 215 Advanced Computer Art II*. *ART 216 Multimedia Art I* and *ART 217 Multimedia Art II* also have been developed and are being offered in conjunction with the Computer Technology program in the Professional/Technical division.

Extra-curricular accomplishments include the collaborative creation by VLPA faculty, among others, of *Planning for Success—The SSCC Student Handbook*, which presents strategies and best practices for developing academic and life skills that promote success in the classroom. Over 10,000 copies have been printed and distributed to date,

and revisions and updates are planned (*See exhibit: Student Handbook*).

Looking to the future, each discipline within the VLPA area has established goals that relate both to programmatic and pedagogical issues, and which link both to one or more of the college-wide priorities and to academic division goals. For instance, one important goal is to increase recruitment and enrollment in foreign language programs, especially in second year language courses such as Spanish. This goal links directly to both the college wide priority of ensuring the financial health of the college, and to the division goal of meeting its FTE targets for the academic year. During the 2006-2007 academic year, 28 percent of the total FTEs generated by the VLPA area were generated by foreign language instruction, and Spanish accounted for 69 percent of those FTEs. These data support the need for the full-time language instructor who was hired to teach Spanish beginning in the winter quarter of 2008.

Low enrollment in the second year foreign language course offerings historically has permitted those courses to run infrequently. In part to correct this trend, the division is considering whether to link each course in the sequence to a particular quarter, and to publicize that schedule to eligible students. The academic division continues to monitor enrollment trends for third-quarter, first-year language courses, since enrollment in this area is directly linked to enrollment in second year offerings. Current students in the third and final course of the first year sequence will be actively recruited for the second year sequence.

To assist with these recruitment and retention efforts, a survey of potential second-year language students will be conducted and curriculum will be reviewed and perhaps modified to include significant elements that appeal to advanced students and to heritage speakers' interests. The advanced subject matter (poetry, literature, current events, film, etc.) likely will be addressed explicitly in promotional materials.

The VLPA area also plans to improve its distance learning courses in a variety of ways:

- by creating sustainable courses by relying on resources that are readily available and easily supported
- by incorporating additional instructional videos
- by using additional tools such as digital recording devices to create music samples with voice-over explanations.

Progress will be measured in the first instance by an expected decrease in the number of technological malfunctions during any given quarter. In the second and third instances, the expanded use of tools is expected to result in a measurable improvement in the quality of student papers, exams, and discussion contributions.

INDIVIDUALS, CULTURES, AND SOCIETIES (IC&S) (2.C.3, 2.C.7)

Students seeking the AA degree also are required to earn a minimum of fifteen credits within the IC&S area, with those credits coming from a minimum of two disciplines. Several IC&S courses fulfill the breadth requirements in multiple areas. For example not only does *PHIL& 106 Introduction to Logic* fulfill the Basic Requirement—Quantitative (BRQ) graduation requirement, but it and *ANTH& 205 Biological Anthropology* also satisfy a NW requirement as well. Similarly, IC&S courses *ECON& 201 Micro Economics* and *ECON& 202 Macro Economics* both meet BRQ requirements.

Many other IC&S courses meet one or more of the four generic breadth requirements for the AA degree. For instance, four of the IC&S disciplines offer a total of eleven courses, such as American Ethnic Studies course *AME 151 Societies & Cultures of the U.S.*, that impart an understanding of the United States as a multicultural society from both a current and historical perspective, in accordance with the U.S. cultures breadth requirement. Seven of the IC&S disciplines offer a total of fourteen courses, including Environmental Sciences course *ENV 150 Environmental Issues & Problems*, that focus on understanding the global society from both a western and non-western

perspective, in alignment with the global studies breadth requirement.

Area highlights and recent changes include the development of several courses, and the conversion of others to alternate modes of delivery such as online or hybrid formats. Some examples of new courses include *SOC 105 Sociology of African Americans* which was introduced in 2006-2007 and taught again in 2007-2008. Also, *ECON 100 Survey of Economics* has been added to IC&S course offerings as a general introductory course, as a direct response to a need observed by the instructor of *ECON 201 Micro Economics* and *ECON 202 Macro Economics* to provide a portion of the student population with adequate terminological and conceptual preparation to succeed in those 200-level courses. The need for this course was supported by data, including grade results on certain assignments and types of assignments over the course of several quarters. *ECON 100* also is expected, and anecdotally may already be seen, to contribute to increased enrollment for *ECON 201* and *ECON 202*.

Other new courses include International Studies course *ISP 261 Japanese Civilization*, *SOC 170 Introduction to Contemporary China*, and *SWF 200 Introduction to Social Welfare*. New online offerings of previously face to face courses include *BUS 210 Business and Economic Statistics*, *ECON 202*, *PSYC 100 General Psychology* and *PSYC 200 Lifespan Psychology*.

The Accounting sequence *ACCT 201 Principles of Accounting I*, *ACCT 202 Principles of Accounting II*, and *ACCT 203 Principles of Accounting III* are very popular, with an average of approximately seventy students per year taking these courses. That figure represents approximately fifteen more students than the overall IC&S average, and reflects a generally strong and abiding level of student interest in business courses of all kinds.

HIST 211 History of the Middle East is offered at SSCC but at few other community colleges in the state. It is an extremely popular course, with enrollment rising from nineteen students during

the 2000-2001 academic year to 121 students during the 2006-2007 academic year. Likewise, *POLS 202 American Government* and *POLS 203 International Relations* both have experienced strong increases in enrollment, from 118 students during the 2000-2001 academic year to 213 students during the 2006-2007 academic year for American Government, and from 121 students during the 2000-2001 academic year to 234 students during the 2006-2007 academic year for International Relations. This increase may be due in part to their acceptance by area high schools as graduation requirements for Running Start students. The popularity of International Relations also may in part be attributed to the diverse student population at SSCC and their understandable interest in international affairs.

Looking forward, many of the full-time IC&S faculty members have a long history with the college, although, as they approach retirement age the college faces both a challenge and an opportunity. The need to replace key faculty members presents a challenge as the college stands to lose the extensive experience and institutional memory represented by that group. At the same time this provides an opportunity for the college to reevaluate the curriculum and overall direction of the IC&S area and to build upon the significant gains already achieved.

The goals for the IC&S area include increasing course offerings, both by exploring the need for, and viability of, 200 level courses in IC&S and by increasing distance learning offerings of current courses. The former will entail collaboration with college academic advisors and counselors regarding student needs, as well as a careful review of available enrollment and other data, while the latter represents a still broader collaboration assisted in part by the recently formed Collaborative Online Learning and Teaching (COLT) group. COLT is composed of various members of the faculty, staff, and administrators dedicated to expanding and continually improving distance education at SSCC. The group meets regularly to share ideas, resources, and expertise regarding best

pedagogical practices, technological resources, and other information pertaining to distance learning. (For additional information about COLT, see the *Distance Learning* section at the end of *Standard Two*.)

Another goal is to coordinate potential program and course development with the college's federal grant that is intended to serve Asian American and Pacific Islander students. IC&S faculty members are directly involved in the preparation and implementation of this two year grant that is dedicated to building the college's long-term capacity to serve under-represented student populations. The grant entails, among other things, the creation of two new AA degree options—the Asian and Pacific Islander (API) emphasis, and the Associate in Elementary Education Direct Transfer Agreement option. The API degree option will update the current Asian Studies option and will entail the expansion of course offerings as well as the revision of the curriculum of current courses to include Pacific Islands related themes and topics. The elementary education option will follow state guidelines for such a degree, and will encourage students from the under-represented populations covered by the grant to pursue elementary-level teaching credentials. This also supports a partnership already in place between SSCC and Heritage University, which offers a cohort-based education baccalaureate degree on campus at SSCC. Heritage University has offices on the SSCC campus in the University Center, and has worked closely with SSCC in developing the degree option in conformity with state guidelines. The development of both new degrees is supported by the federal grant, but at the end of the grant the courses and degrees will continue as part of the college's regular offerings.

BASIC REQUIREMENT—WRITING (BRW) (2.C.3)

All students in academic programs at SSCC must fulfill the “Basic Requirement—Writing” (BRW) requirement by completing at least one English composition course. Two such courses are required

for the AA and AB degrees. For those students who are unprepared for college-level writing, the division offers various developmental writing and reading courses that range from basic sentence structure to grammar and syntax, up to paragraph and short essay composition, preparatory to enrollment in college level courses. Upon completion of the developmental writing class, *ENGL 098 College Preparatory Writing IV*, students who are judged by their instructors still to have marginal writing ability submit portfolios of their writing for blind review by at least two members of the English faculty. In cases where those faculty members agree, students are either advanced to *ENGL& 101 English Composition I* or required to enroll in an additional developmental course, including the recently developed *ENGL 099* that was created for precisely this purpose. In split decisions, a third faculty member reviews the portfolio. Students from other developmental courses may also submit portfolios for review by the same faculty panel. The project has recently expanded to include students in *ENGL 096 College Preparatory Writing III*, *ESL 097 College Preparatory English for Non-Native Speakers I-Writing*, and Intensive English Program course *IEL 081 Writing V*, that have been identified by their instructor as potentially being prepared for *ENGL& 101*.

Developmental writing course *ENGL 098* is the gateway course into *ENGL& 101*, which is the primary college-level composition course required for nearly all degree-seeking students at SSCC. Students may be registered in *ENGL 098* in one of several ways—on the basis of the results of their COMPASS placement exam; by virtue of having completed another course earlier in the English sequence, including *ENGL 094 Writing Improvement II*, or *ENGL 096*; through completion of courses such as *ESL 097*; or via completion of one or more courses in the applied writing series including such courses as *ENGL 103 Transitional English*, *ENGL 105 Applied Composition*, and *ENGL 106 Technical Writing*.

For students who are judged to require additional developmental writing instruction beyond

the *ENGL 098* class, *ENGL 099* was created to provide an alternative to repeating a lower-numbered course, which many students apparently were reluctant to do as they saw it as a regression. Thus, the creation of *ENGL 099* removes a psychological barrier to continuation in the writing instructional program, which English faculty members expect to result in greater retention and success. The faculty and college administration continue to review the developmental writing pathway, with an eye toward refining it and eliminating all unnecessary barriers to student success.

English composition instructors typically hold regular norming sessions in which they discuss their individual writing standards, and examine the rubrics that they use for their various courses. This intra-area cooperation is integral to maintaining high standards, and it plays a crucial role in faculty sharing ideas about how best to serve their students. Similar inter-area meetings occasionally take place between English and ESL faculty, to coordinate the expectations and offerings of those two areas as they work toward their common purpose of teaching students to write.

Area highlights and accomplishments include new online course offerings in *ENGL 103*, *ENGL 105*, and *ENGL 106* as well as the introduction into those courses of podcasts and web-based videos. Moreover, adjustments were made to the placement examination process that include new cut-off scores for entrance to various classes. For example, the COMPASS placement score for writing has been raised from 76 to 77 for admission to *ENGL 101*. Also, the COMPASS placement score for *ENGL 091 Basic Reading & Study Skills I* was lowered from 75 to 70, and the placement score for *ENGL 095* was lowered from 81 to 77. These changes were made on the basis of success-rate data, and were intended to group students in need of similar developmental assistance to enhance their likelihood of success.

There are on-going efforts to align placement scores district-wide, and high-level meetings to that effect among representatives from the three colleges in our district and the district vice chancellor have

met with moderate success. Additional meetings occur across campus to improve success and retention, especially by focusing on writing and mathematics. For instance, the President's Committee on Diversity and Retention holds joint meetings with the Student Success Task Force to explore ways of ensuring student progress through the developmental courses and successful transition to college-level writing and math courses.

Additional highlights include strong enrollment in various courses, including that of *ENGL 101* which has increased nearly 53 percent since the 2000-2001 academic year, and 23 percent since the 2004-2005 academic year.

Various resources exist for writing students on campus. The college's Writing Center is available to all students and is staffed by trained writing assistants and coordinated by a member of the English faculty. Moreover, the college recently joined the Northwest E-Tutoring consortium in order to provide yet another point of contact with qualified writing tutors, and developmental English and other composition students who are legal residents, first generation college students, and on financial aid may access the services of tutors in the Collaborative Learning and Instruction Center (CLIC).

Important goals for this area include increasing the number of online modules for writing students. During the period from academic year 2004-2005 to academic year 2006-2007, annualized FTEs generated by enrollment in *ENGL 101* have increased by 22 percent, and in *ENGL 102* the increase has been 44 percent. These increases have been driven in large part by adherence to the college's strategic enrollment management plan, which has produced widespread growth in enrollment throughout the academic division. To continue to expand offerings to meet growing student need for these courses, more online sections need to be scheduled. These courses are required for many students, and providing them in an online format greatly increases access to them by students who might not otherwise be able to take them on campus.

A further goal is to assess the efficacy of the current COMPASS cut-off scores that were implemented during the spring quarter of 2007, and the effect of those scores on the transition pathway into college-level writing courses. Joint English/ESL/IEP faculty meetings have been scheduled to discuss these and related topics. Initial placement and subsequent re-testing policies remain important topics for consideration. For example, whether to allow immediate re-testing, whether to require a waiting period prior to re-testing, and whether to accept writing samples in lieu of exam results are all under consideration. Any decision will be based on available data and the collective best judgment of faculty, staff, and the administration.

Another important goal is increase discussion and collaboration among the credit ESL, IEP, and English faculty members. The program revisions in the Transitional ESL program have created an opportunity for productive dialogue regarding how best to serve our students across the spectrum of writing ability. The writing curriculum shall continue to be sequential, articulated, and supported by accurate placement to ensure progression of students through the writing curriculum. Faculty members continue to monitor student success at various key junctures in the sequence, and use those data to suggest changes to the sequence and to the curriculum.

BASIC REQUIREMENT—QUANTITATIVE (BRQ) (2.C.3)

All degree-seeking academic students must meet the “Basic Requirement—Quantitative” (BRQ) requirement. This is done by taking a minimum of five credits from a special selection of courses in the areas of mathematics, astronomy, chemistry, computer science, economics, engineering, philosophical logic, physics, and psychology. Not all courses in these disciplines satisfy the BRQ requirement, but there is sufficient variety to meet the interests and needs of most students. The focus of this section is the mathematics courses specifically.

Proficiency in intermediate algebra also is a requirement for all students seeking a degree, and is prerequisite for many other courses. There are various ways by which to satisfy this requirement, including having taken the appropriate intermediate algebra course recently in high school, or completing one of several mathematics courses at SSCC. The most common approach is for students to complete *MATH 098* with a 2.0 grade point average.

Area highlights and accomplishments include an increase in online courses and sections offered. Three new online classes have been added recently, including *MATH 109 Elementary Statistics*, *MATH 141 Pre-Calculus I*, and *BUS 210 Business & Economic Statistics*. Moreover, on average, two new sections per quarter of existing online courses have been scheduled. These online courses have augmented existing course offerings and have resulted in a net average increase of thirty-two annualized FTEs. As a testament to the need for online courses, approximately 73 percent of the students taking online math are “on campus” students. These changes, combined with an increase in evening and Saturday offerings in both developmental and transfer math courses, have significantly increased student access, participation, and success in math courses. Significantly, online courses have an average 89 percent completion rate.

In addition to fulfilling various graduation requirements for the AA and AS degrees, the math area plays an important role in all professional and technical programs. Every program requires at least three credit hours of math covering applied topics and relevant skills that are appropriate to each field of study. The math area also regularly provides support for the college’s university partners on campus, by offering courses that fulfill the requirements of Heritage University’s education program, Eastern Washington University’s applied science baccalaureate degree, and City University’s business baccalaureate degree.

Historically, a key difficulty for students as they encounter the math area is the complexity of course sequences, including the pathways to

transition from developmental courses such as *MATH 083 Arithmetic*, *MATH 084 Algebra I*, *MATH 085 Algebra II*, and *MATH 098 Intermediate Algebra* to college level courses. In response to this general student confusion, math area faculty members have created the “math tree” diagram which guides students through the math curriculum based on their individual level of preparedness, having determined their starting point on the basis of their COMPASS placement exam results, or by various other methods.

In light of the customary difficulty transitioning from developmental math courses to college level courses, an important goal of the math area is to increase the success of students in making that transition. The strategy for achieving this goal calls for a multi-pronged approach, including the adoption of new instructional software that is designed to give students maximum feedback on their homework by providing guidance with regard to each homework question. In addition to the PLATO learning system which has been in place for several years at SSCC, the Hawkes system was recently adopted as well. The SSCC Student Success Task Force funded a study by two math area faculty members to investigate the relative efficacy of the Hawkes system by comparing two different sections of the same course, with one section using the Hawkes system and the other section using a traditional text book. Once the study is complete and the data are analyzed, appropriate follow-up is planned.

Another key element of efforts to improve developmental transitions is the implementation of a modular math project that allows students to make progress at variable rates, consistent with their own level of preparedness and other circumstances.

New students at the college often qualify for initial placement in *MATH 084*, which is at the beginning of a long and for many students seemingly insurmountable path to the college level courses that are required for an AA degree. To assist students in progressing through the curriculum, one effective tactic has been to “modularize” the developmental curriculum. In 2006, the modularized

math lab, which combines instructor led curriculum with the ease and convenience of the online environment, was officially adopted by the college. This modular approach allows fine-grained assessment of individual students’ skills in order to place them only in the modules that are needed for them to complete the required objectives. The students are given credit for the successfully completed objectives based on tests covering each module, and are allowed to proceed more-or-less at their own pace through the curriculum.

Initially, three modular sections per year were offered, while more recently that number has become eleven. Enrollment in modular math courses has quadrupled since such courses were implemented in 2006, and completion rates are better than those in lecture sections for comparable courses. In 2006, the transition rate from entering pre-college math students to college level math courses was 21.7 percent. In 2007, this rate rose slightly to 24.3 percent. Steady improvement is expected to continue.

NATURAL WORLD (NW) (2.C.3, 2.C.7)

The Natural World (NW) area comprises all of the life and physical sciences at SSCC. For those students seeking the AS degree, there are two distinct degree options, both of which are directly associated with the NW area. Many additional pathways to a variety of different transfer degrees also have been developed to assist academic advisors and students as they plot the course to their educational goals. Students seeking the AA degree are required to take a minimum of fifteen credits in the NW area, including courses in a minimum of two separate disciplines, and a minimum of five credits in a course with a laboratory component.

Certain specified courses from outside the NW area also may be used to fulfill a maximum of five credits in the NW area, on the basis of the subject matter’s relationship to the NW area. Such courses include specific offerings in anthropology, geography, mathematics, philosophy, and psychology.

The science pre-major AS degree programs prepare students for transfer to science programs at four-year colleges and universities and will give students basic skills needed by scientists working in various fields. Students study basic mathematical and scientific principles with an emphasis on problem solving and critical thinking. Additionally, the program provides students with extensive laboratory experience. The curriculum also develops other job related skills such as communications, human relations and technical report writing. Credits earned with the AS degree at South Seattle Community College can be applied toward the first two years of a four-year baccalaureate degree in one of the sciences.

Area highlights and accomplishments include an increase of 215 percent in FTEs generated by the life sciences over the period of academic year 2000-2001 to academic year 2007-2008. In academic year 2000-2001 the life sciences generated seventy-nine FTEs, while in academic year 2007-2008 the life sciences generated 249 FTEs. The number of courses offered has increased from forty-three to 147 over the span of six years. This growth is due largely to increased demand by students who intend to enter the nursing and other allied health fields, for which many of the life sciences course offerings are prerequisite. For example, *BIOL& 241 Anatomy & Physiology I* and *BIOL& 242 Anatomy & Physiology II* are required for many nursing programs.

Other significant accomplishments in the life sciences include the development of unique curricula for hybrid lab classes for several courses including *BIOL& 241*, *BIOL& 242*, *BIOL& 260 Microbiology*, *BIOL& 211 Majors Cellular*, *BIOL& 212 Majors Animal*, and *BIOL& 213 Majors Plants*. Each of these courses has attracted students from across the state, as well as from southern Canada and Oregon. The demand for these classes continues to grow in part because SSCC is the only school in western Washington to offer such courses regularly as hybrids. Additional courses have been offered,

and typical face-to-face courses have been converted to hybrid and online formats in part to meet growing demand for such courses by area nursing programs, including SSCC's own nursing program. As the allied health fields continue to generate significant interest among students, demand for anatomy and physiology, biology, chemistry, and other sciences courses is expected to stay steady or to increase. Science faculty and the SSCC administration continue to monitor this demand closely to ensure adequate yet systematic and sustainable growth in these areas.

Similarly, *BIOL& 100 Survey of Biology* and *NTR 150 Human Nutrition* have been offered online with great success and popularity. Online and hybrid courses contribute significantly to total enrollment within the life sciences division. At SSCC during the spring quarter of 2008, 34 percent of anatomy and physiology courses and 40 percent of nutrition courses were offered either online or as hybrid courses.

Significant highlights and accomplishments within the physical sciences disciplines include the creation of several new courses and the conversion of some existing courses to different delivery modes. New courses include *SCI 110 Intro to Robotics*, *CHEM & 241 Organic Chemistry I*, *CHEM & 242 Organic Chemistry II*, *CHEM & 243 Organic Chemistry III*, *CHEM& 251 Organic Chemistry Lab I*, *CHEM& 252 Organic Chemistry Lab II*, *ENGR& 230 Technical Writing*, and two additional courses that are currently inactive—*ENGR 141 Scientific Programming* that was taught once online in 2004, and *ENGR 271 Digital Logic Design* that has not yet been offered. Furthermore, existing courses that were converted into online or hybrid courses include *ASTR& 201 The Universe & the Origin of Life*, *CHEM& 121 Intro to Chemistry*, *CHEM& 139 General Chemistry Prep*, *CHEM& 161 General Chemistry with Lab I*, *CHEM& 162 General Chemistry with Lab II*, *CHEM& 163 General Chemistry with Lab III*, *CSC 142 Computer Programming for Engineers*,

and CSC 143 *Computer Programming II*. Significantly, all of the converted chemistry courses with the exception of *CHEM& 139* are lab courses offered entirely online, which is made possible by the creation of original curricula by the chemistry faculty at SSCC.

Largely due to such pedagogical and curricular innovations among the various disciplines, enrollment in the physical sciences has risen 175 percent over the period of academic year 2000-2001 to academic year 2006-2007. An increase of 100 percent in physical sciences enrollment was an academic area goal associated with the Title III grant, and it aligns with and supports both the college wide priority of ensuring the financial health of the college and the academic transfer division goal of meeting its annualized FTE enrollment target.

Members of the chemistry faculty have begun to require students who complete the organic chemistry sequence to take the American Chemical Society (ACS) organic chemistry standardized test. Four of the six students who took the exam most recently scored above the 83rd percentile with one student scoring in the 98th percentile. Discussion continues whether to expand this practice to include students who complete the general chemistry sequence. ACS offers an appropriate year-end standardized general chemistry exam that might be appropriate for SSCC students to take.

With the exception of certain anatomy and physiology labs, all NW labs were moved into the new science building called Olympic Hall as of the fall 2004 quarter, and laboratories were equipped in part using Title III grant money. Of special interest are the three dimensional printer, the CNC mill, the eight data projectors, and the seventeen new PCs that were purchased with the grant.

The phenomenal growth experienced by the NW area brings challenges, including the need to add and to staff new courses and sections. Four new full time members of the faculty have been hired recently, with three of the four positions being new to the college—one in biology one in

nutrition/health, and one in chemistry. The fourth position is in biology and filled a previously vacant position.

These new faculty positions will improve the capacity for instructional planning and mentoring of other faculty leading to better coordination and consistency of course and lab content. The hiring of two full-time instructional lab technicians within the past three years and a half-time safety/chemical hygiene officer also contributes to coordination and the consistency of instructional content and quality, and to the smooth and safe functioning of the labs.

Another challenge resulting from rapid expansion of the program has been the need for effective communication among life sciences instructors to review course objectives and coordinate course content, lab content, and exchange ideas on teaching methods and activities. With several instructors teaching different sections of the same course, regular communication and even collaboration are essential to providing consistent and high-quality instruction. Communication among faculty is enhanced by the implementation of a new faculty coordinator structure in the division which has led to regular meetings among the faculty and lab technicians to, among other things, develop quarterly instructional lab schedules.

Other challenges include meeting the needs of students who are deficient in certain language skills that are essential for success in such demanding courses. One anatomy and physiology instructor has implemented recording/pod-casting of lectures so that students may review new vocabulary and terms at their leisure, and as often as necessary. This has potential benefits for all students, but non-native speakers of English seem to stand to gain the most from this pedagogical technique. This simple practice has the potential to improve student completion and retention in the anatomy and physiology courses in which it is in effect, although the data are as yet inconclusive. The practice remains in effect and faculty members and the administration continue to monitor the results.

Additional goals for the NW area include meeting the persistent need for specialized training in technical writing. The *ENGR& 230 Technical Writing* and the *ENGL 106 Technical Writing* and *ENGL 108 Technical Report Writing* instructors have formed a Faculty Learning Community to address this issue. One member of that group has planned a sabbatical around the technical writing topic, and is exploring, among other things, the feasibility or desirability of developing a technical writing certificate or degree at SSCC. There is agreement among several NW faculty members to incorporate the teaching of lab report skills more integrally into their science courses, and various technological tools are being explored.

BACHELOR’S OF APPLIED SCIENCE (BAS) IN HOSPITALITY MANAGEMENT: SUPPORT IN ACADEMIC PROGRAMS (2.C.3)

In addition to providing support classes for Nursing, the academic programs division collaborates with the professional technical division to support course requirements for BAS students. The Bachelor’s of Applied Science (BAS) degree in Hospitality Management has twenty-five general education credits offered through the academic programs division. These courses are all available online to meet the scheduling needs of students in the BAS program. Prior to offering the degree, BAS Implementation meetings were held with representation from the academic programs division to ensure general education courses were appropriate and could be offered in modes designed to meet the needs of the students enrolled in the BAS program. Course offerings and student needs are discussed at ongoing quarterly BAS Implementation meetings. These meetings provide opportunities for each area to communicate how things are going and be proactive about addressing concerns. This has resulted in some decisions regarding scheduling and instructional modes. Additionally the academic programs division has provided faculty to teach upper division classes (Accounting) in the BAS program.

ANALYSIS AND APPRAISAL

Academic Program Division Goals (2.C.4-2.C.5)

The SSCC strategic plan calls for all programs to direct their specific strategies towards supporting the goals, priorities, and benchmarks of the college. The four existing academic programs division goals are categorized within the appropriate college-wide priority. The SSCC Mission Statement incorporates the value and practice of assessment as a way for the college to measure success and identify areas for improvement. The division actively supports the college mission by providing college transfer programs and courses that prepare students to succeed in college and in their careers. The division collaborates with student services and other areas of the college to provide quality instructions with a student-centered focus that values diversity and promotes student success.

Goal 1: Increase by 10% the number of transfer students prepared to transfer. Increase actual number from 383 in 2006 to 421 in 2007 to 463 in 2008.

A student is considered to be prepared to transfer upon acquiring a minimum of 45 credits that include the Basic Requirement courses for writing and quantitative reasoning (mathematics) with a college-level GPA 2.0 or greater. Many students attend SSCC with a plan to transfer to a baccalaureate institution after completing selected courses rather than obtaining a transfer degree. Table 2.4 below summarizes the number of transfer students prepared to transfer over the past three academic years.

Table 2.4: Number of Students Prepared to Transfer

2004-05	2005-06	2006-07	2007-08
322	383	435	489

The number of SSCC students prepared to transfer continues an increasing trend at a rate exceeding the 10% target. The number of students prepared to transfer was 489 for the 2007-2008 academic year representing a 12% increase

from the previous year. The increase in students prepared to transfer occurs as a result of greater student enrollment in college transfer courses and coordinated efforts between instruction and student services to retain existing students.

The academic programs division has analyzed enrollment data and student and community feedback leading to the implementation of various enrollment strategies. The strategies have included changes in courses offered, course times, the modes of course instruction, and the addition of new sections of overloaded courses. The positive changes have resulted in increased student access to college transfer and developmental courses with a corresponding increase in the number of students prepared to transfer.

This goal is continued without changes since the existing goal it covers a two year period. This is an important measure of student success towards meeting requirements that prepare for transfer to baccalaureate programs.

Goal 2: Increase the graduation rate of full-time transfer degree seeking students from 12% in 2006 to 22% in 2009 (within 3 years of entry).

The number of students completing an Associate transfer degree has shown an increasing trend over the past three years as shown in Table 2.5 below.

This reflects a decreasing graduation rate when expressed as a percentage of full-time students seeking a transfer degree. The decrease in the percentage of students graduating is due to greater student enrollment for college transfer degree without a proportionately greater increase in the number of students completing a transfer degree. Student services and college advisors are working

Table 2.5: Students Completing Transfer Degree

2004-2005	2005-2006	2006-2007
Number of Students Completing Transfer Degree		
182	221	239
Graduation Rate of Full-Time Degree Seeking Students		
21%	16%	18%

with students to provide them with degree completion information as they approach the number of credits required for graduation. A more appropriate measure of student transfer success may be to acquire and review data showing the number of students entering a four-year college within three years of leaving SSCC regardless of the number of credits taken. This would better measure the role of academic programs division developmental and college transfer courses in the transition of students from the community college to the four-year colleges and universities.

This goal will be retained. Continued review of data and implementation of strategic enrollment management strategies to provide courses that provide students the opportunity to meet degree and educational goals will improve student access to courses needed for graduation. A project is also in progress to review, analyze, and adjust evening course offerings. The objective is to insure that entering evening students have access to courses that allow for completion of an Associate transfer degree. The program of study will consist of a combination of evening and online courses with degree completion between six and nine quarters depending upon credits taken per quarter.

Goal 3: Support relationships with existing four-year degree partners and establish new four-year degree opportunities for students on campus.

The college recently constructed a new University Center building on campus. The academic programs division moved into the building in October 2006. The building also provides part-time office space and classrooms for university partners offering four-year degrees on campus. SSCC has been successful in collaborating with several colleges to provide baccalaureate degree options on the campus for community members. Partnership agreements exist with Heritage University for a Bachelor of Arts Degree in Education with Residency Certification and Elementary (K-8) and ESL (K-12) endorsements; Eastern Washington University for a Bachelor of Science Degree in Technology, Applied

Technology Option; and City University for a Bachelor of Science Degree in Business Administration. The agreement with City University is the most recent and was developed during the 2007-2008 academic year with classes beginning fall quarter 2008. SSCC also began offering the Bachelor of Applied Science Degree in Hospitality Management in fall quarter 2007 providing a fourth baccalaureate level degree program available for students on campus. Specific courses required in this degree offered by the Academic programs division include: *ENGL102 English Composition*; *NUTR150 Human Nutrition*; *COMM135 Effective Presentations*; *ECON 200 or 201 Macro- or Micro-Economics*; *BUSN210 Business/Economic Statistics*; and a lab science elective.

The academic programs division is in the process of obtaining approvals to begin offering an Associate of Arts—Education Option transfer degree. This degree option will prepare students for entry into the Heritage University Education Degree program or into a similar program at any other college or university. Heritage University has successfully enrolled two cohorts of students for the program over the past two years. The academic programs division is also reviewing course offerings to insure that the Associate in Business Degree is available to evening and online students. These students could then transfer directly into the evening/online City University Business Administration Degree program or a similar program at any other college or university.

Goal 4: Meet the annualized FTE enrollment target of 1,303 for the 2007-2008 academic year.

The academic programs division enrolled 1,315 state supported annualized FTE for the 2007-2008 academic year. The enrollment target was exceeded by 12 FTE. College transfer FTE has increased 18% over the past three years and 37% over the past six years. The number of courses offered, the average student enrollment per course, and student headcount have also increased over the three year period. Concerted application of strategic

enrollment management actions have helped to increase college transfer enrollment along with an increase in the college transfer instructional budget. Individual quarterly course enrollments were analyzed and adjustments were made with regards to courses offered and course times. Close communication also occurs between registration and the division office so that new sections can be added prior to the start of a quarter when existing sessions are filled and wait list numbers are high. Individual faculty efforts to accept some student overloads in specific classes along with effective instructional strategies and retention efforts implemented collaboratively between instruction and student services have helped the division meet the enrollment target.

Student numbers indicate continued increased interest in online and hybrid instructional modes for classes.

This is an annual goal requiring on-going efforts. The annualized state supported FTE enrollment target will be increased to 1,359 for the 2008-2009 academic year. The concerted application of strategic enrollment management actions will continue with a goal to increase college transfer enrollment. The division will continue to support faculty interest, development, and offering of online, hybrid, and other innovative instructional methods. Faculty in the division are also researching how to incorporate sustainability topics and objectives into courses. Each academic area and specific subject areas have actions directed towards recruiting new and/or retaining existing students. Individual quarterly course enrollments will be analyzed and adjustments made with regards to courses offered and course times.

Requirements and Procedures

The division has spent considerable time reviewing procedures and faculty and staff have worked together to recommend and implement new practices. A faculty task force worked with the dean to develop a recommendation for a faculty coordinator representing each academic area. The groups also developed a general job description for the

positions. The new faculty coordinator positions have helped to increase faculty representation and input from each academic area on important division and college activities and projects.

A faculty representative from each academic area and the dean also met to develop a new academic area review template and process. The form and process were reviewed and approved by the Curriculum and Instruction Committee. The new form was used for the recent academic area reviews.

A new associate dean position was approved and filled beginning July 2008. This new position provides needed additional administrative support for the growing academic programs division. Effective February 2009, the academic programs division dean moved into the interim vice president for administrative services position. The associate dean moved into the interim division dean position. This provides some salary savings for the college during this interim period. Both positions will be reinstated after the interim period.

There has been no change in the broad-based credit requirements in the different distribution areas for the various associate transfer degrees. College transfer courses are openly accessible to anyone, although some courses have prerequisite and/or placement test score requirements.

Faculty (2.C.7, 4.A.1)

The division includes thirty-three full-time and eighty-nine part-time faculty members. The number of faculty has increased to support the increased FTE and student enrollment in college transfer and developmental courses. All full-time and part-time faculty members have appropriate degrees and experience for teaching assigned courses. Faculty have accessibility to professional development activities provided on-campus, within the district, and faculty can apply for district professional development grants to fund attendance to conferences and other professional development activities off campus and out of district. All discipline areas are served well with faculty providing effective instruction to students.

Three new full-time faculty positions have been added in the division during the past four years. The new positions occurred in English, Foreign Languages (Spanish), and Chemistry. There were also three new full-time faculty hired for Biology, English, and Economics as replacements resulting from faculty retirements. The college has approved two new full-time faculty positions to begin in winter quarter 2009 for Biology and Nutrition/Health. A full-time Psychology position was approved for 2008-2009; however, filling that position is on hold pending budget changes for 2008-2009 and the upcoming biennium budget. The college has provided new full-time faculty positions and increases in the part-time faculty salary budget to provide coverage for the additional course sections and enrollment. The college and division continue to review enrollments and resources for future recommendations for new full-time faculty positions. Finding qualified part-time faculty for some specialized courses in high demand areas can be challenging. The associate dean works closely with the faculty coordinators to maintain a pool of qualified potential part-time faculty members for various subject areas. The number of courses offered by the division from 2000-2001 to 2006-2007 has increased and additional full-time and part-time faculty have been hired to meet the instructional demand.

Physical Facilities, Equipment, and Laboratory Supplies

A Title III grant (2002-2007) provided approximately \$100,000 for laboratory equipment, data projectors, computers, and software to support engineering, computer science, and related fields. Laboratory equipment purchased included a 3D printer and a CNC mill contributing to well equipped engineering and physics labs. The modular math lab received twenty-five new computers to support the computer-based instruction for developmental math students.

A portion of grant funds used to establish and expand the nursing program were provided to the

academic programs division in order to obtain lab equipment and supplies to support additional sections of anatomy and physiology and microbiology courses. These are two of several prerequisite courses that students must complete prior to applying to the nursing program. The new equipment and supplies allowed the expansion to occur and increase the number of students completing these courses each year.

The lab supply budget for the 2008-2009 academic year was increased by \$14,000 compared to the previous year. This was accomplished by moving a greater portion of a lab technician salary from lab fees to state funds. This change provided the \$14,000 increase which had been needed to support additional lab supply use as a result of increased student enrollments in science lab courses.

A multimedia lab has been established in Olympic Hall that provides up-to-date instructional technology for Computer Art, Photography, and Digital Photography courses.

The number of classrooms equipped with an instructor station with a computer, internet access, and data projector has increased. Instructor demand for the computer technology equipped classrooms continues to exceed the number of rooms available. The division supports and recommends the continued planned expansion of computer equipped instructor stations in classrooms. (*See Standard Eight for more on classroom technology.*)

The Academic Area Reviews provide specific recommendations on additional equipment needs to support instruction in various subject areas.

Library Holdings and Information Resources (2.A.8)

Library holdings and information resources are accessible to students and faculty in the division. Formal and informal methods are available and used for discussion between librarians and instructional faculty to review and update library holdings. Library personnel readily provide suggestions and assistance to faculty as requested.

Student Support Services (3.A.1)

The academic programs division and student services work closely together to support student access to courses, retention, and completion of educational goals. The registration office communicates with the division office regularly during the registration period as courses fill and wait lists develop regarding the need for additional sections of filled courses. The division office also communicates with registration and others on campus whenever course cancellations occur.

An English faculty member serves as the coordinator for the Writing Center. The Writing Center provides tutoring and review assistance to students in English writing courses as well as writing assignments from any course. Science and math faculty also support and refer students to tutoring assistance in the Math and Science Tutoring (MAST) center. Area reviews from the sciences recommended increasing the number of qualified tutors and finding a larger space to accommodate large student numbers at peak hours (10AM–2PM).

Two faculty members in Music coordinated and created *Planning for Success—The SSCC Student Handbook* that was available beginning fall 2007. This is an effective resource for both students and faculty and directly supports effective student orientation.

The division dean and associate dean participate on the Student Success Task Force. The group is composed of administrators from across campus, and functions to review student success data, share ideas, and review and fund proposals for projects aimed at improving student success. Important areas of focus have included a study of retention rates from one quarter to the next and the transition of students from developmental to college level math.

Safety and Hazardous Waste Management

The division and the college have taken important steps and acted to improve safety and hazardous waste management. The academic programs division has hired two full-time instructional lab technicians. The lab technicians participate in

safety training and assist faculty to insure that proper safety and chemical hygiene practices are implemented by students in the science labs. One lab technician is assigned the responsibility of chemical hygiene and hazardous waste management for the division. During the same time period, the college has also hired a part-time (50%) Safety and Chemical Hygiene Officer. Steps were taken during 2007-2008 to reduce the backlog of hazardous waste. The lab technicians and faculty will work together to continue to focus on safety and implementation of labs to minimize the generation of hazardous waste. A group of science faculty and the lab technicians have suggested that a work group establish and implement a training program for all faculty and technicians on safety procedures, the proper storage of chemicals, and disposal of waste.

Enrollment Trends

The following table summarizes annualized FTE from 2001-2002 through 2007-2008 in courses specific for college transfer, learning assistance (developmental), and Running Start. (See Table 2.6 below.)

Enrollment as measured by total annualized FTE has increased 48% between 2001-2002 and

2007-2008. FTE growth of 22% has occurred during the past three years. The greatest FTE increase has occurred in college transfer courses and in Running Start enrollments. Enrollment in learning assistance courses has remained fairly constant. The amount of online instruction at the college has continued to increase; however, this has occurred with more online offerings of courses developed and taught by division faculty while keeping the number of WAOL courses relatively constant.

Table 2.7 below provides state-supported annualized FTE by academic area in 2001-2002, 2004-2005, and 2007-2008 along with the percent change over the six year period.

The NW—Life Sciences academic area experienced the greatest FTE growth and percent change. This increase was due to the college's response to the increased demand for courses required for students interested in health care and other science fields. Resources were provided and used to equip additional lab rooms required for expansion of lab based science courses.

The growth in student enrollment and FTE over the past three years has been planned and directed by reviewing data and implementing specific strategic enrollment management strategies.

Table 2.6: Annualized Enrollment in Academic Programs

FTE Source	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	%Change
College Transfer	699	841	991	912	944	997	1072	53%
Learning Assistance	267	282	273	258	268	262	295	10%
Running Start	195	195	223	238	278	374	338	73%
Total	1161	1318	1488	1403	1490	1633	1716	48%

Table 2.7: Annualized Enrollment by Academic Area

Academic Area	2001-2002	2004-2005	2007-2008	Percent Change 2001-2002 to 2007-2008
BR—Writing	209	189	220	5%
BR—Quantitative	233	276	317	36%
NW—Physical Sciences	90	103	127	41%
NW—Life Sciences	79	195	249	215%
IC&S	199	225	256	29%
VLPA	148	183	197	33%

Review of course enrollment data, waitlist information, and input from students, advisors, and registration led to changes in course offering, scheduled times for courses, and the addition of new instructional modes to meet the course needs of students. The college provided additional full-time faculty positions and part-time faculty salary funds to support the increased number of course offerings and the corresponding student enrollment increase. The review and analysis of data and information is ongoing and used to drive development of and adjustments to quarterly schedules and course additions and cancellations during registration periods.

Curriculum Changes (2.A.1)

The number of individual course sections offered by the division increased 38% from 835 in 2001-2002 to 1152 in 2006-2007. The increased number of course offerings provided the foundation for the increase in FTE and individual student enrollment. This has been planned growth implementing strategic enrollment management strategies to offer courses demanded at times and with instructional modes that meet students' needs. The college has provided additional full-time faculty positions and part-time faculty salary funds to support the increased number of course offerings and accompanying student enrollment increases. The increase and change in course sections offered resulted from review of course enrollment data from previous quarters, student numbers on waitlists, and input from advisors and registration.

All Academic Areas demonstrated growth in the number of sections offered each year from 2001-2002 to 2006-2007. The greatest increases during this six year period occurred in the Natural World—Life Sciences, Natural World—Physical Sciences, and Math areas with values of 153%, 32%, and 43%, respectively. The increase in the number of science course offerings occurred to meet the demand for students interested in pursuing study in health career and other science and engineering fields. The number of increased math and English

sections were provided to meet increased student need for both developmental and college level courses. As student enrollment increased, the demand for the courses that support and meet the basic requirement for Writing and Quantitative also increased. Twenty-one new division courses have been developed, approved by the Curriculum and Instruction Committee, and offered since January 2003.

The number of online and hybrid courses offered by the division have continued to increase. Online and hybrid courses represented nearly 20% of the Academic programs division course offerings in spring quarter 2008. Many faculty have participated in online training to learn the use of the platform for online course instruction (Blackboard and Angel). Faculty have applied the training to develop and offer online instruction for an increasingly diverse range of courses. South has been one of the first colleges in the area to develop online science lab courses consisting of either home-based lab projects or Saturday lab times. The expansion of online course offerings occurred as a result of student enrollment monitoring and input from the distance learning office, advisors, and registration. Some of the online course offerings are provided by Washington Online (WAOL); however, the majority of the scheduled online courses are offered directly by the college. The following subject areas in the academic programs division regularly offer at least one online or hybrid course each quarter:

- Accounting
- Art
- Astronomy
- Biology (including anatomy and physiology, microbiology, and majors-level biology)
- Business
- Chemistry
- Communications
- Economics
- English
- Geology
- History

- Humanities
- International Studies Program
- Math
- Music
- Nutrition
- Psychology

The addition of online and hybrid science courses has contributed significantly to the enrollment increases in the Natural World Academic Areas. All courses from the academic programs division that are required for the Bachelor of Applied Science degree in Hospitality Management have been developed and offered as online courses to support student access to these courses. Faculty and student interest for online and hybrid courses continues to increase and will likely generate continued growth in these types of course offerings each quarter. A project is in progress to evaluate the role of online and hybrid courses in combination with evening classes to provide students the opportunity to obtain an Associate transfer degree within six to nine quarters during the non-traditional times.

Assessment (2.B.1)

Specific course objectives are included in the approved course outline for each course offered by the academic programs division. Faculty apply a diverse range of assessment methods to measure student attainment and proficiency of course objectives. Each Academic Area review contains descriptions of assessments used relative to the various subject areas. A general listing of the assessment methods includes:

- traditional and online homework
- lab notebooks
- journals
- portfolios
- in-class and online quizzes and tests
- standardized tests
- lab reports
- in-class group and individual activities
- online discussions

- group and individual projects
- presentations and performances
- research papers
- various writing assignments

One science instructor has spent time piloting Quizdom's classroom response system. Each student has a remote and responds to instructor questions with immediate summary feedback to the instructor and students on participation and learning.

Each course outline also includes a link table that specifies any college-wide Student Learning Outcome(s) (SLO) that a student practices and applies while participating in learning activities and assessment for the various course objectives. Not all course objectives have a link to a student learning outcome. Faculty in each subject area have completed an updated review of course outlines including the addition of the link tables.

The following table summarizes the course objective—link tables from 378 division courses. The table indicates the number of times each SLO is linked to at least one objective in a course (Count) and the number of times each SLO is linked to multiple objectives within the courses (Intensity). The third column summarizes the percentage of courses with a link between at least one course objective and the specified SLO.

The Communication and Critical Thinking/ Problem Solving SLOs are practiced with the greatest intensity in the greatest number of courses. The Basic Requirement—Writing Academic Area presently contains no links between objectives and the Computation SLOs. The Basic Requirement—Quantitative Academic Area presently only links course objectives with Computation, Critical Thinking and Problem Solving, and Technology SLOs. The remaining four Academic Areas contain course objectives linked to all of the SLOs. (*See Table 2.8 on next page.*)

The link between course objectives and SLOs indicates that students have the opportunity to practice and be assessed on the SLOs as they progress through the ninety credits required for the

Table 2.8: Course Objective—Link Tables

	SLO Description	Count	Intensity	% of Courses
SLO 1.1	Communication—Read and listen actively	198	565	52%
SLO 1.2	Communication—Speak and write effectively	168	415	44%
SLO 2.1	Computation—Use mathematical operations	60	155	16%
SLO 2.2	Computation—Apply quantitative skills	64	152	17%
SLO 2.3	Computation—Identify, interpret, and utilize higher level mathematical and cognitive skills	40	96	11%
SLO 3.1	Human Relations—Use social interactive skills to work in groups effectively	128	216	34%
SLO 3.2	Human Relations—Recognize the diversity of cultural influences and values	119	262	31%
SLO 4.1	Critical Thinking and Problem Solving	190	573	50%
SLO 5.1	Technology—Select and use appropriate technological tools	65	144	17%
SLO 6.1	Personal Responsibility—Be motivated and able to continue learning and adapt to change	139	319	37%
SLO 6.2	Personal Responsibility—Value one’s own skills, abilities, ideas and art	93	177	25%
SLO 6.3	Personal Responsibility—Take pride in one’s work	92	180	24%
SLO 6.4	Personal Responsibility—Manage personal health and safety	55	98	15%
SLO 6.5	Personal Responsibility—Be aware of civic and environmental issues	65	108	17%
SLO 7.1	Information Literacy—Access and evaluate information	141	395	37%
SLO 7.2	Information Literacy—Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society	101	326	27%

various Associate transfer degrees. The academic programs division has built upon the college’s culture of assessment to insure that students completing Associate transfer degrees will achieve the SLOs as well as the specific course outcomes contained in their program of study. The Associate of Arts Degree Learning Outcomes and the Associate of Science Degree Learning Outcomes are also practiced and applied as students complete course objectives included in specific degree program. The majority of the Degree Learning Outcomes correspond directly to a college-wide SLO. The remaining Degree Learning Outcomes are practiced and assessed along with course objectives in specific discipline courses required for the degrees.

Faculty in the division will continue to review, analyze, and recommend ways to expand and enhance learning assessment to measure student success. Faculty will provide example assignments and assessments from courses that demonstrate application and assessment of a SLO. The examples will be collected and sorted by specific SLO during fall quarter 2008. The collection will be reviewed by faculty and serve as a reference that can be used to help develop new assignments and assessments as faculty consider the role of SLOs linked to course objectives in courses. A pilot project began during spring quarter 2008 where faculty measure and indicate the progress of individual students towards meeting SLOs and Degree Learning Outcomes in designated courses. The pilot will

continue and the data will be shared and discussed with faculty in the division. Academic programs division faculty will also review data and provide any recommended changes to the established SLOs and Degree Learning Outcomes.

The following new goal specific to assessment has been added for the division.

Goal 5: Learning Outcomes Assessment— establish a work team to review and analyze the tables linking the College-Wide Student Learning Outcomes with course objectives and lead the efforts to prepare a reference collection of assessments categorized by specific SLO. The group will also provide recommendation on any revisions to SLOs or Associate Degree Learning Outcomes. Faculty participating in the pilot project to measure student attainment of SLOs and Associate Degree Learning Outcomes by a standardized rubric will provide a summary and recommendation.

Division faculty have reviewed course outlines and completed link tables that specify any college-wide Student Learning Outcome(s) (SLO) that a student practices and applies while participating in learning activities and assessment for the various course objectives. This provides the opportunity for additional analysis regarding assessment of learning outcomes leading to recommendations on sharing and creating new assessments and links between course objectives and the college wide and Degree Learning Outcomes.

The faculty work team and division office review the SLO and course outline link data during fall quarter 2008 along with a request for faculty to provide assessments specific to each SLO. The reference collection of assessments will be prepared during winter quarter 2009. Recommendations on revisions to SLOs or Degree Learning Outcomes will be provided by the end of winter quarter 2009. The pilot project faculty will continue with the evaluation and application of the rubric with report out and recommendation by the end of winter quarter 2009.

Professional Technical Education Programs Division

In the past ten years, South Seattle Community College's professional technical education programs division has undergone a major transformation. The college has become a leader in developing and offering innovative degrees and degree pathways that meet the needs of the community it serves. South has emerged as a model for professional technical education in the state of Washington and is one of the first community colleges in Washington state to be approved to offer a professional technical bachelor's degree.

OVERVIEW (2.A.9)

South offers degrees that afford a seamless pathway for students to progress in their educational goals, from the English as a Second Language program all the way to graduating with a bachelor's degree. South Seattle Community College's professional technical education programs offer a Bachelor's of Applied Science (BAS), an Associate of Applied Science Transfer (AAS-T) degree, an Associate of Applied Science (AAS) degree, and technical certificates in eighteen areas. The six clusters are Aeronautics, Business and Computing, Retail, Transportation, Nursing and Apprenticeship. Each cluster is made up of faculty members who work closely with their Technical Advisory Committees (TACs), deans, and directors to define and deliver programs appropriate to the scope of their disciplines.

South has partnered with four-year universities to provide a pathway to baccalaureate level education on South's campus:

- South Seattle, Bachelor's of Applied Science (BAS) in Hospitality Management
- City University, Bachelor of Science (BS) in Business Administration
- Eastern Washington University, Bachelor of Science (BS) in Technology
- Heritage University, Bachelor of Arts (BA) and Masters (MS) in Education

These bachelor's programs are expected to lead to higher graduation rates in Culinary Arts, Business Information Technology, Computing, Supervision and Management, and Wine programs. The professional technical education programs division has successfully partnered with the academic programs division to offer the general education classes for the Bachelor's of Applied Science (BAS) degree. The Nursing program has also partnered with the academic programs division to offer the required prerequisite classes, such as anatomy and physiology and microbiology. These partnerships are credited with increasing enrollments in the academic programs division.

South Seattle Community College belongs to two Tech Prep consortiums through which the college works closely with area high schools to provide pathways to college-level technical programs. Tech Prep serves as a valuable recruiting tool. Not only do students earn college credit at South while attending their high schools, but the experience significantly increases their probability of attending South as they continue their post high school education. Current Tech Prep articulations include: Automotive Technology, Engineering, Culinary Arts, Media Arts, Business Education, Family and Consumer Science programs (*See exhibits*).

Another innovative partnership is an online business degree designed for low-income working adults. South successfully coordinated this project among all ten community and technical colleges in King County. This partnership is a strategy to achieve South's goals to:

- build a skilled workforce in a global economy
- develop and implement a framework for career pathways that create access and lifelong learning opportunities
- create and share resources and innovative practices among South's departments, industry, the community and other educational institutions.

South received a planning grant from the Seattle Funder's Collaborative, which includes organizations such as the Gates Foundation, to implement this program. The colleges utilized

Washington Online to provide new technologies to create a seamless delivery process for students and colleges. By creating a consortium of colleges, enrollment can be combined so that courses are offered consistently, and the on-line platform offers increased access for students.

RESPONSES TO RECOMMENDATIONS FROM THE 2000 REPORT

Recommendation: All degree programs should include a full-time faculty load and full-time faculty who teach core classes

Each of the professional technical programs that offer degrees or one-year certificates has at least one full time faculty who teaches the core classes. On the Georgetown Campus where the apprenticeship programs are located, there is a full time temporary faculty member in weatherization.

Recommendation: Several programs in auxiliary funds of the college have accumulated significant deficits. Currently, no plan exists to deal with these deficits and their negative cash balances are being offset by surplus balances from other programs in the fund. The college needs to ascertain whether it is possible that these programs will be able to operate on a self-sustaining basis. If not, the college should consider budget transfers or other strategies to eliminate the deficits and bring revenues in line with expenditures. (Standard 7.B.8)

The college carefully evaluates all programs for viability and eliminates programs that are no longer meeting student needs or that fail to operate in a sustainably funded way. Examples of programs eliminated in the last ten years are Floristry, Machining, and Cosmetology. Each of these programs was carefully evaluated for viability and recommendations made to the campus president for closure. All students still remaining in these programs were given the opportunity to complete their degrees or certificates.

To respond to on-going deficits in the culinary resale budget, the college has implemented a new business plan designed to increase profitability. The college plans to pay off \$300,000 of the \$500,000 deficit by June 30, 2009 using college reserve funds. Through the strategic planning process, the culinary program has developed a line item budget with monthly reviews to increase profitability. These strategies are described in greater detail in the Retail Cluster section and in Standard Seven. A copy of the business plan has been placed in the exhibits.

ANALYSIS AND APPRAISAL

New and Remodeled Facilities Since 2000

Most technical education facilities are new or recently remodeled since 2000. The Nursing program has new classrooms and labs which were recently commended. The Business programs are located on the third floor of a new state-of-the-art building, Olympic Hall. Additional detail is provided in Standard Eight.

Welding

The Welding program was improved and expanded by building a 1560 square foot building directly across from the main building. The location of the new building creates a courtyard area for staging and outside operations that better simulates actual work environments common to many industries. The welding program is also undertaking a major restructuring of the curriculum and work areas in the main work shop. New welding booths have been built which allow students to be trained to a much higher skill level. Each booth includes a new modern inverter power supply, work shelf for tool storage, electrical outlets for power tools, lighting, ventilation, and an adjustable sliding fixture for holding the test plates. In addition to providing significantly improved instruction, the new power supplies are expected to reduce energy consumption.

Automotive Collision Repair

The main Automotive Collision Repair building was recently remodeled and expanded. The additional space allowed for the installation of a new state of the art paint booth, complete with ventilation and paint baking system. A new classroom was built and equipped with a computer and overhead projector creating a modern learning environment. A new business style reception area was created to allow students to practice working with customers and performing estimating, more closely simulating a working body shop. Also, a new women's restroom was built to accommodate the increasing enrollment of nontraditional students in the trades. New faculty offices were also located in a strategic location with windows that allow the instructors to counsel students in a quiet setting and still see and monitor the main work area and the classroom.

Automotive Technology

The college has applied for and received approval for a \$19 million renovation and reconstruction of the main automotive repair building. This project will take several years to plan and complete but will bring a nearly forty year old building up to current standards and allow for the modernization of the automotive training program. The classrooms, work areas, offices, and tool room will be relocated and sized to allow for the most efficient and effective use of resources and personnel. This new facility will provide better visibility, access to tools and vehicles, training of students, and an improved image in the community.

Culinary Arts and Pastry

The Culinary Arts program has also remodeled its fine dining restaurant, the Alhadeff Grill, and improved the labs with the Food Services of America (FSA) kitchen and classroom. The Pastry & Specialty Baking program has also undergone extensive renovation resulting in a larger, more functional, and more modern facility that allows for expanded instruction and enrollment.

Landscape and Horticulture

The Landscape & Horticulture program has added the Judge Warren and Nobie Chan Education Center to the LHO complex, with a front gathering room, very large presentation classroom with retractable center wall, and a dedicated lab space for irrigation instruction and arboretum equipment. A larger, permanent fence was also installed to accommodate more student-developed product and management classes related to Nursery and Garden Center operations.

Georgetown Campus

The Georgetown Campus at South Seattle Community College is a model of industry, labor, government and community partners working together collaboratively to achieve common goals: diverse, well-trained workers for careers in high-demand fields that provide family-wage jobs. Located in Washington’s largest manufacturing and industrial center, the Georgetown Campus supports more than 4,000 businesses with 70,000 employees.

To meet critical workforce shortages in high-demand fields, South Seattle Community College worked closely with business, labor and government leaders in a significant renovation of the Georgetown Campus (formerly the Duwamish Apprenticeship Training Center). This workforce development initiative resulted in the addition of new apprenticeship training facilities and creation of the Puget Sound Industrial Excellence Center, a one-stop training, business and entrepreneurial services center.

The Georgetown Campus renovation began in 2004 when South Seattle Community College convened a diverse coalition of public, private and community partners in support of a legislative initiative to expand the college’s satellite campus in the Duwamish Basin. This successful effort resulted in acquisition of Seattle’s landmark “Hat ‘n’ Boots” property. With the addition of a parcel of land donated by the Port of Seattle, the campus increased in size by seven acres to a total

of nineteen acres. The coalition considered the economic development and workforce education needs of the industrial Duwamish corridor and surrounding low-income communities—relatively lower income residents, many of whom were minorities. The coalition also considered the large local base of industrial, warehousing and distribution employers providing family-wage jobs and seeking new employees to replace an aging workforce in high-demand fields such as manufacturing, construction, transportation and logistics. The regional coalition of leaders developed a vision for the economic future of the Georgetown community, the larger Duwamish Basin and south King County. The resulting *2007-2012 Strategic Plan* outlines the strategic vision and goals to serve one of the most diverse communities in the Puget Sound region (*See exhibits*).

In December 2007 the Central Puget Sound Economic Development District provided highest priority ranking to a proposed expansion to the Puget Sound Industrial Excellence Center (currently under development).

In 2008 the *Georgetown Campus* was nominated for the Governor’s 2008 *Economic and Workforce Development Award* in recognition of the college’s innovative practices for the advancement of Washington’s workforce. In 2009 the Puget Sound Regional Council awarded the Georgetown Campus a Vision 2040 award to “recognize the superb work being done by public and private organizations to achieve our region’s growth, economic, and transportation strategy, *Vision 2040*.” The Georgetown Campus was one of six selected nominations out of twenty-nine applicants.

The Georgetown Campus undertook significant capital construction and programmatic initiatives in the past five years, with several important milestones achieved in 2007 and 2008. Four state-of-the-art apprenticeship and training facilities include the new 13,400 square-foot Gene J. Colin Education Facility that houses the Puget Sound Industrial Excellence Center.

Enrollment at the Georgetown Campus has nearly doubled in the past ten years, and the

campus graduates the largest number of apprentices in the state. Today the renovated Georgetown Campus trains more than 3,000 apprentices and journey-level workers annually in twenty-two different trades. New green training and logistics and supply chain management programs have been launched, with new program development underway.

New Programs Developed Since 2000 (2.A.2)

New programs developed since 2000 provide strong educational pathways models.

Bachelor's Degrees in Hospitality Management, Technology Business Administration and Education

Driven by South's Mission "to prepare students to meet their goals for life and work," South implemented a Bachelor's of Applied Science degree in Hospitality Management. At the end of the first year of the program, in June 2008, the BAS program had a 98% retention rate.

South has pioneered a partnership with Eastern Washington University to offer an innovative 3 +1 bachelor's program offered on campus via two-way interactive television. Others programs offered on campus include City University Business Administration and Heritage University Education programs. (See exhibits for more information on these programs.)

Partnerships with Basic and Transitional Studies: I-BEST and Nursing/Automotive Pathways

Integrated Basic Education Skills Training (I-BEST) and the nursing/ automotive pathways program promote and support student diversity. The professional technical education programs have started a new trend with embedding basic skills and English language acquisition in professional technical education programs. South Seattle has been a leader in the state of Washington, and the state-wide I-BEST program was modeled after South's Vocational English as a Second Language (VESL) program. The I-BEST classes integrate college credit courses with English language and adult basic skills.

The professional technical education programs division also partners with the basic & transitional studies division to support the quarterly "Transition Day"—when students in adult basic skills and English language skills learn about professional technical programs and careers. This partnership has resulted in a 100% increase in students transitioning from the basic & transitional studies division to the professional technical education programs division by spring 2008 (from 12% of students enrolled in ESL 05-06 in fall 2000 to 24% of students enrolled in ESL 05-06 in fall 2004).

Nursing

Currently, the most in-demand vocation nationally, and in the local community, is for nurses. In the past two years South has responded to this need and added a Registered Nurse Associate Degree program. Prior to this, South added a Licensed Practical Nurse and Nursing Assistant program. These programs have received national attention for having extremely high completion rates (85-95%) while also having a high percentage of students of color (70-80%), including many for whom English is not their first language. Each quarter the nursing program has a wait list of over 135 students, and its retention is among the highest of all area nursing programs. A large part of this success is the pre-screening of applicants to determine which students have the best chance of graduation and advancement to other nursing or medical programs.

Wine Technology

One of the newest additions to the professional technical education programs division has been the Wine Technology program, which was instantly successful and has doubled in enrollment each of the last three years. The wine industry in Washington state is significant, with wine production in eastern and central Washington, and wine sales in western Washington, being a major economic driver for the state. The projected growth of the wine industry is enormous, and the college's

Wine Technology program deals with the sales, marketing, restaurant, and wine making careers that are available, emerging, and growing as the industry grows. At the Tri-Cities Wine Festival, the major state wine competition, South's "NW Wine Academy" submitted five wines the first year and four wines the second year and competed against 600 other wines, garnering either a bronze, silver or gold medal for each wine South submitted, a perfect nine for nine medaling record that beats all other wine programs in the state.

Certification of Professional Technical Faculty

South was the leader in a statewide process to develop a paperless procedure to certify professional technical faculty using professional technical faculty skills standards. The "Web Cert" web-based process developed by South Seattle Community College is currently in use at nearly half of the community and technical colleges in Washington state.

Green Jobs Training

South Seattle Community College—in partnership with business, labor, economic development agencies and community-based organizations—has launched a multi-tiered approach to prepare students for energy and utility careers in the green building industry, conservation, and weatherization fields. South is also updating curriculum in existing programs to incorporate sustainable practices across the campus community and throughout its facilities and operations.

The following summarizes progress to date on new green training programs at the Georgetown Campus:

- *Energy Audit Courses and Certification:* This course prepares students for national certification (Building Performance Institute and Energy Star) with classroom and field training. The course covers conservation measures and analysis techniques, conservation technologies, indoor air quality, energy auditing software and reporting, and the effects of improvements on total building performance. Expanding the energy auditing program into commercial and multi-family applications is underway.

- *GE-NEW Pre-Apprenticeship Program:* In partnership with King County and the Apprenticeship and Nontraditional Employment for Women (ANEW) program, South piloted a green energy program aimed at low-income youth to improve their math, physical and electrical theory and applications in order to enter jobs in energy utility, green building and electrical fields.
- *Conservation and Weatherization Program:* In partnership with the City of Seattle Office of Economic Development, South is beginning to outline both the market and skill needs for residential and commercial workforce for energy conservation jobs. Several needs are identified, including mapping potential career ladders for low-income youth to enter this field.
- *Building Sustainability Management:* In partnership with the Seattle/King County Workforce Development Council and the Clean Technology Skills Panel, South Seattle, Cascadia and Everett Community Colleges are collaborating on a coordinated regional training certificate for Building Sustainability Managers. The proposed program is based on the need to upgrade current building managers' skills to incorporate sustainability practices required by new building designs and efficiencies, changing codes, new water, waste and energy systems and technologies and projected growth for the skills embedded in the program. Initial consultations with industry leaders and the Clean Technology Skills Panel indicate a strong need for this program.

Transportation, Logistics and Supply Chain Management

The Transportation, Logistics, and Supply Chain Management Program is a short-term, nineteen-credit certificate program providing courses in airport and seaport operations, security and regulatory environment, international and domestic transportation modes, and supply chain management. The certificate includes classes in:

- Fundamentals of Transportation, Logistics, and Supply Chain Management
- Introduction to Airport and Seaport Operations
- Supply Chain Management
- Domestic and International Freight Operations
- Transportation and Border Security
- Transportation/Logistics/Cargo Handling Internship (not required)

The program is modeled on curriculum provided to the college by Anne Arundel Community College in Baltimore, Maryland. Anne Arundel Community College developed the curriculum with support from the U.S. Department of Labor Community-based Job Training Grant. The program was launched in winter 2008.

Program Assessment (2.B.1, 2.B.3)

Technical Education Department Goals Guided by a Statewide Environmental Scanning Process

In 2006 South participated in, and hosted, a statewide economic scanning process that produced a 100-page document that identified trends in the following areas: technology, economics, politics, social values/lifestyles, demographics, educational competition, education and labor force participation. These trend statements and implications were then analyzed through the Washington State Workforce Education Council, and a State strategic plan was developed. South Seattle Community College's professional technical education programs division reviewed this plan, noting that it dovetailed well with South's Mission. The state strategic plan was adopted as the current Vision, Mission and Goals for the division in 2007 (*See exhibits*).

The professional technical education programs division has a robust program review process with multiple indices: external, internal, student, and industry. Each professional technical education program is placed on a three-year cycle of external Occupational Program Reviews (OPRs). Experts, including industry leaders and educators, conduct on-site reviews of all programs with a focus on

program outcomes, the curriculum, the facilities, safety standards, student outcomes, and student services. The findings of the occupational program reviews from the external consultant are presented to the program in written format. Responses are written by the instructors, reviewed by the dean, reviewed by the Technical Advisory Committee, and submitted to the vice president for instruction for approval. This process assures that the recommendations are reasonable, achievable, and are tied to divisional planning, budgeting, and benchmarking. The process has led to multiple program improvements since 2000 which are reported below for each area.

Culinary Arts

The Culinary Arts program, historically one of the flagship programs on campus, has integrated sustainable practices. These includes a move to 100% recyclable or compostable material, a composting program, and converting waste oil from the restaurants and food court to biodiesel. The program also began using a co-op of growers to increase and improve sustainable, organic, and local networks.

The college's Culinary Arts Competition Team recently won five medals at the American Culinary Federation Salon Competition this past summer, with SSCC students winning more medals than any other culinary school in the competition. Similarly, at this year's Team Competition, South's team won a gold medal and the largest number of individual medals overall.

The Culinary Arts program was also invited as one of only three culinary programs in the country to attend the prestigious Tapas Festival and Competition in Valladolid, Spain. Next year South will be one of only two U.S. culinary programs (the other is the Culinary Institute of Art in New York) to compete at the event. The college's relationship with the *Fundacion de la Lengua Español*, which coordinates this event on behalf of the government of Spain, has also led to South's Wine Program being invited to tour Spain's wine country, wineries, and vineyards.

Landscape and Horticulture

Much like the Culinary Arts program, the Landscape and Horticulture program has also moved toward a more sustainable and organic focus. Grants and projects have been awarded in the areas of drought tolerance, adding sustainable methodology in the programs, integrating organic pest management, and developing plans for a campus garden as part of a joint Sustainable Agriculture program. Additionally, South is becoming a nexus of landscape and horticultural events for the area, hosting dozens of industry meetings, training sessions, community classes, and short-certificate programs.

Automotive Programs

In the 2007 strategic plan, all automotive programs set goals of attaining National Automotive Technology Education Foundation (NATEF) certification. The NATEF certification is the industry standard, and their evaluation process ensures that South Seattle's faculty, curriculum, and facilities meet their standards.

The strategies to obtain NATEF certification were developed in order to improve outcomes in recruitment, retention, graduation and employment. By spring 2009, programs in Automotive Technology, Heavy Duty Diesel, and Automotive Collision have all earned NATEF certification.

In the 2007 strategic planning process, automotive programs set a goal to implement "green" technologies. The benchmark was to offer training on hybrid and alternative vehicles. Faculty demonstrated a strong interest in this new technology. Partnering with community organizations like the Seattle Electric Vehicle Association (SEVA), South offered its first course in electric car conversion. The outcome was to address the growing needs of the automotive and green industries while preparing students for jobs in emerging technologies. The conversion classes are designed to meet society's growing demand to help reduce dependency on oil and reduce emissions. Similarly, South has begun converting many of the college's

utility vehicles to electric, and has converted the college's lawnmowers and weed whackers to run on biodiesel.

Outcomes Assessment (2.B.2)

South uses outcomes mapping and assessment software to identify how and where program outcomes are addressed. Each degree and one-year certificate has specific "Program Outcomes" that relate to the campus "Student Learning Outcomes." South's professional technical education programs division has developed a unique software tracking system to map the college's student learning outcomes to each of the program outcomes. The program outcomes are then mapped to the courses and then from the course to the activities and assessments in the classroom.

South now has the ability to select any program outcome and identify what is taught in the curriculum, where it is taught (courses), and how it is assessed. This tracking system also provides consistency, as the information is shared with part time and substitute faculty to assure outcomes are met and measured on a consistent basis. The outcomes assessment project has been used to identify specific outcomes to be strengthened on a programmatic basis. The program outcomes are tied back to the student learning outcomes, which can be tied specifically to each student's work in the course.

Embedded Career Services (3.D.11)

Embedded Career Services are addressing a long standing need for better job placement and career advice for students based on student feedback on the ACT graduating student survey and program review questionnaires.

The embedded career services model ensures each professional technical education program receives customized assistance tailored to its course of study. Multiple employers specific to the industry come to campus to discuss job opportunities, career paths and expectations within their industry and company. Students

attend an open computer lab to create or update their resumés to reflect their new skills based on their recent education. Employers come to campus and provide student interviews as their programs of study conclude. Visiting industry employers include TAC members as well as employers posting jobs at the campus Work-Source office.

Results have shown a dramatic improvement in the student feedback reported in the Occupational Program Reviews. Satisfaction with job placements and student internships (on the ACT survey of graduating students) has increased substantially since the implementation of embedded career services.

- The percent of professional technical students reporting “much” progress in “Developing effective job seeking skills” increased from 50% in 2006 to 62% in 2008.
- The percent of professional technical students reporting “much” progress in “Learning about career options” increased from 47% in 2006 to 70% in 2008.

FUTURE DIRECTIONS FOR PROFESSIONAL TECHNICAL EDUCATION PROGRAMS

Retention, Completion, and Job Placement

Continue to develop strategies to increase retention, completion, and job placement in all technical programs (Benchmark 6).

Embedded Career Services

- Ensure that Embedded Career Services are fully implemented and maintained in all professional technical education programs (Benchmarks 1-4).
- Provide career pathways for all professional technical education programs (Goal 1).

Faculty

Continue to place a high priority on recruitment and retention of a high-quality diverse pool of faculty that is reflective of South’s population.

New Programs

Develop new programs in sustainability, as well as infuse sustainability into existing programs. Continue development of the Georgetown Campus and the Puget Sound Industrial Excellence Center.

Equipment

Continue and replicate the aviation capital campaign aimed at providing additional funding for aviation equipment and for other equipment intensive programs (Goal 3) to address the problem of maintaining and replacing equipment, which is quite expensive and challenging for professional technical programs (aviation, diesel, truck driving).

INDIVIDUAL PROFESSIONAL TECHNICAL EDUCATION PROGRAMS

Professional Technical Education Self Study

Unit reports were written for each technical program with faculty and administration input. Additionally, an overall unit report was written by the executive dean for the professional technical education programs division. These program-level self-study unit reports served as the basis for the cluster-level reports that follow (*See exhibits*).

State Licenses (2.C.8)

For those programs such as Nursing and Aviation Maintenance that require state or federal licensing before graduates can work in their chosen fields, success rates for the exams are closely monitored in order to ensure the program content qualifies students to pass the exams upon completion of their respective programs. Over half of all South Seattle Community College’s professional technical programs are certified by an outside agency. In many cases, students are able to stay on campus to take the associated industry exam (ex: Microsoft Office, FAA, WABO, Department of Licensing) and earn certification from these agencies. Table 2.9 below lists accrediting agencies and the associated programs at South Seattle Community College.

Table 2.9: Programs and Accreditation

Program	Accrediting Agency
Aeronautical Technology	Federal Aviation Administration (FAA)
Automotive Collision Repair	National Automotive Technicians Education Foundation (NATEF)
Automotive Technology	National Automotive Technicians Education Foundation (NATEF)
Computing	CISCO
Computing	Microsoft Office Certification
Business Information Technology	Microsoft Office Certification
Computer Aided Drafting	American Drafting and Design Association (in process)
Commercial Truck Driving	Washington State Department of Licensing
Culinary Arts	American Culinary Federation
Diesel and Heavy Duty Equipment	National Automotive Technicians Education Foundation (NATEF)
Nursing Assistant	Department of Social and Health Services (DSHS)
RN and LPN	Washington Department of Health
Welding	Washington Association of Building Officials (WABO)

AERONAUTICS CLUSTER (2.C.1–2.C.2, 2.C.7–2.C.8)

Aviation Maintenance Program

The Aviation Maintenance program (Aviation) at South provides training and skills for individuals to become Federal Aviation Administration (FAA) certified airframe and powerplant mechanics. There are ongoing evaluations by the college and the FAA, providing continuous opportunities to improve the effectiveness of the program.

South offers both certificate and degree programs in Aviation Maintenance Technology (AMT). The Aviation Maintenance certificate program includes a preparatory program in airframe and powerplant (A&P) mechanics. The two-year (eight quarters) curriculum provides training on current aviation airframes and powerplants in an industry-like setting. Training takes place at the college campus and in a hangar facility at the King County Airport—Boeing Field. Students learn how to keep aircraft in peak operating condition by performing maintenance and inspections required by the Federal Aviation Administration. Classes consist of a hands-on approach focused on experiential learning and individual attention. Students who successfully complete the curriculum are awarded a certificate of completion qualifying them to take the Federal

Aviation Administration examination for the airframe and powerplant mechanic license. Certificate and degree requirements include general education courses and/or related instruction, as published in the district catalog and on the college website. Either the airframe or the powerplant component may be taken separately. Completion of both components is highly recommended for increased employment opportunities. The aviation maintenance airframe and powerplant curriculum is approved by the FAA (Air Agency Certificate # HQ6T596N).

There are three full time faculty members and several part time faculty members. They all meet or exceed the minimum qualifications and have extensive industry experience.

Analysis and Appraisal

In the Aviation program, all student progress is followed using Diploma Technologies competency-based skill tracking software. The FAA has strict attendance guidelines for the programs; students “time out” if they miss more than twenty hours of class time per quarter. Tables 2.10 and 2.11 show enrollment and degrees and certificates awarded since academic year 2005-2006.

The program does an excellent job in preparing students for employment. Table 2.12 shows student pass rates on the FAA Licensing examina-

Table 2.10: Enrollment (FTEs)

Academic Year	2005-2006	2006-2007	2007-2008	2008-2009 Projected
Aviation Technology	70.6	106.8	96.4	100.8

Table 2.11: Certificates and Degrees Awarded

Academic Year	2005-2006		2006-2007		2007-2008		2008-2009 Projected	
Certificates and Degrees	Certificate AAS		Certificate AAS		Certificate AAS		Certificate AAS	
Aviation Technology	0	13	1	11	2	12	0	12

Table 2.12: FAA Pass Rates

Academic Year	2006-2007		2007-2008		National Norm
General	32/33	97%	38/41	93%	93%
Airframe	49/50	98%	27/28	96%	95%
Powerplant	49/52	94%	41/42	98%	93%

tion for the last two years compared to the national norms.

The 2007-2009 strategic plan targeted an increase in international students from Japan, China and India. A successful relationship with Peking University was established, bringing Chinese students to both the Aviation and Automotive programs. A second target was to increase the pass rate of Vietnamese Airline students from 77% to 80% by spring of 2009. Meetings were held with the FAA examiners, aviation instructors and ESL instructors. Work was done to identify the shortfalls in testing, much of which was language related. The college implemented specialized supplemental instruction focused on English language pronunciation, using tape recorders with students, and focusing on paraphrasing reading material as required for the exam. By 2007-2008, the pass rates increased to 88% for General and Airframe, and 83% for Powerplant.

Future Directions

Classes are full, and there are waiting lists for enrollment, including international students. Several contract opportunities with Boeing and

GE Aviation are being explored. Progress is being made toward recruiting and retaining qualified instructors. Plans are underway for a new hangar at King County International Airport/Boeing Field.

The college continues active participation in Air Washington, the state's Aviation Training Consortium, as it continues to promote Washington state as the world's leading location for aviation education and training. This partnership provides a primary source for the college to recruit and attract more domestic and international students.

BUSINESS AND COMPUTING CLUSTER (2.C.1-2.C.2)

The Business and Computing Cluster includes Accounting, Business Information Technology, Computing, Supervision and Management, and Computer Aided Drafting. Course descriptions and sequencing for the respective certificates and degrees are listed in the district catalog and on the college website. Tables 2.13 and 2.14 on the following page show enrollment and degrees and certificates awarded since academic year 2005-2006.

Table 2.13: Enrollment (FTEs)

Academic Year	2005-2006	2006-2007	2007-2008	2008-2009 Projected
Accounting	14.5	14.1	11.4	12.3
Business & Information Tech*	101.7	109.4	134.5	171.3
SMG (Supervision & Mgt)	7.7	8.9	9.2	13.7
Computer Tech	79.0	81.0	65.9	81.5
Drafting	9.3	11.6	20.2	21.3
Totals	212.20	225.00	241.20	300.10

*Includes FTEs in accounting, SMG, and short-term training programs taking business classes

Table 2.14: Certificates and Degrees Awarded

Academic Year	2005-2006		2006-2007		2007-2008		2008-2009 Projected	
Certificates and Degrees	Certificate	AAS	Certificate	AAS	Certificate	AAS	Certificate	AAS
Accounting	6	8	4	7	5	11	5	11
Business & Info Tech	12	3	7	6	7	6	5	6
SMG (Supervision & Mgt)	0	0	0	1	1	2	0	1
Computer Tech	0	27	0	13	2	18	0	10
Drafting	1	0	2	1	4	2	4	1
Totals	19	38	13	28	19	39	14	29

Analysis and Appraisal

One significant change in the program has been the development and implementation of the bachelor’s degree in Hospitality Management as a career pathway for students. This is a logical path for accounting, business, computing, supervision and management students to follow, coupled with the convenience of earning the degree on the SSCC campus.

Future Directions

The programs anticipate an increase in graduation rates. This is due in part to the documentation of career pathways, and further enhanced by college initiatives surrounding retention and completion.

A goal was to increase the overall FTEs by 5% from 2006 to 2009; enrollment actually increased by 41%, from 212 in 2006 to 300 in 2009. The college is working on strategies to increase the number of students applying for certificates and degrees when they have met the requirements for completion. In 2008-2009, the college acquired

a computerized audit program that can identify students who have completed requirements for certificates and degrees, but who have not made formal application.

A higher transfer rate to four-year institutions is projected due to the combined access to SSCC’s Hospitality BAS degree and the on-campus presence of Eastern Washington University (Technology BAS), City University (Business Administration BA), and Heritage University (Education BA).

Accounting Program (Accounting), Business Information Technology (BIT), Supervision and Management (SMG)

The Accounting program currently offers Certificates, Associate of Applied Science (AAS) and Associate of Applied Science Transfer (AAS-T) degrees in Business Information Technology and Supervision and Management.

The Accounting programs have been designed with direct input from area business leaders, and they offer a short-term business curriculum with

hands-on training, individualized attention, and personal and professional development guidance.

Analysis and Appraisal

In 2006 the Accounting, Business, Supervision and Management department's classroom and faculty offices moved to the newly completed Olympic Hall. The new location boasts state-of-the-art facilities as well as computing equipment. It is critical to be able to provide access to up-to-date technology that students will encounter in the business world. This is an issue consistently addressed by the TAC committee, program reviews, and student surveys.

Since the last accreditation, these programs have made revisions to curriculum at the individual course level. Faculty have developed new courses and added courses from other programs to reflect the changing nature of the workplace and to support college goals, with much of the change centered on the advancement of computer technology.

One strategic goal for Accounting, BIT and SMG was to update the curriculum in Accounting and BIT to meet changing industry standards. The accounting curriculum was updated, approved, and implemented in spring 2009; the other programs are in the process of updating their curriculums.

South successfully coordinated the King County business technology consortium among all ten community and technical colleges in King County. This partnership is a strategy to offer an on-line business degree designed for low-income working adults.

Future Directions

Because there is high demand from students for more distance learning options, the college is making continual efforts to increase the number of courses offered through distance learning. Currently, five classes (15%) are now available via distance learning (on-line or hybrid combination); four more classes will be offered on-line in the next year.

Computer Technology (Computing) Program

The computing technology (Computing) department currently offers three areas of study; students can attain Certificates, Associate of Applied Science (AAS) and Associate of Applied Science Transfer (AAS-T) degrees in Network Administration and Network Technician.

Due to the ever-changing nature of the information technology (IT) industry, programs are revised every one to two years. While some courses are declared obsolete and dropped from a program, others are revised to incorporate the newest technologies. Program revisions are geared for a more streamlined set of courses while providing the student with a solid foundation and the most up-to-date common technologies available. Experimental courses are offered a few times each year to help students gain exposure to new technologies and enhance the students' interest in the IT field.

Analysis and Appraisal

Computers have been upgraded in response to feedback from student surveys and program reviews in 2004 and 2007. The 2008 program review reflected that the equipment was up-to-date with the exception of routers in the Cisco lab which has since been upgraded.

A faculty learning committee recommended the creation of an open lab for computing students. During this process, a student advisory committee was formed to help design the lab. The goal of this committee was to connect with students to develop and maintain a computing lab where students could meet and socialize, as well as complete homework and study for tests. Faculty met regularly with the students to determine software and hardware needs, updating the lab accordingly.

In the 2001 program review, a recommendation was made to increase opportunities for students to articulate to four-year colleges and universities. As a result, the Computing Technology department was one of the first technical programs in the State to develop an on-site articulation with Eastern Washington University (EWU) for computing students to earn a bachelor's degree in

technology. Students now have the opportunity to transfer their technical degree to a university and earn a baccalaureate degree locally on the SSCC campus. Twenty-five students are currently enrolled in the EWU bachelor's degree program offered on the SSCC campus.

Students are encouraged to pass industry certifications including Cisco CCNA, A+, Network+, and MCP Access. Curriculum is further supported through the use of the Microsoft Developers Network Alliance Association (MSDNAA). Students can check out Microsoft software including operating systems from a pre-determined list, installing the software on personal computers for no charge. Each year, since 2003, ten to seventeen students have completed Cisco training.

Future Directions

Faculty strive to stay abreast of cutting edge software and hardware advances. New outreach and recruiting efforts are being directed towards untapped resources such as incumbent workers. New industry representatives are being added to enhance the current Technical Advisory Committee.

Computer Aided Drafting (CAD) Program

This program offers instruction and hands-on experience combining traditional and computer-aided drafting concepts. Graduates prepare for entry level positions in the field of Architectural, Civil, Electrical or Mechanical Drafting.

Analysis and Appraisal

The CAD program maintains current, state-of-the-art technology, including AUTOCAD 2008, SolidWorks 3-D, Rhinoceros #D, and Master Cam. The computer lab is equipped with twenty-five computers, two printers, and two color plotters. The Design lab is fully equipped with eight computers, a 3-D Printer, a CNC Machine, a Strength Material Testing machine, and a resource library. Computers are regularly replaced and software is updated annually.

Based on program reviews in 2003 and 2007, the program evolved from Technical Drafting and Design to Computer Aided Drafting and Design. The program is evolving again by adding a Mechanical Drafting and Design component specific to the aerospace industry.

A goal in the CAD strategic plan was to increase enrollment by 10%. Enrollment more than doubled, from 9.3 in 2005-2006, to 21.3 in 2008-2009, an increase of 129%.

Future Directions

At the strong urging of the TAC, the program is making application to the American Drafting and Design Association (ADDA). This professional association is expected to lead to increased recognition and marketing credibility for the program. Meeting ADDA requirements may mean future course or program revisions.

RETAIL CLUSTER (2.C.1–2.C.2, 8.A.1, 8.A.8)

The Retail Cluster comprises the Culinary Arts, Pastry & Specialty Baking, Wine Technology, and Landscape & Horticulture (LHO) programs, each of which offers certificate, AAS and AAS-T options. The Culinary Arts, Pastry & Specialty Baking, and Wine Technology programs all feed directly into the BAS in Hospitality program; over one third of the students in each year's BAS cohort are Culinary Arts and Pastry & Specialty Baking students. The course and program descriptions and general education and/or related instruction requirements are explained in the district catalog and on the college website. Tables 2.15 and 2.16 show enrollment and degrees and certificates awarded since academic year 2005-2006.

Each of these programs has an associated retail component as part of the instructional process, and each program produces goods that are subsequently sold in the retail outlets. These outlets offer an industry-like setting for the students, as well as an opportunity to see, first-hand, many of the practical issues surrounding production, management, quality control, staffing,

marketing and advertising, and profitability that are important to industry. These outlets use associated resale profits to fund further improvements (equipment, resale goods, etc.) for the programs. This benefits the students as part of their professional technical training, as it prepares them in a realistic setting for the needs and expectations of industry. Customers of the retail outlets provide an evaluative function for students and faculty in terms of patronage and associated sales figures, direct feedback regarding pricing and service, and survey responses.

Since 2008, the new dean has worked with the faculty to bring an industry focus to each of these retail clusters to mirror industry standards and to use an evaluative process based on data to map a course to profitability, satisfaction, and improvement. They have used sales figures, student evaluations, customer feedback, industry (TAC) feedback, Occupational Program Reviews and other data to constantly evaluate the efficacy and efficiency of each instructional program and retail outlet. The college aims to provide the highest level of instruction and course offerings, while

also providing examples of best business practices, thereby providing students with the very skills that they will need when they enter the workforce.

Foods Programs

The Foods Program at South Seattle Community College is split between the Culinary Arts program (which incorporates the Food Service Production and Banquet & Catering tracks), and the Pastry & Specialty Baking program. Both Culinary Arts and Pastry & Specialty Baking are accredited by the American Culinary Federation (ACF) and enjoy a national reputation that attracts residents and non-residents alike. Both courses of study also offer certificate programs, allowing working professionals to update skills or to provide flexibility for those who want to reduce their time spent in school.

The school's BAS in Hospitality degree allows students with an AAS or AAS-T degree in Culinary Arts or Pastry & Specialty Baking to transfer into the BAS program. To date, one third of the enrollment in the BAS program is from Culinary Arts students.

Table 2.15: Enrollment (FTEs)

Academic Year	2005-2006	2006-2007	2007-2008	2008-2009 Projected
Culinary Arts	196.9	235.5	192.4	173.9
Pastry	60.6	84.6	68.9	67.2
Wine Technology	22.6	26.7	45.5	56.8
Landscape	53.3	49.3	39.7	38.0
Totals	333.4	396.1	346.5	335.9

Table 2.16: Certificates and Degrees Awarded

Academic Year	2005-2006		2006-2007		2007-2008		2008-2009 Projected	
Certificates and Degrees	Certificate	AAS	Certificate	AAS	Certificate	AAS	Certificate	AAS
Culinary Arts	40	27	13	20	13	27	14	21
Pastry	5	7	3	10	4	14	0	1
Wine Technology (new)	3	--	1	--	6	--	7	0
Landscape	5	15	0	8	4	14	0	5
Totals	53	57	17	36	27	55	21	27

Upon completion of the Culinary Art or Pastry & Specialty Baking program, students have met the requirements for American Culinary Federation certification. Upon successful completion of an ACF exam, they achieve the designation of Certified Chef de Cuisine.

Culinary Arts Program

The Culinary Arts programs are five quarters in length for a certificate, with an Associate of Applied Science (AAS) degree and Associate of Applied Science—Transfer (AAS-T) degree available. The curriculum has a module design with two-week stations and five quarterly theory classes. The majority of the curriculum contains food production or cooking techniques.

Structured classes also include training in commercial restaurant nutrition and safety and sanitation as well as operational food management and front-of-the house service skills. Unique to the program is its ability to replicate an industry-like setting for students. There are two restaurants featuring a formal dining room and a bistro, along with student-run cafeteria services including a full-meal cafeteria line, a deli, and a grill or short-order line.

The Culinary Arts program has a new state-of-the-art teaching and demonstration kitchen, a high-end, hand-made garde manger station, three additional kitchens, four separate prep areas in addition to the ones in the kitchens. The Culinary Arts Complex also features expanded facilities that meet the demands of educational training, hosts guest chefs and serves as a demonstration site for industry professionals.

Analysis and Appraisal

South's policies and procedures, in terms of the structure for instruction, are aligned with the requirements of the State Board and the American Culinary Federation. Strong community support exists for the program, ranging from the college's partnership with Food Services of America to donor named restaurants (Alhadeff and Bernie's).

Analysis of student evaluations, occupational program reviews, Technical Advisory Committee (TAC) feedback, and other research data indicated the need to make several changes in order to address the needs of the restaurant industry. Training has been focused on classical French cooking techniques and European-style pastry, baking and dessert techniques. Responding to recent changes in attitude towards regional cuisine, sustainability, and organic products, South has begun instituting changes to some of the classical instruction methods.

In the procurement area, South has begun adopting sustainable practices in recycling and composting beyond what industry is currently doing. South has begun purchasing sustainable/organic foods from a cooperative of local growers to give students the latest skills and experience that industry is struggling to adopt.

There has been interest by the TAC committee for the program to adopt more industry-standard best practices such as consistent inventory, par stock levels, waste and spoilage tracking, consistent pricing for cost and markup of all food products and comprehensive expense and revenue tracking. These changes should lead to immediate and long-term positive cash flow with no further deficit accumulation.

Student assessment is conducted using classroom evaluation forms and other methods. For example, COMPASS entrance evaluation instruments inform faculty of the competency levels of prospective students entering the program and their projected ability to address the curriculum content level. The modular design (two-week stations) of the curriculum provides frequent "mid" assessment of progress toward the program outcomes.

A goal in the 2007-2009 strategic plan was to add on-line delivery to three classes in order to deal with the request for greater flexibility for students who work and students with family and daycare issues; the goal of this strategy was to improve attendance and improve degree progress.

FSD 100 (Health and Sanitation) and HOS 203 (Commercial Food Nutrition) were converted to on-line mode in spring 2009; FSD104 (Theory 1) will be online in summer 2009. Strategic plans for 2009-2011 include moving theory classes to online or hybrid delivery, ultimately increasing enrollment and making the courses more accessible.

A second goal was to purchase and install ten new computer stations. Two computers were added to the current twelve, for a total of fourteen computers in Culinary Arts.

Future Directions

Faculty are conducting a comprehensive review of their curriculum after receiving student feedback on their experiences in the classroom and food stations. The new curriculum is expected to be implemented by winter 2010.

Research data, industry feedback, and direction from the Technical Advisory Committee indicate the need for increased instruction to offset anticipated increases in food and fuel costs. Similarly, there is a growing need to increase organic, seasonal and sustainability instruction as these practices become more prevalent and necessary to the industry.

South is working on incorporating Food & Wine Pairing through the Wine Technology Program as a requisite of the Culinary Arts program to address the needs of the restaurant industry and the growth of the Washington wine industry.

South will continue on to regional and national competitions, and will be competing internationally at the National Tapas Festival in Valladolid, Spain in October of 2009.

Based on student feedback, South is also working on articulation with Apicius, a culinary school in Italy that will allow South's students to get credit for taking classes in culinary, pastry, cake, dessert, bread, chocolate, wine, hospitality, food writing, and food photography classes. South's first student will go to Italy to study in summer 2009.

Pastry & Specialty Baking Program

The Pastry & Specialty Baking Program requires six quarters of study for a certificate, with an Associate of Applied Science (AAS) degree and Associate of Applied Science—Transfer (AAS-T) degree available. The curriculum design is modular, with two-week stations accomplished in a building block approach. Students are continually building upon previously gained skills, and instructional responsibilities become more complex as they progress through the program.

The program has a newly renovated facility including two production laboratories, an introduction and an advanced lab, and a chocolate room. There is a pastry retail outlet, Bernie's Pastry Shop, where student-produced products can be purchased. Students in the Pastry program provide desserts and meal accompaniment products to the retail outlets operated by the Culinary Arts students. In addition to producing hundreds of different items for the retail Pastry Shop, students work with customers regarding special custom orders such as wedding and theme decorated cakes. Lab areas reflect equipment and practices used within the industry. There is an emphasis on building speed skills while maintaining quality levels, as this is reflective of industry needs.

Analysis and Appraisal

In the past the Pastry & Specialty Baking program was included with the Culinary Arts program in terms of Technical Advisory Committee oversight. In order to better serve the needs of the Pastry program, faculty, and students, South has separated the Pastry program from the Culinary Arts program, and the Pastry program has convened its own TAC committee of Pastry, Baking and Dessert business owners, alumni, and industry associations.

The program has also instituted a new point of sale system in Bernie's Pastry Shop to determine what items sell at what ratio, in order to instruct students on the profits and losses associated with a pastry shop.

Similar to the Culinary Arts program, student assessment is conducted at several points in the program. COMPASS entrance evaluation instruments inform faculty of the competency levels of prospective students entering the program and their projected ability to address the curriculum content level. The modular design (two-week stations) of the curriculum provides frequent “mid” assessment devices to assess progress toward program outcomes.

A special post-assessment is accomplished by the use of a final “performance exam.” Students at the end of the program are given an extensive list of pastry and confection items they must produce independently in a two-day period. The performance exam is evaluated and graded by the Pastry faculty.

Future Directions

To respond to rising food and fuel costs, the program is increasing its focus on organic, seasonal and sustainability instruction

Wine Technology Program

The Wine Technology program at South Seattle Community College is the only one of its kind in western Washington and encompasses AAS and AAS-T degree options in Wine Making, Wine Sales and Marketing, and Food & Wine Pairing. All three courses of study also offer certificate programs, allowing wine industry professionals to update skills or to provide flexibility for those who want to reduce their time spent in school.

The program provides all wine students a core base of knowledge covering enology, sensory evaluation, wine history, and viticulture to ensure that all graduates are skilled in both the specifics of their programs and in the overall industry at large. South trains future industry specialists for the growing global wine industry, with a focus on the specific needs of the Northwest wine and grape industry.

Analysis and Appraisal

Based on research by the Washington Wine Commission and the Washington Association

of Wine Grape Growers, the college explored the creation of a wine technology program to meet the workforce needs of western Washington. The Wine Technology program was started in the spring 2004 and has increased steadily in enrollment since that time.

South relies very heavily on the feedback from students, industry associations, awards, and Technical Advisory Committee to inform the program of current trends in industry, equipment, and what else is necessary to ensure that what the program offers is effective and produces positive outcomes for graduating students. To date, South has won gold, silver or bronze medals for *all* the wines submitted to the prestigious Tri-Cities Wine Festival in eastern Washington.

Future Directions

In December 2008, the program underwent its first Occupational Program Review. While the overall assessment was extremely positive, areas of concern included the need for a new, larger space for the program to accommodate growth, the large number of “hobbyist” students, and the need to attract a more diverse student population. Based on this feedback, South is researching the possibility of using online, hybrid, and continuing education classes to ensure the needs of students and hobbyists are both met.

Research data, industry feedback, the Occupational Program Review, and direction from the TAC have initiated a physical move to a larger facility to accommodate the growth of the program. This new facility has been approved and funding secured. The increased production space is slated for use as an “incubator” for others to rent space and equipment, and is expected to offer students an opportunity to gain greater practical hands-on experience.

South is also working on program integration. Culinary Arts students could enhance their knowledge through Food & Wine Pairing classes. Similarly, Food & Wine Pairing students could learn from a cooking component. South is working on integrating the Food & Wine Pairing component

with the Culinary Arts program to offer students practical, hands-on wine-pairing skills as part of their culinary curriculum.

Landscape & Horticulture Program

The Landscape and Horticulture (LHO) program offers Associate of Applied Science (AAS) and Associate of Applied Science—Transfer (AAS-T) degrees, and training toward a number of professional technical certificates.

The LHO Complex features three classrooms, a faculty office, retail Garden Center, Nursery, and Greenhouse with attached headhouse, and an arboretum. The LHO program also has a new state-of-the-art classroom and lab facility in the Judge Warren and Nobie Chan Building next to the LHO Complex. Featuring a reception room shared with the Chinese Garden Project, the building also houses two classrooms and an instructional lab for LHO use.

The LHO Program is designed to provide students with technical and immediate job skills. Instruction consists of theory and hands-on training in greenhouse and retail garden center operations, design, construction, maintenance, customer service, and plant identification and use. The campus grounds and LHO facilities all provide practical training sites and opportunities for students throughout their instruction. Currently, the program runs fall through spring to accommodate students who are working in the industry. Students can enter the program at any time during the year, although some of the sequential courses are offered only once a year.

Analysis and Appraisal

Research data indicate that enrollment in the Landscape and Horticulture program has been fairly steady over the last ten years, with a recent decline beginning in the spring of 2007. The LHO program enrolls design students, landscape students and horticultural students. Enrollment depends on trends in each of these industries, along with trends in the economy.

In the Garden Center, new product lines have been added, class production has increased sales,

and students now run the outlet as part of their instruction. An added class includes “Outdoor Construction” components in trellis, arbor, and planter construction. These products are selling, self-funding the program while adding to instructional offerings.

Future Directions

As a result of feedback from students, industry, and the Technical Advisory Committee, and a recommendation in the 2007 program review, the college is working on establishing programs in both Sustainable Agriculture and Permaculture.

Progress to Date Includes:

- South recently hosted the West Seattle Edible Garden Fair
- “Square Foot Demonstration Gardens” have been started in the LHO complex
- Low impact landscaping techniques are being taught, sustainable/green components are being incorporated into classes
- A “Waterwise Perennial Garden” was installed on campus in spring 2009
- A demonstration “Tower Garden” is being constructed for installation in summer 2009
- Permaculture classes with Seattle Tilth are being hosted on campus; summer 2009 is the first Green Roof/Green Walls class
- Compostable material is being collected in the food court, and on-site composting will begin in fall 2009

South’s 2009-2011 benchmark is to add sustainable/green instruction to the LHO program and to establish a garden on campus to explore organic, sustainable gardening techniques including sustainability and green concepts.

Based on the requests of TAC members and industry representatives, South’s 2009-2011 strategic plan includes increasing the number of short-term certificate programs and mini-certificate options to address the needs of industry employees with specific instructional needs. South has also begun to develop more Continuing Education

(CE) and Spanish-language classes in landscape construction and equipment operations based on the input from industry and the community. For example, South is currently working with the Seattle Parks Department, King County Housing Authority, and private industry on very short (two week) certificate courses on landscape equipment maintenance and use, Spanish-language instruction, and pest management.

South has deepened the relationship with Seattle Central Community College and the Washington State University biology and horticulture programs to expand students' options. For example, South is working with a group called SeaChar, the Northwest chapter of the global BioChar (carbon-sequestering) initiative. South is scheduled to serve as the host-site of a three-year scientific study on sequestering waste carbon into the soil, the only site in the Northwest currently conducting this exciting area of research on soil and plant growth quality.

**TRANSPORTATION CLUSTER
(2.C.1–2.C.2, 2.B.2, 8.A.1)**

The Transportation Cluster offers a wide spectrum of certificate and degree programs designed to prepare students for competitive entry-level employment in motor vehicle-related occupations. Included in the Transportation Cluster are Automotive Technology (Auto), Automotive Collision Repair (Collision), Diesel and Heavy Equipment Technology (Diesel), Commercial Driver Training (CDT), and Welding. Tables 2.17 and 2.18 show enrollment and degrees and certificates awarded since academic year 2005-2006.

Diploma Technologies, a competency based skill tracking software, ties course competencies to program and student learning outcomes. Skills tracking software is used by many programs in the transportation cluster. Competencies in the transportation cluster can now be identified, separated, graded and analyzed, and tracked in a database. This allows for mid and post

Table 2.17: Enrollment (FTEs)

Academic Year	2005-2006	2006-2007	2007-2008	2008-2009 Projected
Automotive Technology	67.7	64.9	67.3	87.0
Auto Body	40.7	35.4	37.9	37.4
Diesel	37.9	47.0	35.4	38.9
Truck Driving	62.4	56.5	51.7	49.8
Welding Fabrication	68.3	71.9	63.2	83.0
Totals	277.0	275.7	255.5	296.1

Table 2.18: Certificates and Degrees Awarded

Academic Year	2005-2006		2006-2007		2007-2008		2008-2009 Projected	
	Certificate	AAS	Certificate	AAS	Certificate	AAS	Certificate	AAS
Automotive Technology	5	8	11	10	14	6	93	3
Auto Body	16	10	6	4	20	3	12	3
Diesel	0	8	2	2	0	10	1	1
Truck Driving	57	--	20	--	0	--	0	--
Welding Fabrication	29	0	24	1	17	2	30	0
Totals	107	26	63	17	51	21	136	7

assessments of student progress at the end of every quarter, which benefits students and faculty by individually tracking students and specifying which competencies need improvement and which have been satisfied.

The college has obtained national accreditation for the Auto Collision Repair, Automotive Technology, and Diesel and Heavy Equipment Technology programs through the National Automotive Technicians Education Foundation (NATEF).

Programs have been restructured to include shorter industry-based certificates. Significant instructional equipment funding has been acquired to bring programs into alignment with NATEF requirements.

Transportation programs have successfully attracted a diverse population (race, nationality, gender, and age) which reflects the demographic area of the college's service area. TAC participation is high for local employers seeking employees and interns. The committees were revitalized and expanded in 2007-2008.

Automotive Technology (Auto) Program *Analysis and Appraisal*

A critical issue identified in the 2007 program review was the lapsed NATEF certification. Rather than a renewal, the college had to make a complete reapplication. NATEF certification is an industry standard. Efforts to gain NATEF certification began in winter 2007. Bi-weekly meetings continued through spring 2008 when the application was submitted. Final NATEF certification was obtained in November 2008.

Two things led to a program revision of the automotive technology curriculum in 2007. First, some minor changes needed to be made to current course outlines (including the time spent on each topic) to have the program totally in alignment with NATEF requirements. Second, one of South's partners asked the college to consider developing a certificate for short term training in automotive. They specifically mentioned the General Service Technical (GST) training recently identified by NATEF. At this urging, and after extensive discus-

sion, South made the changes necessary to move forward with a new instructional model. With this model, ASE (Automotive Service Excellence) certification testing and attainment occurs each quarter. It takes two quarters to attain the General Services Technician certificate, two more quarters for the Minor (NATEF terminology) certificate, two more quarters for the Major (NATEF terminology) Certificate, and two additional quarters to complete requirements needed for an AAS or AAS-T degree.

Two goals in the 2007-2009 strategic plan were to implement a General Service Technician (GST) training program and to integrate ESL/ABE throughout the program using the I-BEST model. Both were implemented in the 2007-2009 biennium. A program revision, aligning the curriculum to NATEF standards and addressing these two goals, was completed and approved in August 2007. The new GST program was successfully implemented in fall 2007, and the I-BEST model was piloted.

Substantial instructional equipment funds were dedicated to getting the automotive technology program up to date on technology. A new alignment machine with a computer monitor was purchased, along with multiple scan tools. A significant clean up of the automotive facilities was undertaken following the program review in March 2007.

Another recommendation from the 2007 program review was the need for more computer terminals for all shops to allow students easy and quick access to information in the automotive field. Two major steps have been taken to remedy this situation. A computer lab has now been established in the automotive building that offers one entire room with state-of-the-art computer technology and sufficient computer availability for student use. Second, a funding proposal to the Universal Technology Fee Committee has been submitted and approved to provide funds to purchase multiple computer stations for each lab/shop. These improvements allow students to use the computer as a tool while they perform their automotive

technician responsibilities and to access the Alldata system and the Repair Order Management System.

Future Directions

A recommendation from the 2007 program review was to increase the number of tools available to students so that each shop had its own diagnostic tools, scanners and computer terminals. In response, South is currently analyzing the entire tool room system, taking into account the needs of the students, instructors, employers, funding agencies, and practices of other automotive programs.

The 2009-2011 strategic plan includes working with alternative vehicles and hybrids. Faculty are developing the curriculum. The automotive technology building is a candidate for a large remodel, providing the college a much needed opportunity to modernize its automotive facilities in the next three to five years. The pre-design is scheduled to begin in fall 2009.

Automotive Collision Repair (Collision) Program

The Automotive Collision Repair (Collision) program is a NATEF/ASE Master-certified training program and offers ASE-based certificate options. Following a major renovation in 2007, it offers state of the art equipment and laboratories in which the students learn the modern principles of unibody design and automotive refinishing. In response to industry, the Automotive Collision facilities have been arranged like a live shop.

The curriculum is modern and competency based, so that students who wish to study in one particular area may do so. Multiple computers are available with industry software so students learn to perform a range of applications: damage analysis, estimates, etc.

Recent achievements include installation of the computer network, continued development to build the TAC, and upgrading the shop image through renovation.

The full time instructor is an ASE Master Technician who also serves as an Evaluation Team Leader for NATEF examinations at other schools.

Analysis and Appraisal

In the 2008 program review, students surveyed had only positive things to say about the program. Students evaluating their instructors included the following descriptors: knowledgeable, committed, energetic, creative in generating income for the program. Surveys of current students show an unusually high level of satisfaction about the quality of instruction and the program in general. When asked what they would suggest to make the program better, the consensus response was "South is good the way it is."

The program underwent a major capital improvement and expansion of the shop and classroom area in 2006-2007, and reopened the modernized and expanded building in 2008. Program enhancements in the remodeled building include a state-of-the-art classroom with an instructor computer and overhead projection. A women's restroom is now available in the facility (program recommendation from 2004).

A recommendation from the 2004 program review was to include computer training in standard operating procedures. This has been addressed, and computers are now used as an integral part of the instructional program, providing industry related information for students. All of the students are now required to access computers to retrieve information on all repair procedures including Alldata and the Repair Order System.

A new state of the art paint booth has been installed. In the 2008 program review, the new facility was commended as effective and set up in a way similar to a modern commercial repair facility.

Future Directions

The program is currently working with the Department of Ecology to explore new water-based painting techniques and plans to pilot new equipment for this in their lab. The Collision program continues to acquire state-of-the-art equipment and software.

Faculty received I-Car Program Instructor certification. The I-CAR curriculum is a series of individual modularized training programs that

offer in-depth coverage of both conventional and innovative collision repair technologies and processes. As collision repair technology advances, I-CAR is committed to meeting the industry's changing needs. South is a training delivery location for some I-CAR classes in the Puget Sound area. I-CAR Program Instructors teach up-to-date collision and mechanical repair methods. Instructors are provided with professionally developed classroom materials and training on technical and presentation skills. I-CAR program instructors are part of an elite group of well-respected professionals who are recognized as experts within the industry. I-CAR instructors receive up-to-date technical training, up-to-date professional development training, visibility in the industry, access to information and support from instructors around the world. Having a certified I-CAR program instructor is an asset to the Collision program at SSCC.

Diesel and Heavy Equipment Technology (Diesel) Program

The Diesel and Heavy Equipment Technology program (Diesel) trains students in all aspects of diesel and heavy equipment repair. Upon completion, technicians are likely to repair and maintain trucks, buses, construction equipment, ships, trains, generators, tractors, power equipment and farm machinery. The diesel industry is experiencing tremendous changes and growth characterized by high demand for qualified technicians.

Analysis and Appraisal

For the first time in its history, the Diesel program received NATEF certification in spring 2009, after revising the curriculum and upgrading the equipment.

The program now has two full time tenured faculty members, both are ASE Master Tech Certified and members of the Association of Diesel Specialists (ADS). Instructors are now certified to deliver lift truck and fork lift certification. The increase in faculty has enabled continued program growth.

Approximately \$40,000 of instructional equipment funds were allocated to assist in getting the program up to industry standards. Notable advances have been made towards program donations (*See unit report for further details*). Computers and projectors have been added to the classrooms, allowing access to the internet and detailed PowerPoint presentations.

A 2007-2009 strategic plan goal was the development of an equipment replacement plan. This was resolved by the TAC when Husky International and Mack truck agreed to bring new 2009 and hybrid vehicles to the college for two weeks each quarter. This far surpasses any budgeted equipment plan that would be feasible, and keeps students abreast of the latest equipment technology.

There has been significant increased activity with the Technical Advisory Committee, to the point where they are competing among themselves to make the most donations to the program.

Future Directions

The Diesel program obtained NATEF certification in spring 2009. This status is expected to encourage additional program donations and enhance recruiting efforts. Outreach efforts to recruit more international students in this program continue.

As the industry advances, and as recommended in the 2008 program review, hybrid technology is being incorporated into the Diesel program. This may require additional training for faculty as well as enhancements to current NATEF aligned curriculum.

Commercial Driver Training (CDT) Program

The Commercial Driver Training (CDT) program, responding to a strong demand for commercial truck drivers, is operating at capacity. The curriculum offers an excellent combination of in-class lecture and on-the-road experience. The program is costly on a per quarter basis, but it is very inexpensive at giving students the training, in just one quarter, to enter a career that will provide a living wage. The college improves, maintains, and upgrades the equipment on a regular basis.

The certificate training program is a nine week, 360-clock hour program. Students learn technical aspects of driving various sizes and combinations and gain the knowledge and skills needed to operate today's highly sophisticated commercial vehicles. Upon successful completion, the students have the practical driving and operational skills necessary to safely and efficiently operate commercial motor vehicles as entry-level drivers and are eligible to take their Class "A" Washington State Commercial Drivers License written and driving test.

Analysis and Appraisal

The Washington State Department of Licensing adopted new minimum standards for programs training commercial truck drivers. These standards went into effect January 2, 2009. SSCC's curriculum was evaluated and reorganized to comply with these new standards and approved by the DOL prior to January 2, 2009.

Two new tractors and a trailer were purchased for the program in 2008 and a new flatbed trailer was purchased in spring 2009. An equipment replacement strategy has been developed and implemented. A plan for consistent maintenance of the fleet has been implemented. Computer technology has been updated in the classroom with a new laptop computer and mounted projector. The TAC has been revitalized.

Previously, students were not fully prepared when they first enrolled in the CDT program. In order to be ready to drive, students need multiple things in place—they must attain their DOT physical fitness documents, successfully pass industry required drug screening, and secure their CDL drivers permit (test administered by DOL before issuing permits). In order to prepare all students enrolling in the program for the driving segment, a non-tuition two week pre-truck driving class was added immediately prior to the official class. During this time, students receive instruction and coaching on attaining their CDL drivers permit and completing their physical fitness documents. They complete CASAS reading and math tests to assure that they were placed in the program

appropriately. Students complete a questionnaire regarding compatibility with the challenges of truck driving, giving them a clear idea of industry expectations before dedicating time and money to the program. They also must pass the industry required drug screening before starting the program. This has had a significant positive impact on program enrollment, retention and completion. (*See the CDT unit report for further details.*)

In the 2006 program review, evaluators were adamant that the instructional program should be more representative of a real world truck driving experience. This was strongly confirmed by the TAC. Based on this strong feedback, the program delivery has been modified.

Students receive daily evaluation scores for their driving activities. Impeccable records are kept of attendance, course work, and driving scores.

Future Directions

Professional development for the six part time instructors is being planned, assuring their instructional driving techniques reflect current rules from the State Department of Licensing. Funding has been established. All CDT instructors will soon be up-to-date on all changes in process and requirements that are evaluated when students are taking the CDL exam. This is expected to improve the CDL licensing exam pass rate.

The 2009-2011 Strategic Plan builds on the truck replacement strategy implemented in 2007-2009. Two trucks were purchased in 2008, with additional purchases planned for 2010.

Additional computer based software applications are being explored to enhance student learning.

The CDT program is currently at full capacity; due to the program expense, further expansion is not planned.

Welding Fabrication (Welding) Program

The Welding program includes all facets of welding and fabrication operations including print reading, planning operation sequence, applying knowledge of geometry, heat effects and metal properties,

layout, positioning, fitting, welding and material handling. Special projects are also offered for the journey-level welding fabricator desiring to update skills and certification.

The program has one full time tenured faculty, one tenure-track faculty, and one part time faculty. The welding program offers Washington Association of Building Officials (WABO) testing and certification. Classes are offered in the morning, afternoon, and evening.

Analysis and Appraisal

As noted in the 2007 program review, the curriculum is broad, offering students many employment opportunities in industry. Faculty were commended on the field trips they provide students to become acquainted with industry needs and expectations. Work has been done to establish multiple short term training certificates, which are clearly documented on the welding career pathways document. Embedded math tutoring in the program has also been a success, as well as the addition of a three credit Employment Success Skills course.

Future Directions

An instructional equipment allocation of \$20,000, a grant of \$27,000, and an industry donation of \$20,000 have all been allotted or obtained for welding in 2009. This is a significant increase from 2008 and has allowed the welding program to significantly upgrade their equipment. The new welding power supplies are smaller, lighter, more powerful, more versatile, and fit nicely inside the booths on a specially built shelf. This is a more efficient and effective arrangement

Program retention and completion was a critical issue identified in the 2007 program review. The multiple short term training certificates identified in the welding career pathways document should lead to increased program completion rates. Work is also being done to more clearly identify the appropriate exit codes for students.

A grant has been obtained to rewrite the entire welding curriculum, including all certificates and

degrees. This rewrite provides a more progressive order for students to learn the various processes, which is expected to provide a significant increase in retention rates. The new curriculum reorganizes the courses and provides a pathway through the certificate and degree which focuses on students learning one new major process each quarter. The new curriculum is necessary because students need more time to attain acceptable skill levels in any given process. Students are expected to gain a higher degree of skill in each process and to have increased motivation to return for additional quarters.

Identified in the 2007 occupational program review, industry partnerships need to be further enhanced. Attendance at TAC meetings has been low in the past several years, and South is working to increase participation by adding new members with increased interest in developing partnerships that extend beyond just attending meetings. The college has made this a priority and already added new members in 2008-2009.

The Welding lab and office space has been expanded in the last ten years including the addition of a new outside storage and work building. A program review recommendation from 2007 was that the welding space be better organized, with less clutter, better use of space, organizational efficiencies and cleanliness. The entire welding area has been completely reorganized and substantially cleaned to portray a more industrial atmosphere. The existing tool room has been cleaned and organized for the storage of tools and supplies. The welding faculty have also evaluated the layout of the lab and existing welding booths for effectiveness and efficiency. They determined that new and more welding booths were needed in order to train students to a higher degree of skill. Twenty new booths were built and installed during winter quarter of 2009. These booths have adjustable fixtures to allow the positioning of test plates so that students can weld in all positions in a comfortable learning environment that more closely simulates industrial applications.

In addition, a grant has been obtained through campus services to evaluate and upgrade the venti-

lation exhaust system. This grant money should be available during the next fiscal year and should provide enough money to make a significant improvement to the ventilation.

The 2007-2009 strategic plan targeted equipment replacement at a rate targeted at 10% per year. After thorough assessment and inventory of the current welding equipment and their functionality, nearly \$40,000 of instructional equipment funds were directed toward replacing approximately 50% of the welding equipment within two years. The 2009-2011 strategic plan includes the goal of building new welding booths, which have already been constructed. The result of these strategies has been a total overhaul of the welding facility and equipment to provide students with up-to-date instruction.

NURSING CLUSTER (2.C.1–2.C.2, 2.C.7–2.C.8)

Nursing programs offered by SSCC include Nursing Assistant—Certified (NA-C), Licensed Practical Nurse (LPN), and the Licensed Practical Nurse to Registered Nurse Ladder program which can lead to an AAS-T degree (RN). Congruent with the college’s mission and student learning objectives, the philosophy of nursing education is one of commitment to lifelong learning

and the provision of safe, compassionate, quality nursing care to individuals, families and communities.

A \$450,000 Title III grant in 2002 and a \$920,000 Department of Labor grant in 2003 provided the funding to develop and implement the nursing cluster. This program was designed to be seamlessly articulated from NA-C to LPN to RN within the Seattle Community College District. A nursing career pathway has been documented to show how the “career lattice” works, with multiple points for industry entrance and exit for additional education.

Student centered, the nursing cluster places emphasis on emerging English speakers. Vocational English as a Second Language (VESL) and Integrated Basic Education Skills Training (I-BEST) are key components of the program. The program is supplemented by multilingual computer assisted instruction and learning opportunities for self pacing and flexibility. Additional support is provided within a computer assisted health sciences learning laboratory. English as a Second Language (ESL) components are incorporated into the curriculum throughout the programs. Tables 2.19 and 2.20 show enrollment and degrees and certificates awarded since academic year 2005-2006.

Table 2.19: Enrollment (FTEs)

Academic Year	2005-2006	2006-2007	2007-2008	2008-2009 Projected
Nursing Assistant Certificate	35.1	33.3	26.3	31.9
LPN	35.2	58.4	75.7	48.1
Registered Nurse (new)			18.4	25.1
Totals	70.3	91.7	120.4	105.1

Table 2.20: Certificates and Degrees Awarded

Academic Year	2005-2006	2006-2007	2007-2008	2008-2009 Projected
Certificates and Degrees	Certificate AAS	Certificate AAS	Certificate AAS	Certificate AAS
LPN	35 --	31 --	72 --	63 --
Registered Nurse (new)			-- 22	-- 32
Totals	35 --	31 --	72 22	63 32

While program demand is quite high, as demonstrated by the number of applications, enrollment is limited to one class due to resources: space, faculty, clinical sites, funding.

Analysis and Appraisal

Strategic goals for the Nursing program in 2007-2009 were designing the three quarter LPN-RN ladder program, implementing the RN program, and adding I-BEST to the NA-C program. All three goals were completed.

The following commendations for program demographics and diversity were cited in the 2005 Occupational Program Review:

- The programs serve an exceptionally diverse group of students. Fourteen different countries of origin are represented in the first graduating class of 29 LPNs. There are also a wide variety of ethnic groups represented. In order to achieve this goal, the program has launched a radio ad campaign aimed at Spanish lingual individuals, and there has been a broad, affirmative effort to recruit Hispanic students.
- The college has a vision for student growth, as evidenced by the Healthcare Pathways program for ESL students.

In the 2008 Occupational Program Review, the following comments were made:

- The program has committed itself to recruiting a diverse group of students while maintaining high standards. The advisory committee chair is committed to diversity in the program.
- The program is urged to continue serving an ethnic and culturally diverse group of students and to ensure that graduates are able to serve patients from diverse ethnic and cultural backgrounds.

Employers and labor strongly support health care programs at SSCC, due in part to the extreme labor shortage in the field. South was commended because the TAC meets regularly and has active participation by members. The continued development of health care programs was greatly enhanced by funding from a Title III grant to South and a Department of Labor grant to the District, as well as funding from the Washington State Board for Community and Technical Colleges who allocated health care high-demand funding due to the expense of these high cost FTE. South also received a commendation based on the evidence of strong program leadership.

Since its inception, the nursing program has been viewed as a career ladder or even a career lattice. Prerequisites for nursing classes are common prerequisites for multiple health care professions. South also offers a Health Care

Table 2.21: LPN Completion Rates

Quarter	Applicants	Accepted	Completers	Completion Rate	NCLEX Pass Rate of Completers
Su06-Sp07	87	35	31	86%	94% 29
W07-F07	93	45	43	96%	100% 43 *
Su07-Sp08	117	35	29	83%	86% 25
W08-F08	141	39	36	92%	80% 29 **
Su08-Sp09	206	36	30 so far		

* W07-F07 statistics are high, attributed to competitive application process, enthusiasm of students and faculty towards new program.

** W08-F08 statistics are low; attributed to high turnover in faculty and program administrator.

Table 2.22: RN Completion Rates

Quarter	Applicants	Accepted	Completers	Completion Rate
F07-Sp08	62	24	22	92%
F08-Sp09	122	33	31 so far	

Career Exploration course for students wishing to explore potential jobs, wages, and skills required for the wide array of employment opportunities. Please refer to the Career Pathway identified for Nursing at SSCC in the Nursing unit report.

Student Retention

Retention and completion of all students is a priority for South. The college completed a college-wide retention and completion plan (“Start here, Go anywhere”) in 2005 that draws on research based best practices. Proven, research based retention strategies that are implemented into the nursing program include:

- A cohort model
- Constructivist approach to pedagogy
- Collaborative learning activities in and outside the classroom
- Opportunities for engagement with caring faculty members and administrators
- Peer engagement opportunities and activities
- Tutoring including peer tutoring
- Intrusive advising
- Regular progress reviews
- New student orientation

Extra tutoring, including peer tutoring specifically for nursing students, is also provided and students are encouraged to participate. Tutoring is available at all levels of the nursing programs from NA-C and the prerequisites through to the LPN and RN programs.

Multiple commendations were given to Nursing curriculum and instruction in the 2008 Occupational Program Review:

- Students surveyed expressed a high regard for the professional knowledge and teaching ability of faculty.
- There are published course outlines, description of certificate requirements and learning objectives. All courses have been revised recently.
- The program provides ample opportunity for hands-on experience.

- There is an apparent commitment to quality throughout the program.
- Outcomes are well-written and comprehensive.

Another commendation was received for the comprehensive advising services available to students entering health care programs at South. Again, due to South’s success in securing additional funding, the Title III grant funded a Nursing Program advisor/ coordinator. Students also reported that another newly funded position, a lab manager, enhanced their learning considerably. Students surveyed were generally pleased with the resources and services available. Nursing also received a commendation for safety practices being up to standards.

Facilities

The 2008 Occupational Program Review offered a single commendation for industry standards for facilities and equipment: “the labs are up to date and fantastic!” No recommendations were offered. Again, the facilities are excellent because they are new, because the faculty visited other colleges to design it well, because the college allocated square footage to this growing program, because of input from the TAC, and ultimately the various funding sources allocated to the program.

Computer Resources

A recommendation from the 2005 Occupational Program Review was to fully implement computer literacy in the curriculum to prepare students for workplace demands. South now has a computer lab dedicated specifically to nursing. It has medical related software, NCLEX practice tests, and other information relevant to nursing students. Great strides have been made with implementing technology. At the same time, industry information gained at TAC meetings indicates that computers are becoming an important part of nursing care. Some hospitals have computers in each room, and charting notes are kept on the computer. This is also becoming a standard with many physicians.

The program needs to continually consider ways to keep nursing students up-to-date with technology as it becomes more integrated in the workplace.

Future Directions

The next step in the Nursing Career Path is to begin approaching four-year institutions offering Bachelor's of Science in Nursing programs to establish articulation agreements. Upcoming program goals include the establishment of articulation agreements with BSN programs at UW Bothell and UW Tacoma. Olympic College, one of the neighboring Washington state community colleges, has recently received permission to offer a BSN degree.

Strategic plans for 2009-2011 are to explore options for a Bachelors in Nursing program on campus with a University partner, as well as establishing articulation agreements with local universities.

Based on TAC feedback regarding the use of computer technology in the health care field, South anticipates expanding computer literacy in the program. This could range from on-line charting for patients all the way to researching patient history and conditions.

South's focus remains on training skilled and culturally competent nurses throughout the stages of an extensive career lattice. South has recently begun teaming with Highline Community College to assist medical professionals trained in other countries to identify and pursue certifications in the United States.

APPRENTICESHIP CLUSTER (2.C.1)

Georgetown Campus

South Seattle Community College's Georgetown Campus is located on a nineteen acre parcel of land in the heart of the Seattle's industrial zone. The area has more than 4,000 businesses with 70,000 employees and the largest number of family-wage jobs in the area. The industrial zone is home to the largest manufacturing industrial center in Washington state.

The Georgetown Campus supports a strategic objective to provide quality workforce training and apprenticeship opportunities that meet high demand occupational needs. The Georgetown Campus hosts the Apprenticeship and Education Center, the Puget Sound Industrial Excellence Center (PSIEC), the Washington Safety and Health Training Institute (WASHTI), and multiple community and educational programs.

The Georgetown Campus consists of five training and instructional facilities with more than 100,000 square feet dedicated for classrooms, labs, and offices. New buildings feature state of the art classrooms with increased technology and flexibility for instruction. Labs provide larger spaces for instruction and hands-on learning indoors. The new Gene Colin Education Building is an excellent space for classroom instruction, conferences and seminars, allowing for short-term and contracted training, and community and business collaboration through the Puget Sound Industrial Excellence Center.

Puget Sound Industrial Excellence Center (PSIEC)

The 2007-2009 goal was to complete a comprehensive strategic plan for the PSIEC, as well as to hire a new director. Both goals were completed. Benchmarks are related to measurable partnerships with industry, labor and community partners.

The Puget Sound Industrial Excellence Center (PSIEC) was created to expand new and existing contract training and services for business and industry. The PSIEC develops contracted and specialized training for businesses, industries and special populations. It provides certificates based upon specialized training. The PSIEC currently is focusing on the fields of manufacturing, transportation and logistics, construction, and green jobs development in energy auditing, pre-apprenticeship training, conservation and weatherization, and building and sustainability management. The PSIEC works closely with Apprenticeship programs and other professional technical programs on the main West Seattle campus.

The 2009-2011 strategic plan includes strategies for increasing training in green technology, including the development of contract training in areas such as lean manufacturing for the Manufacturing Industrial Council and training in green jobs related to energy auditing and green construction.

Washington Safety and Health Training Institute (WASHTI)

The Washington Safety and Health Training Institute (WASHTI) is a grassroots coalition of apprenticeships, labor, government, businesses, community-based agencies, and educational providers committed to training and promoting workplace safety. The coalition provides multiple certificates in industrial and workplace safety and health training. Students have options to apply the safety and workplace training toward their apprenticeship requirements. A strategic goal for 2009-2011 is to develop new safety contract training programs with a benchmark of implementing three new contracts.

Apprenticeship Training Programs

The college provides related training to apprenticeship programs that are sponsored by trade unions, individual companies, open shop contractors, and government agencies that are registered with the State of Washington. Most of these programs are sponsored and managed by Joint Apprenticeship and Training Committees (JATCs), composed of equal representation from management and labor, that continuously review the training requirements to ensure that the apprentices receive training in the latest technology and methods. Each JATC has a training coordinator that facilitates the training program. All programs are governed by a set of standards approved by the Washington State Apprentice Training Council (WSATC). The Washington State Department of Labor and Industries (L&I) administers the WSATC.

South Seattle Community College is the largest provider of apprenticeship training in Washington State, and provides training in the following 19 apprenticeships:

- Aerospace Apprenticeship (AJAC)
- Boeing/ IAM Joint Apprenticeship
- International Brotherhood of Boilermakers
- Western WA Cement Masons
- Western WA Masonry Trades
- Western WA Floorcovering
- Glaziers and Glassworkers
- Pacific Northwest Ironworkers
- Seattle Meatcutters
- Home Care Aide, Certified
- Northwest Construction Linemen/Power Line Clearance and Tree Trimmers
- Northwest Laborers
- Puget Sound Electrical JATC
- PSE HVAC Electricians
- PSE Marine Electricians
- Seattle City Light, Electrical Workers
- Sprinkler Fitters
- Western Washington Painting, Striping and Drywall Finishing
- Building Code Inspectors JATC

The faculty at the Georgetown Campus and the off-campus contracted programs all have hands-on experience and education within their respective teaching disciplines. The Apprenticeship programs hire only part-time faculty, as it is expected that all faculty work in or have experience in the trade or occupation. As of fall 2008, the Georgetown Campus had sixty-seven part-time instructors employed by SSCC. However, full-time faculty from the related disciplines (SMG, English, math, psychology) provide additional faculty support as needed. Other SSCC personnel on the Georgetown Campus include one office assistant, two program administrators, one gardener, one custodian, the assistant manager, the director of the Puget Sound Industrial Excellence Center, and the dean.

Analysis and Appraisal

Apprenticeship enrollments have been carefully managed to hold steady at about 900 FTEs, approximately 19% of all state-funded FTEs.

The significant increase in degrees awarded was a result of including requirements for the

Table 2.23: Enrollment (FTEs)

Academic Year	2005-2006	2006-2007	2007-2008	2008-2009 Projected
Apprenticeship	915.3	888.0	1002.7	940.7
Energy Audit (new)			1.1	10.5
Warehouse		4.8	(deleted)	
Transportation/Logistics (new)				1.5
Totals	915.3	892.8	1003.8	952.7

Table 2.24: Certificates and Degrees Awarded

Academic Year	2005-2006		2006-2007		2007-2008		2008-2009 Projected	
Certificates and Degrees	Certificate AAS		Certificate AAS		Certificate AAS		Certificate AAS	
Apprenticeship	0	3	0	40	0	68	0	81

AAS degree throughout the five-year electrical apprenticeship program; the college offered related instruction at their off-site location.

The completion rate for apprentice training programs is approximately 75 percent. Since all students are employed as a part of the apprenticeship, the placement rate may be considered 100 percent. Student evaluations of the courses are conducted in all classes at least two times each year. Results are discussed with the instructors and the JATCs when appropriate.

Future Directions

With the addition of a new director for the Puget Sound Industrial Excellence Center, South expects to increase contract training and community outreach to business, industry, and educational partners. There is a special emphasis on the development of contract and apprenticeship programs that focus on environmental (“green”) initiatives, including energy conservation, building science, and environmental sustainability practices in the trades such as material substitution, reclamation, and conservation. The expanded facilities have resulted in increased contracted training and training support and new programs in logistics, transportation and supply chain management. With the expected retirement of instructors, South anticipates the hiring of new instructional staff and

increased professional development and mentoring opportunities for newer staff. As the student population becomes increasingly diverse, South expects to expand English as a Second Language/English as a Learned Language (ESL/ELL) training, as well as increase campus student support services onsite to ensure student success.

Short Term Training

Under the auspices of the executive dean for technical education, South Seattle offers a number of short term programs that address the needs of individuals who were recently laid off, living at or below poverty, or transitioning as ex-offenders. The office that serves these students is Workforce Education.

Workforce Education offers tuition assistance for professional technical programs and delivers short term training and employment services for a wide range of underserved or employment challenged individuals. The department serves 1500 individuals each year under an annual budget of \$4 million. South has developed many innovative workforce development models over the last decade. The college has received two Governors’ Awards for successfully working with populations considered the hardest-to-serve through these programs.

Workforce Education delivers between seven and ten short-term training programs every

quarter. The department employs five full-time staff and thirty-two part-time faculty and hourly employees. Faculty come from a variety of vocational backgrounds, and many teach in team taught programs, working closely together to deliver integrated short-term training and basic education.

South partners internally with other departments in the development of high-demand programs to serve dislocated workers. South collaborates on Technical Advisory Committees to align training programs with labor market demand. South interfaces with the basic & transitional studies division through shared Vocational ESL (VESL) faculty, transitioning students from basic skills programs to job skills programs and into college-level classes. Workforce Education also works with the Georgetown Campus in coordinating pre-construction programs that feed students into Apprenticeships.

The Workforce department provides career planning and job placement services to graduates of the college's professional technical programs in partnership with South's WorkSource Affiliate. Through community partners, South can refer students to resources for basic needs such as housing, transportation, child care, emergency living expenses, mental health and substance abuse support and more.

Tuition Assistance Programs and Partnerships

Worker Retraining is a state funded program providing tuition assistance to dislocated or under-employed workers and displaced homemakers. South serves approximately 325 students per quarter.

WorkFirst is Washington's welfare reform program designed to help low-income families prepare for and go to work. WorkFirst is a partnership between state agencies and communities working together. South serves about 100 WorkFirst students per quarter in long and short term vocational, GED and life skills programs.

The Basic Food Employment and Training program (BFET) provides tuition assistance for vocational and basic skills training to individuals receiving basic food assistance from Washington State. BFET is funded by the Department of Social and Health Services. Since program inception in 2005, enrollment in BFET has grown to 400 students per quarter.

Seattle Jobs Initiative (SJI) addresses a critical need of Seattle's low-income individuals by providing job training and support services, including access to housing, childcare, transportation and counseling, making it possible for people to secure, retain and advance in jobs that pay a living wage. South and SJI offer three sector training programs in areas of office administration, automotive technology and welding.

Port Jobs and SSCC have worked together to implement Airport University which brings college-level classes such as keyboarding, business and leadership to incumbent workers on-site at SeaTac Airport. Airport University serves sixty incumbent workers each quarter.

The department has a number of Corrections Education initiatives that serve Washington's Department of Corrections, King County and DSHS offender referrals. The re-entry services include GED classes, Life-Skills-to-Work training and a bridge to college vocational education. South serves approximately 500 re-entry students per year.

Future Directions

Workforce has four strategic goals for the 2009-2011 biennium.

- Increase grants and contract funding from \$3 million to \$5 million
- Document career pathway maps for three more programs
- Revitalize the Workforce TAC
- Restructure the WorkFirst program delivery to meet TANF targets

BACHELOR'S OF APPLIED SCIENCE (BAS) IN HOSPITALITY MANAGEMENT (2.C.1–2.C.7)

South's Bachelor's of Applied Science in Hospitality Management meets the tripartite structure encouraged by the commission by including:

- A general education requirement of 60 quarter credits designed to help students develop awareness with basic requirements and three areas of study
- The hospitality management upper division core of 60 credits designed for students to achieve competence in the Hospitality Management field
- Several elective lower division transfer options that allow students the ability to pursue a variety of intellectual interests.

General Education (2.C.1–2.C.3)

The BAS general education requirements build upon the general education requirements of the applied associate of science degree at South Seattle Community College. For example, to enroll in credit-bearing classes leading to the Applied Associate of Science—Transfer degree (AAS-T) in Culinary Arts, Pastry & Specialty Baking or Business Information Technology, students must achieve a passing score on the ACT COMPASS Test; otherwise they must complete developmental classes in English and mathematics. Key coursework for the underlying AAS-T degree include math, psychology and English.

BAS graduates complete 60 credits of general education credits by combining 25 credits at the

AAS-T level and 35 credits at the junior and senior levels to meet the requirements of the college's general education learning outcomes. The distribution requirements for the 60 general education credits are as follows:

- 15 credits in "Basic Requirements"
- 15 credits in "Humanities and Arts"
- 15 credits in "Social Sciences"
- 15 credits "Natural and Physical Sciences, Mathematics."

During the freshman and sophomore years leading to the AAS-T degree, students are expected to complete 25 credits of general education, including English, math, psychology, humanities and arts prior to acceptance to the BAS Hospitality Management degree. Students in the hospitality management program are subsequently required to complete an additional 35 credits of general education in their junior and senior years. At least five of the 35 credits must be upper-division.

Upper Division Core

The upper division core contains 60 credits of hospitality management technical courses, including five credits of upper division internship. In addition, five credits of upper division general education credits are also required for a total of 60 upper division Hospitality Management credits. Table 2.27 on the following page describes the upper division core.

Table 2.25: Enrollment (FTEs)

Academic Year	2007-2008	2008-2009 Projected
Bachelor's of Hospitality Management FTE (new)	22.2	46.2

Table 2.26: BAS Degrees Awarded

Academic Year	2007-2008	2008-2009 Projected
BAS Degree	--	11
Completed HMG Core Classes	--	21

Table 2.27: Upper Division Core

Course	Description
Introduction to Hospitality	Survey course of the various segment of the industry, including a brief history and current issues, with an emphasis on service.
Hospitality Computer Applications	Technology fundamentals and software applications for business functions and management practice.
Hospitality Management	Management theories, functions, methods, and concepts applied to hospitality settings.
Lodging Operations	Breakdown of each hotel department by function and personnel, concept of yield management and revenue management.
Legal Issues in Hospitality	Liability, dram shop laws, contracts, and innkeepers laws to reduce the risk environment for operators.
Entrepreneurship	Concepts and issues related to new business ventures, including small businesses.
Hospitality Marketing	Project-based incorporation of theory and practice for an actual business, includes elements of local store marketing and sales.
Cost Controls	Survey course of the various segment of the industry, including a brief history and current issues, with an emphasis on service.
Human Resource Management	Policy and practice in human resource utilization, selecting, training, motivating, evaluating, and compensating employees; labor relations, EEO legislation.
Services Operations Management	Design and management of service systems in hospitality operations; control of customer interaction, personnel activities and inventory.
Hospitality Accounting	Using management tools in creating and analyzing operational effectiveness.
Professional Career Development	Preparation for industry employment, resume writing, interview skills, professional dress, business etiquette.
Internship	Documented 1,000 hours of industry experience.
Ethical Leadership	Nature and sources of ethical conflicts and dilemmas leaders and organizations confront in the hospitality industry.
Hospitality Management Capstone	Project-based course integrating all components of the curriculum.

Transfer Elective Options (2.C.4)

Students meet the requirement for elective credit by transferring in a set of related course work via the AAS-T degree. Students entering the program are expected to have the equivalent of an AAS-T degree in fields such as business information technology, accounting technology, culinary arts, wine marketing and sales, hospitality management, supervision and management or other related fields. South is currently developing articulation agreements with other Washington community colleges to accept appropriate AAS-T degrees into the BAS program at South.

Advising (2.C.5)

The BAS faculty meet individually with all students in fall quarter to ensure students are on track to meet their goals. In addition, the campus advising team has a member on the BAS implementation team to share issues and hear program information necessary for student advising. The BAS faculty also meets with the advising staff to provide program updates and share information. Finally, the BAS program has developed a student handbook and a career pathway chart designed to provide information regarding procedures and other relevant information for students, faculty

and staff associated with the BAS program
(See exhibits).

Program Admission (2.C.6)

The Hospitality Management handbook describes the admission process in detail. Students may enter the program under one of the following criteria:

- *Provisional Admission:* Students who are within twenty-five quarter credits of completing their two-year degree may be admitted provisionally into the program on a space available basis.
- *Probationary Admission:* Students with a GPA below 2.5 may be admitted on a probationary status. Students must maintain a GPA of 2.0 or higher for the first thirty quarter credits and then petition to the BAS committee for admittance.
- *Full Admission:* Students are fully admitted to the program when all admission requirements have been completed and accepted by the BAS Committee.
- *Non-matriculated Students:* Students may take up to fifteen HMG program credits with prior faculty approval. After the student is admitted to the program, those classes are applied to the individual's program of study.

Retention

The 2007-2008 goal for the BAS program was to retain 90% of the entering class from fall 2007 to winter 2008. The program exceeded this benchmark with 100% retention.

BAS Faculty (2.C.7)

The BAS program currently has one full-time tenure-track faculty member and is advertising for a second full-time tenure-track faculty member. In addition, South has utilized a full-time tenured faculty member from Washington State University to teach a few online classes as an adjunct instructor. Finally, the program has used one full-time tenured faculty member in the academic programs division at South to teach a managerial accounting class. (See *Standard Four for more information on faculty.*)

Basic & Transitional Studies: Our Mission is Transition

OVERVIEW (2.A.1–2.A.2, 2.B.3)

The basic & transitional studies division has been a core part of the college's instructional program since the late 1970s when there was a large national influx of immigrants and refugees. It has long been a primary means for serving the local community, which has a high concentration of low income, low education, and limited-English speaking residents, and it continues to be an essential means through which the college achieves its overall mission. In many states, basic skills programs are provided either through the K-12 educational system or through a network of community-based or volunteer organizations. Having the program located on a community college campus provides a direct connection for students to further education and training—and it provides the college with access to a population which recognizes the value of education and sees the community college as a place to receive that education.

The original name of the division was general studies. However, data has shown that improving a person's basic skill level does not reliably result in significant job or salary advancement—for that, some college level training and certification is required. Also, the college recognized that the students in the general studies division were an appropriate target population as they are already on campus and convinced of the value of education. The division embraced its role as the “gateway to college” for those who haven't thought that college would be an option for them. One way to reflect this role has been to change the name of the division from general studies to basic & transitional studies. Students who come through the “gateway” place into one of several different programs. All the departments in the division have the goal of encouraging students to pursue education and training as a means of economic stability for themselves and their families. Likewise, the college has embraced the concept that students and faculty in the basic & transitional studies division are an asset

to the college—bringing diversity, access to our local community groups, and expertise in working with underprepared students.

Departments within the division include

- Adult Basic Education
- GED Preparation
- COMPASS review
- Career Link Academy (High School Completion)
- Basic English as a Second Language (Levels 1-6)
- Family Literacy (Basic level ESL)
- Integrated Basic Skills (ABE and ESL with skills training)
- Transitional English as a Second Language (Levels 7-8)

As a part of accepting federal funding for basic skills, the college collects and reports student data, including demographic data, through the Washington Adult Basic Education Reporting System (WABERS). In the 2007-2008 program year, there were 1800 students who were “reportable” in this system. That number is slightly lower than the college enrollment data which shows 2036 students in that year. There are numerous reasons why a student enrolls and attends but is not reportable.

Nonetheless, the data is useful in seeing trends such as the following:

- The program has a large concentration of Asian (41%), African-American (23%), and Latino (27%) students
- The majority of students are between the ages of 25 and 44, in their prime working years
- Eighty-four percent of students are either working or seeking work
- South is located in one of the lowest income neighborhoods in the city where 20% of residents are in the lowest quintile of socio-economic status
- From 2000 to 2008, the number of students at South in basic & transitional studies has remained stable at 25-28 percent of the overall student population
- In 2007-2008, 92% of students at South in basic & transitional studies were people of color

- Forty-nine percent of students in basic & transitional studies have less than a high school education
- The number of students enrolled in Adult Basic Education or GED Completion has increased 42%, from 478 in 2000 to 677 in 2008
- The division’s performance rate reported in WABERS in 2007-2008 was 51% of reportable students who made a 3-5 point CASAS gain (to maintain funding the division is required to increase this percentage by 2% each year)
- The Student Achievement Points based on basic skills gains increased from 2225 in 2006/07 to 2812 in 2007-2008 (continued increases in this rate will result in additional funding)
- Transition rates from ESL Level 5/6 to college level courses increased from 12% to 28% between 2000 and 2008, as shown below in Table 2.28.

Table 2.28: Departments in Basic & Transitional Studies

(2000-2004)	2005	2006	2007	2008
12%	24%	28%	30%	28%

An analysis of the data led to some assumptions and conclusions:

- Because of the number of students who are working, seeking work, and/or in their prime working years, the division needs to focus on employment as well as to provide services that are accessible to working adults.
- Because of the focus on work and because of the large percentage of non-native speakers in the division, the college should continue to focus on courses and programs that integrate basic studies with specific technical training.
- Because of the demands of the workplace and the number of students who do not have a high school diploma, the division should encourage students to complete a GED.
- Students who are immigrants/refugees or are in the lowest socio-economic status quintile and are potential first-generation college students need to have information and assistance in navigating the complex educational system in order to reach their educational goals.

PROGRAM DEVELOPMENT AND ENHANCEMENT (2.B.3)

Those assumptions and conclusions led to some changes and enhancements to the program and curriculum.

Work-Related Courses and Curriculum

South Seattle Community College has long been a leader in providing training integrating English as a Second Language with skills training. This training has included entry-level office skills, commercial truck driving, certified nursing assistant, electronics assembly, and warehouseman. In 2007-2008, the college received approval for and implemented two programs that are designated "I-BEST" programs: these formalize the format for integrating basic English and skills training. These two programs are Nursing Assistant-Certified and Automotive General Service Technician.

In response to requests from the local business community, the college is currently participating in two workplace-based projects. One is with a local manufacturer of medical supplies, providing training to their ESL employees to enable them to participate effectively in the company accreditation/certification efforts. A second is with a local hospital, to provide basic skills instruction that will allow workers to move from Central Supply into training as Surgical Technicians.

South Seattle Community College received a Governor's Award for Excellence for a program training TSA screeners at SeaTac airport. Following 9/11, the requirements for screeners became much more rigorous and one thousand screeners were facing layoffs. Six hundred and fifty of them attended classes and workshops which were offered six days a week, at various times of the day. Most students attended four to six hours each week for ten weeks. They were taught reading comprehension, test taking skills, speaking/interviewing skills, and how to complete an on-line application. Four hundred screeners were retained in their jobs (61 percent of class attenders and 50 percent of those assessed overall). The national average at similar airports was 10-15 percent.

For students who are mid-level ESL and not yet prepared to participate in training programs, the division has added a "Skills for Life and Work" course. In addition to teaching language skills, the course gives students the skills they need to seek employment and function within the American workplace.

In 2008, the division entered into a partnership with the Puget Sound "Welcome Back" Center. This center works with immigrants and refugees who have training and/or certification as health care workers in other countries. The center evaluates the workers' previous education or certification and compares it to the certification requirements in the United States. Following that evaluation, they refer workers to training options or assist them to become certified in the same or a related occupation.

Support for Students to Move Through Basic Studies to Further Education and Training

The Title III grant (*See below*) allowed the college to add an advisor to the college staff who would focus primarily on basic studies students. Following the conclusion of the grant, the college institutionalized this position. As he did throughout the grant period, the advisor meets regularly with students to guide their transition to college and often gives presentations to basic studies classes.

Advisors and counselors from surrounding school districts indicated to the dean for the division that they had a large population of limited-English-proficient high school students. Their concern was that they have limited ability to meet the special needs of this population and as a result, many of them were either dropping out or "aging out" of high school. The division then introduced the "Sheltered Instruction" model to the Career Link program as a strategy for enhancing our ability to serve ESL students in that program. A specialist is working with faculty to introduce new methodologies for making the course content more comprehensive to students whose first language is other than English. He is then observing classes, providing feedback to the instructors, and

encouraging them to refine their techniques. In the summer of 2009, this program will admit a pilot group of limited-English proficient students and will hope to incorporate the model permanently. Once implemented, a measure of effectiveness will be the number of ESL students who receive passing grades in the Career Link classes and receive their high school diplomas.

Because of the demands of the workplace and entry requirements for training programs, the division has increased emphasis on GED completion. Efforts have included adding a second full time position to focus on GED and increasing the number of hours of instruction for ABE and GED classes. These efforts resulted in an increase from 195 students in 2000-2001 to 371 students in 2007-2008.

The division organizes the quarterly activity entitled “Transitions Week” that involves faculty and staff from all areas of the college. During that week, faculty include activities and lessons that prepare students to participate actively in workshop presentations on the topic of Transition. One day during the week (typically Wednesday) there is a “mini-conference” with workshops for students on various topics such as available training programs, how to access financial aid, how to learn what career might be appropriate for you, etc. This activity has been extremely popular with students. It is one of the factors that has increased the rate of transition as reported above.

In addition to a focus on transitions during “Transitions Week,” there is a curriculum component on transitions in ABE/GED classes and ESL classes beginning with level four. Faculty created an outline of the topics and activities related to transition that are appropriate at each level. Faculty use that as a basis for instruction, and students complete their own Transitions Portfolios. These portfolios travel with them from quarter to quarter, and students eventually have collected the documents they will need to move into college classes, for example, their financial aid form, educational plan, and resource identification.

The college has partnered with a local non-profit organization, Campaña Quetzal, for the

“Padres Promotores” project. This project provides information to the Latino community about the educational system. Project partners then train a cohort of parents to be promoters of education within that community—to be the “experts” in navigating the educational system and to share that information with their family, friends, and neighbors. The desired outcome is that the significant Latino population within the service district will see college as a viable option for themselves and their children, and that South becomes their first choice for post-secondary education.

Improving Student Outcomes (Basic Skills Gains)

Research shows the value of goal-setting in enhancing retention. Primarily for that reason, the division has instituted a new, two-day orientation and goal-setting workshop prior to student registration. During this workshop, students learn more about the program and the college, and they take the required pretest. The faculty have observed that this has increased the number of students who actually enter classes after being assigned to a class, but because the division did not previously collect data on the “show rate” the impact can’t be quantified. The faculty do know that it makes the first week of class much smoother than it was when instructional time had to be divided between returning students and new students who needed to be tested and oriented. It has also been observed that the same-quarter dropout rate has decreased, although the economy is likely to affect that rate significantly as well.

Data shows that the success rate of students in developmental courses has been unacceptably low. Twenty five percent of South’s students do not pass Developmental English, and 33 percent do not pass Developmental Math. To address this situation, the division instituted a “Math for ESL” class to help non-native speakers with the vocabulary and concepts they need to benefit from ABE math classes and move into Developmental or college math as quickly as possible. In hiring for its two most recent tenure track positions, the division has

acknowledged this priority. That class is fully enrolled each quarter. A task force is continuing to work with the Developmental English department to streamline the student pathways to college-level courses and to enhance their likelihood of success once they enter those courses. Specifically, on a quarterly basis the task force reviews the pass rate of students in both the Transitional ESL courses and the pass rate of students who have gone from ESL to Developmental English (ENG 098). Faculty from the English Department and the B&TS Division are working to identify a course sequence which will provide students with the shortest “pathway” into English 101.

These same faculty are working on refining the placement process and tools that assigns students to ESL, to Developmental English, and to specific courses and levels within the two programs. Various proposals, not yet implemented, have been to require all non-native speakers to take the ESL COMPASS rather than the “regular” COMPASS and/or to require a writing sample as an additional placement tool.

The Basic ESL (non-credit) instructors began work in 2006 on a project to agree upon both specific learning outcomes for each course and on a scoring rubric that would lead to consistency of grades and outcomes. They have completed work on the Reading/Writing competencies and those have been implemented in all courses. In 2008 they began the process for the Speaking/Listening outcomes.

As a requirement of the college’s contract with the Refugee and Immigrant Assistance program, the division is tightening assessment processes and tools for ESL Levels 1-4. The process now includes a standard reporting form and verification of the specific assessment tools which were used. The implementation of this more consistent form of reporting student gains resulted in fewer reports of student mastery. The interpretation of this data is that when faculty are asked to provide specific documentation for student gains, they are more cautious about certifying the gains. This is seen as a positive outcome even though it resulted in a temporary decrease in our reported student gains.

The Washington community college system has embarked on a new means of providing performance-based funding as an enhancement to base funding. Colleges track their data regarding how many students reach “Achievement Points.” Basic studies students can earn Achievement Points for the college by making a three point gain on the CASAS test. Funding is received for any Achievement Points above the baseline, which was established in 2006-2007. The division increased from 2225 in 2006-2007 to 2812 in 2007-2008. To achieve that increase, and to continue to increase, the division has refined testing procedures and ensured that as many students as possible are post-tested. The division faculty have also begun providing information about the test and its importance to students. Faculty have begun to incorporate more intentionally some of the CASAS competencies into their instruction. These same strategies will help meet the goal of increasing the performance rate each year by at least 2 percent.

Title III Grant (2002-2007)

The 2000 self-study analysis revealed that South’s student population “provides unique challenges and opportunities” (from 2000 self-study). An unprecedented wave of immigrants in the 1990s brought increasing numbers of students to the college seeking assistance with English language, basic skills and job training. Twenty-nine percent of the college’s population were immigrants or refugees. The analysis concluded that too few students were transitioning from ESL into the college and there were no effective learning assistance bridges or student services bridges to assist ELL students to transition into college-level programs. The analysis led the college to submit a Title III Strengthening Institutions grant in 2002 which focused on transitioning ESL students into college-level programs and building a nursing bridge program to support ELL students taking the prerequisites in order to enter a new LPN nursing program tailored to meet the needs of ELL students.

This was accomplished by providing learning assistance (VESL, ELL lab) and student services assistance (a dedicated ESL transitions advisor) first supported by the Title III grant and then institutionalized following the conclusion of the Title III grant in 2007. With Title III grant funds, the college organized and supported “Faculty Learning Communities” to devise and share effective practices for working with ESL students. The college also hired an ESL advisor to work specifically with ESL students and aid in their transition to further training. Division faculty and administrators have presented information about the college’s efforts at numerous national conferences so that South is perceived as a leader in the field of transitioning students beyond basic skills.

In partnership with the Nursing program, the division created a Healthcare Pathway curriculum and a task force to oversee the student cohorts who go through that curriculum. Students who are accepted into the pathway take a support class as a cohort while they are completing the prerequisite classes for the Licensed Practical Nursing program. Students who maintain a 3.0 average throughout the Pathways program receive admission to the nursing program. This has resulted in a high percentage of non-native speakers (75%) and students of color (75%) in that program, which is a benefit both to the students who receive the training and to their eventual employers. The completion rate is 90% and the NCLEX pass rate is 91%, one of the highest in the state. For a more detailed description of the Nursing program, see the earlier section in Standard Two on the professional technical education programs division.

High School Completion

The Career Link Academy had been a GED-based program, housed in the professional technical division. After hearing from students and neighboring school districts that there was a greater need for an actual high school completion diploma program, the focus was changed and the program re-located to the basic & transitional studies division. The

program has built from five graduates in 2006 (when the change was made mid-year) to twelve graduates in 2008 and an anticipated thirty graduates in 2009. Demand for and popularity of this program has increased. The program is currently at capacity with approximately 210 students per year, and the waiting list for subsequent quarters typically is filled well before the beginning of the next quarter. In the current environment, there is no plan to increase the size of the program, but the program is actively enhancing its instructional model to be able to serve non-native speakers in that group of 130. For additional information on placement procedures, see Standard Three.

FUTURE DIRECTIONS (2.B.3)

Program Review/Revision

The current fiscal crisis for Washington state and the community college system is causing the division to review program offerings. Rather than simply cutting 10 percent of the classes, or 10 percent of the staff, or eliminating segments of the program, the dean has embarked on a short-term review with faculty and students to help determine preferred and effective structures—e.g., whether it is preferable to offer classes that integrate the basic skills areas such as reading and writing and speaking and listening, or whether a more modular approach would best meet student needs while still delivering instruction effectively. Other considerations are the means to maximize accessibility, such as through distance education or alternative scheduling. While the division recognizes the need to make short-term reductions, this must be done in a way that provides a framework upon which the division can rebuild as resources become available.

AANAPISI Grant

In 2008, South received a grant for over two million dollars to design innovative strategies for recruiting, retaining, and transitioning Asian-Pacific Islander students. The B&TS division is a

key part of that grant—designing workshops and courses to assist those students with transitioning to college. This effort is both informing and being informed by the division's other transition efforts.

Transition and Career Pathways

The report from Educational Testing Service, "America's Perfect Storm," indicates that 52 percent of the American workforce lacks the skills needed to do the jobs that are available in the new economy. For Asians, African Americans, and Hispanics, the percentage rises to 73 percent. These are South's current students and potential students. For this reason, the emphasis on transitioning students will continue. The college's AANAPISI grant is supporting this emphasis, and focusing it specifically on Asian-Pacific Islanders. The division also will continue to work with Professional Technical programs to articulate Career Pathways and to share that information with our students. The college has identified Career Pathways for Health Occupations, Welding, Automotive, and Business Information Technology.

Professional Development

The district and college together have applied for funding through the Seattle Foundation to create student learning communities that link pre-college skills and freshman-level courses, to speed student progress through the curriculum. This same funding will support Faculty Inquiry Groups to provide professional development for teachers who work with underprepared students.

New Building

The college is beginning to plan for a new building to house both basic & transitional studies and health care programs. This co-location concept was based on the desire to continue and also expand the integration of courses from these two programs. It would also be an ideal location for the new partnership with the Puget Sound "Welcome Back Center," which works to assist health care professionals who were trained in other countries to return to work in their fields in the U.S.

Community Outreach

Students at the NewHolly Learning Center seldom transition to main campus programs. The faculty teaching at NewHolly will work to increase the numbers of students who move to other training through two planned strategies: one is to continue emphasizing transition for these students and to provide even more information about available training. The second is to identify training programs that could perhaps be located at the NewHolly Learning Center. During winter and spring of 2009, an outreach person from the division is working with the NewHolly community to identify their needs and interests regarding education and training opportunities. The college will use this information, combined with economic and employment data, to propose specific training programs that could be successfully offered and provided at that location.

The college is also working with a local community-based organization, Neighborhood House, to determine how to utilize their newly constructed community center to meet the educational needs of the High Point community.

Continued Funding

Meeting the needs of students and citizens in the surrounding community for improved basic skills will require continued and expanded funding. The division will continue to seek opportunities for grant dollars and partnership opportunities that support these initiatives.

Intensive English Program (IEP) (2.G)

PURPOSES AND OUTCOMES

The intensive English program (IEP) is a self-support program in the international programs office, which reports to the vice president for instruction. The IEP prepares international students (non-immigrants) with the academic, cultural and language skills necessary for successful transition into credit-level academic

and/or professional technical training programs. The department also provides short-term study/tour programming and English for Special Purpose instruction for international contract groups, such as English for Aviation, Hospitality, and Auto-Tech.

DESCRIPTION OF THE PROGRAM

Levels of Instruction

The IEP offers five levels of instruction for students from high beginner to advanced proficiency. Students are placed into the program based on a combination of ESL COMPASS scores, a writing sample and an interview. In coordination with the international programs office, extra-curricular activities are provided to support student learning and independence and to help them with the process of adjusting to their host culture.

In levels one and two, the program provides ten hours of grammar and reading plus ten hours of speaking and listening of which five hours are in a computer lab. At level three, the program continues with the ten hours of speaking and listening and breaks out the reading skill development (five hours per week) and writing development (five hours per week). At level four participants study reading, writing with writing lab, pronunciation, and a two-credit orientation to the American community college. At level five, students finish the reading and writing with writing lab series and take one academic class from a pre-approved menu of academic courses. Students who are excelling in the level five writing class present a portfolio of their work to the English 101 faculty for review. Those who pass the portfolio (over 50% of those submitted) move directly from the IEP to English 101. Students who do not pass the portfolio move first into English 98 and then on to English 101.

Students bound for technical programs transition to their training program when they've reached the IEP level equivalent to that program's minimum ESL COMPASS score.

Staffing

The program has one full-time faculty member and eight to twelve part-time faculty members, depending on enrollment. The program is supported by the international programs office, which is supervised by the executive director of international programs. Full time staff include: the executive director; the director of international marketing & outreach; the program manager (advising and SEVIS specialist); the program coordinator (admissions and advising); and a program assistant providing clerical support. Additional part time staff include an advisor, a housing and activities coordinator, another program assistant and two student workers. This team provides comprehensive support services in a one-stop office for all non-immigrants students at the college.

Facilities and Other Resources

The IEP utilizes classrooms and campus facilities on the college's main campus in West Seattle, with the majority of classes scheduled in the afternoon. Except for one faculty member, IEP faculty share two offices, Cascade Court 216 and MP 3.

SIGNIFICANT CHANGES IN RECENT YEARS

Numbers and characteristics of students served: The program's annual enrollment has grown from an average of 25 FTE in 1999-2000 to 41 FTE in 2004-2005 to a record 87 FTE in 2007-2008. Students in the program come from over twenty countries with the majority coming from Asia. In 2000 the top four countries of origin were Japan, South Korea, Taiwan and Saudi Arabia and the students were of traditional college age, except for South Korea where students were mostly male and had finished their mandatory military duty. In 2005 students were coming from Vietnam, South Korea, Japan and Taiwan (trending towards 16-18 year old males, deferring military duty for the high school completion program and university study). In 2007-2008, Vietnam, South Korea, Japan and China dominated the enrollments, with 35 percent of the Vietnamese and Chinese students 16-18

years of age with the goal of doing the high school completion program on completion of the IEP. In Spring 2008 the IEP students made up 33 percent of the international enrollment at South.

Staffing

In 2000, the international programs office (IPO) had two full-time staff members and the IEP had one full-time tenured faculty. Since then, the IPO has added a director for international marketing and outreach; upgraded the program director to executive director; upgraded the program assistant position to manager; replaced the program assistant position and added a program coordinator for advising and admissions. In 2009 the IPO added an additional full-time position, an advising coordinator.

As the program has grown, the IEP has added part time faculty as needed. Until 2007-08 there were three to four part-time faculty; there are now as many as twelve, depending on enrollment. The expansion of the instructional team necessitated a comprehension review and revision of administrative processes including a more formalized course assignment process and regular staff meetings (prior to this period of growth, the four faculty involved in the program shared an office and much communication took place in an informal way).

Program Areas Changed

From 1998 through winter 2007, the IEP shared reading and writing classes at levels three through five with the developmental English program in what was then called the general studies division. With increased international enrollment in the intensive English program and the need to consistently deliver a program that meets the needs of international students, the IEP returned to a stand alone program similar to its structure before a partial merger with developmental ESL in 1998.

In 2003 the international program office and IEP moved from reporting to the professional technical education programs division to reporting to the vice president for instruction. Support for rooms, faculty office space and budgeting processes are enhanced by this direct reporting.

In 2004-2005 the program changed its name from “ESL/College Bridge” to “The Intensive English Program (IEP).” This change was made based on feedback from prospective students, parents and referring agencies for whom ESL/College Bridge was not descriptive.

In Spring 2006 the college changed the assessment tool from the SLEP test for placement in English and math to COMPASS and ESL COMPASS. As a result the IEP faculty determined new cutoff scores and added a writing sample and interview for more accurate placement within the IEP.

Throughout 2007, the IEP faculty reviewed program placement and outcomes and revised the program to its current structure.

Based on data from student surveys and faculty observations of the changing demographics in the program, faculty met regularly to plan for and implement a program revision which became effective in Spring 2008. Of primary note was the response to student feedback via quarterly surveys on their perception that the multi-level, multi-media English Language Lab class was a waste of time. At the same time, faculty observed that students from Vietnam and China were placing into the lower levels and would benefit from additional time with structured speaking and listening classes and at the upper level, more focus on writing. Thus, the program added a speaking/listening class at level three and linked the lab at levels 1-3 to the speaking listening class for a ten hour block. The lab at levels four and five became linked with the writing class and is used prescriptively to assist students with their weaker skills and overall to help them prepare their portfolio at level five. Student complaints about the lab classes have ceased and student and faculty satisfaction with the changes have been noted. Attendance issues with the lab classes have ceased as well.

Changes in the program structure and the number of new faculty involved in delivering the program necessitated a revision of the IEP Faculty Handbook including updates on current processes and procedures. Portions of this information are now also included in the Student Handbook

provided to new international students entering the college.

Physical Facilities and Equipment

In October 2006, the International programs office moved from the one room office in JB146 to its current location with a suite of offices in RS 11. This move provides better program visibility, easier access to student support services across from the registration offices and space to accommodate students and staff increases with a semblance of privacy.

Budget

The IEP revenue has grown from \$232,300 in 1999-2000 to \$451,200 in 2004-2005 and \$835,200 in 2007-2008. The “self-support” IEP budget funds the majority of the international programs office including staff, goods and services and marketing. Tuition for the IEP grew from \$2300 to \$2400 during the ten years. Per agreement across the IEPs in the Seattle Community Colleges District; the fee is \$2,500 in 2008-2009, the first increase in over five years.

EMERGING ISSUES

The number of international inquiries, applications and enrollments has increased by more than 100 percent over those in 2000. To continue to maintain quality instruction and to continue to build on other international initiatives, the college must be nimble with staffing and office space. Specifically, the college will want to determine a practical balance of part time to full time faculty ratio as well as at what point the program can support a full-time IEP director.

Students from the emerging international student markets of Vietnam and China now dominate the international student enrollment adding to regional diversity from Northeast to Southeast Asia. Their swelling numbers have had a significant impact on enrollment in the intensive English program. Enrollments from Japan are declining as the country’s demographics shift to an older population. To attract and keep satisfied students and to

ensure the financial health of the program in times of regional economic downturns, the program will benefit from continued efforts to build enrollments from additional language groups.

The IEP is in a unique position to provide an English for Aviation track for short-term groups and individuals bound for the AMT program. Washington state has identified itself as a leader in the aerospace sector, including manufacturing, services and in education and training. South was a founding member of Air Washington a Consortium for Aviation Training. Air Washington members are proactive in partnerships with the Community, Trade and Economic Development Offices as well as with aerospace industry and services to provide training opportunities for global partners.

There is a strong market for English for nursing combined with NCLEX preparation and internship in several existing as well as emerging student markets. South has strong local partners that can help the college figure out the issues in fully developing this new “product.”

With the college’s decision not to pursue an on-campus residence hall, the IPO will need to identify additional local sources for affordable and accessible housing for increasing numbers of non-immigrant students.

ANALYSIS AND APPRAISAL (IEP)

The IEP is an integral part of the college with established systems and relationships to help facilitate student transitions into the campus community. In 2005, more than 30 percent of program completers passed the portfolio enabling them to progress to English 101. In 2007-2008, more than 50 percent of submitted portfolios passed to English 101.

The program has grown from an average of 25 quarterly FTE (1999-2000) to an average 41 in 2004-2005 and to an average 87 for 2007-2008.

Student data reports indicate that IEP students who completed the program achieved an average of 3.72 in subsequent English classes.

The rapid growth over the past year required a thorough overview and updating of systems and processes related to every aspect of the program, including but not limited to a revised faculty handbook; revised student orientation program; program modification and course revisions; and a renumbering of courses to better reflect sequencing.

The program has a comprehensive, well-developed curriculum; an experienced, supportive faculty, well trained in a variety of teaching styles and the use of multiple forms of technology; guidance from a full-time executive director and a full-time faculty member; a dedicated and trained advising and support staff experienced in cross-cultural communication and counseling; a campus climate that embraces diversity and supports international students; an extensive orientation program and an activities program that promotes student connection to the campus and greater Seattle communities. IEP full-time and part-time faculty provide regular and ongoing assessment and modification of curriculum to meet student's needs (course evaluations; annual focus groups; administrative observations and Small Group Instructional Diagnosis (SGID)). And the international programs marketing and recruiting plan actively promotes the program through print media, the website, participation in local and overseas exhibitions and an active referral agency network.

Study Abroad/Travel Study (2.G.12)

The goal in developing Education Abroad Programs is to provide students an opportunity to develop a global perspective in their field of study and to enhance cross-cultural awareness, adaptability and problem solving skills. Care is taken to select partner institutions that match program objectives and course outcomes. International articulations follow the same process as the college uses with US based programs. The International Program executive director, in collaboration with South Seattle faculty, establishes a formal

agreement that describes what courses will be accepted for transfer.

The process for establishing partner institutions abroad is a three step process. First, the college reviews recommendations it receives of prospective partner institutions. Many referrals come from the Department of Commerce Gold Key (Matching) Service and through American Association of Community Colleges receptions with Japan Association of Junior. Colleges in Japan. Search criteria of like institutions also is requested from the Ministry of Education (MOE) or Ministry of Education and Training (MOET) authorization from that country.

Next, SSCC faculty and administrators from related subjects/programs are introduced to colleagues at partner institution. SSCC's International Program hosts visitors from prospective partner institution and sends SSCC faculty to visit prospective partner institution to assess program and course suitability for an exchange program.

Third, once a Letter of Agreement is signed, promotion occurs from the International Programs Office, Student Life and the SSCC Instructional Unit(s) most closely aligned with the partner program. The International Programs Office has a part time Study Abroad Coordinator dedicated to promoting these programs to the student body and to helping students choose a program appropriate to his/her educational goals. The coordinator also works with the partner institution to match each program's course offerings with approved courses at SSCC. The coordinator provides information on the relevant culture, housing, and classrooms at the foreign institution and students receive written information that defines policies regarding payment and the availability of financial assistance for these programs.

South Seattle Community College's Study Abroad Program has active partner programs with four institutions in three countries. These programs provide two way exchanges for faculty, students and staff. Through the Seattle Community College District (SCCD), South's students and faculty may participate in Global Impact. Global

Impact provides service learning through a highly structured collaborative program with members of the medical community and SCCD participants. SSCC has also requested membership in the Washington State Community College Consortium for Study Abroad (WCCCSA), an association of 15 community colleges that sponsors study abroad programs for two year college students. WCCCSA membership will allow us to broaden our Education Abroad offerings. (See Table 2.29 below.)

Credits taken at sister schools are evaluated for content, hours and general equivalency in outcomes by the SSCC evaluator in coordination with appropriate dean and faculty members. At this time, most course work pursued overseas are credited by SSCC as Independent Study courses with project development and evaluation administered by SSCC faculty. The Education Abroad Program is in development and will adhere to the standards required.

Table 2.29: Study Abroad Partner Programs

Program/Agreement Type	Number of Participants
JAPAN Nagasaki College of Foreign Languages (Now Nagasaki University of Foreign Languages)	
Leadership Abroad Program	2006–2, 2007–3
Quarter/Semester Abroad Exchange Program Courses evaluated by SSCC prior to student departure. Credits accepted in transfer upon receipt of official transcript. <i>SSCC Instructional Department Link: Academic Programs</i>	2007–1, 2009–1
JAPAN Ube Frontier College (Now Ube Frontier University)	
Leadership Abroad Program	2007–2
Quarter/Semester Abroad Exchange Program Courses evaluated by SSCC prior to student departure. Credits accepted in transfer upon receipt of official transcript. <i>SSCC Instructional Department Link: Academic Programs</i>	2007–4, 2008–2, 2009–1
ITALY Apicius Culinary Institute	
Faculty Led Group Tour-in development June 2009 Courses are being evaluated by SSCC prior to student departure. Credits accepted in transfer upon receipt of official transcript. <i>SSCC Instructional Department Link: Bachelor of Applied Science/Hospitality, Culinary Arts, Pastry & Specialty Baking, Wine Studies</i>	Summer 2009–tbd
DENMARK Niels Brock Business College	
Quarter/Semester Abroad Exchange Program Credits for Experiential Learning option through Co-op program–2008 or Independent Study—Curricular agreement with appropriate faculty developed prior to student departure. Follows criteria for Co-op or Independent Study Courses. No credit for travel only. <i>SSCC Instructional Department Link: Academic Programs, Associate Business, Bachelor of Applied Science Degree in Hospitality Management</i>	2009–2
VIETNAM, PERU & TANZANIA SCCD Global Impact	
Faculty Led Group; Tour-in development June 2009 Courses are being evaluated by SSCC prior to student departure. <i>SSCC Instructional Department Link: Academic Programs, Nursing Programs</i>	Summer 2007–3 Summer 2008–2 students 1 staff

Continuing Education Programs (2.G)

Continuing education responds to the college's mission with several new initiatives in the area of lifelong learning, certificate programs and partnership development. The department offers courses to prepare for two professional certifications, Certified Financial Planning (CFP) and Career and Technical Teacher Education Preparation (CTE). Each quarter the continuing education department offers 100-150 courses on campus or in the community and over 300 classes on line.

The continuing education department is headed by the director of continuing education who reports to the vice president for instruction. The director supervises two full-time staff, including a manager for lifelong learning and a program assistant. Four years ago, the department purchased and developed its own website, www.LearnatSouth.org.

LIFELONG LEARNING

Lifelong Learning courses include personal and professional development such as languages for travel, business communication, pottery, gardening, dance and yoga. Computer applications, business training and on-line certification courses have seen a substantial increase in enrollment in the past year. Continuing education offers personal and professional online classes in conjunction with two companies: Ed2Go and Gatlin Education. Registrations for online enrichment courses have grown from the first year with 167 to over 500 registrations in 2008-2009. This growth is a result of marketing efforts targeted at repeat customers and students in computer training classes.

CERTIFICATE PROGRAMS

The continuing education department offers two Certificate programs: Certified Financial Planning (CFP) and Career and Technical Teacher Education (CTE). The CFP program is overseen by the College for Financial Planning and the classes have been approved by the Washington State Insurance

Commissioner to grant insurance continuing education units (CEUs) to students in the CFP program. The CTE program is monitored by Washington State Office Superintendent of Public Instruction (OSPI). An annual report is submitted and every five years the program applies for re-certification.

PARTNERSHIPS

The continuing education looks for opportunities to partner with other departments on campus. The department has partnered with the following instructional departments for non-credit classes:

- *Northwest Wine Academy*: Wine Appreciation classes
- *Culinary Arts*: Intensive Cuisine & Culture classes
- *Aviation*: FAA Test Prep
- *Automotive*: Electric Vehicle Conversion class
- *Landscape Horticulture*: Spanish Landscaping classes

With partnering, other instructional departments can incubate non-credit courses in continuing education for future credit classes.

ASSESSMENT AND APPRAISAL

Enrollment has increased steadily over the years indicating the department is addressing the needs of the community. Course evaluations and surveys demonstrate a quality learning experience is provided. The department strives to add 20 percent new or revised offerings. By analyzing enrollment trends, evaluating demographic changes and keeping a pulse on current events, continuing education is able to respond to the needs of the community by continuing to offer relevant courses.

ENROLLMENT PATTERN CHANGES

From academic year 2000-2001 to academic year 2008-2009, the department has experienced a steady growth in enrollment from annual registrations of 1,050 in 2000-2001 to over 3,000

in 2008-2009. Increased marketing efforts and targeted promotion of classes, using data derived from the website as well as community input, have resulted in increased registrations and repeat customers.

The website, www.learnatsouth.org, provides many reporting options so the department can closely monitor registration patterns, demographics and revenue earned by class. This data is used to develop targeted marketing and better analysis of class offerings. The data showed that while the registration pattern is split 50/50 between online registration and in-office registration, students who registered through the continuing education department were more likely to register for multiple classes. This information prompted the college to conduct departmental customer service and selling techniques training with all staff. The results have shown increased multiple registrations and reduction in cancelled class rate. The continuing education department also rewrote the class confirmations messages to students to sell more classes. This effort has shown an increase in overall registrations and an increase in the number of students in continuing education classes. Almost 60 percent of enrollments are repeat customers with approximately 40 percent enrolling in multiple classes per quarter.

FUTURE DIRECTION

Continuing education is a self-support program. One of the greatest obstacles for the department has been staff turnover. Each year the team has been replacing one or two staff members. This has made it challenging to provide the core services to the students and instructors and look to add new programs. The director of continuing education has been in the department for seven years. She has been able to provide continuity to the department. The department secretary position was changed to program coordinator and was later changed to an exempt position, the manager of lifelong learning. This gives the director more flexibility to work on new projects for the department.

STRENGTHS AND WEAKNESSES OF THE CED PROGRAM

In 2007-2008, Continuing Education ended the fiscal year at a \$5,000 deficit. The goal for the department is to be 100% self-supporting and contributing excess revenue back to the college. The 2009-2011 revenue projections are anticipated to reach 101% of target.

Now that the department has a strong staff team in place, it is working on clearly defining the continuing education department's goals. New revenue streams for the department are being explored and developed. These projects will relate to the core competencies of the college.

Distance Learning (Policy 2.6)

OVERVIEW

South Seattle Community College offers online courses in each of its three major instructional divisions—academic programs, professional technical education, and basic & transitional studies—as well as through the continuing education program. These courses may be either entirely online or in the “hybrid” format, with at least half of the instruction provided online and the remainder of the instruction taking place in person in a classroom on campus. Online classes are scheduled throughout the regular academic year, as well as during the summer. The flexibility and increased accessibility that online classes make possible is congruent with the college's mission of providing quality learning experiences that prepare students to meet their goals for life and work. The college's success in achieving this aspect of its mission through online instruction is evidenced by the 95% completion rate for online classes during both the 2006-2007 and 2007-2008 academic years. This completion rate represents the highest completion rate in the state for these years, a continuing level of accomplishment that was first reported in the 2000 accreditation self-study and again in the 2005 interim report to the NWCCU.

In the academic years 2006-2007 and 2007-2008, the college saw its enrollment in online classes increase from 263 FTEs in 2006 to 326 FTEs in 2007 (a 24% increase), to 383 FTEs (another 17% increase) in 2008, exceeding the benchmarks for both years.

CURRICULUM AND INSTRUCTION

Online and hybrid courses originating at South typically are courses that also are offered in person, although some courses have been designed specifically to be taught online. For example, *CMST 275 Online Communication* is designed to be delivered exclusively via the web. Other online courses may be presented in either the online/hybrid or in the traditional face-to-face instructional mode, as needed. Such recent additions to the college's online repertoire include, for example, *MUSC 117Z: Rock Music History II*, the very popular *PSYC& 200 Lifespan Psychology* and *MATH 109 Elementary Statistics*, as well as *BIOL& 241 Anatomy & Physiology I* and *BIOL& 242 Anatomy & Physiology II*. Regardless of the mode of instruction, all courses, including online courses, are treated by the college as regular course offerings and thus are subject to standard curriculum approval processes through the Curriculum and Instruction Committee (CIC), as described in the first section of Standard Two (2A). For a list of the current online course offerings, see the eLearning website at <http://online.southseattle.edu/distance/list.asp>.

Systematic oversight of curriculum development and implementation helps to ensure that the curriculum remains current in two senses: first, that the courses being offered are timely and meet existing or anticipated student needs, and second, that the course content reflects the current state of the art in any given discipline. For example, student need both within and outside South's traditional service area dictated the development of *MATH 170 Math for Elementary Educators I: Number Theory* and *MATH 171 Math for*

Elementary Educators II: Geometry, both of which were new courses to the college, and are to be offered as online classes in order to serve students beyond the college's immediate vicinity. Through the curriculum review process, it was established to the satisfaction of the faculty representatives who compose the CIC that these MATH courses in particular meet the college's curricular standards, are current in both senses of the term, and meet the graduation distribution requirements of the college in specific ways. These two courses are to be offered in partial fulfillment of the college's new Direct Transfer Agreement/Major-Ready Program in Elementary Education, which also was reviewed and approved by the CIC.

This review and approval process also is required for any substantial change to an existing course, including the conversion of a traditionally face-to-face course to an online or hybrid format. The uniformity of the curriculum review process clearly indicates that the college has no "online" or "distance" education program *per se*, apart from the three primary instructional divisions within the college. Rather, the college's eLearning office and staff support the work of the instructional divisions by providing tools, training, and assistance to faculty that allow effective delivery of instructional content.

South has been an active participant in the Washington Online (WAOL) consortium since its inception in 1997. Certain courses that originate at South are shared with other campuses through WAOL. This increases student access to otherwise difficult-to-find courses, while simultaneously allowing South to offer courses that otherwise may not meet minimum enrollment requirements. Online courses originating at other colleges and shared with South through WAOL, or courses originating through WAOL, play a small role in rounding out the college's course offerings, increasing the diversity of courses and thereby meeting student demand in an efficient, cost-effective, and quality-assured manner. For more information about WAOL, see their website at http://www.waol.org/general_info/history.aspx.

FACULTY SUPPORT AND DEVELOPMENT

Online courses satisfy general graduation requirements for the AA, AS, and BAS degrees in precisely the same way that the face-to-face sections of those courses satisfy the requirements. Accordingly, faculty work to maintain a consistent learning experience for online students compared to face-to-face students, with many instructors closely monitoring grade distributions on exams, and other indicators of consistency. To assist them in their efforts, the Collaborative Online Learning and Teaching, or COLT, group meets periodically to discuss best practices and to provide general collegial support for online instructors. One such best practice that has gained popularity among faculty and students alike is the “Week Zero” concept. During the week prior to the official start of classes, instructors meet their students online to orient them both to the course management system and to the class/discipline specifically. This practice serves the dual purpose of allowing students

- to improve their facility with the software or to self-select to withdraw from the course
- to become acquainted with the elements of the course and the instructor’s requirements

In these two ways, the Week Zero practice helps to ensure student retention and success in the online instructional setting. The Week Zero classroom that the eLearning website and welcome letter introduce students to can be found at http://www.waol.org/current_students/weekZero.aspx.

As an informal support network for online instruction, COLT provides a forum for discussion of various topics of particular interest to online instructors, as well as students, some of whom have been invited to address the group regarding their experience with, and insight into, the online mode of instruction. Past discussions have included:

- tips for creating online syllabi
- policies and procedures relating to special needs accommodations in an online setting including the standards for universal design for learning (UDL)

- training in using remote meeting web applications such as Elluminate
- miscellaneous best practices including performance guidelines for online students and online instructors

Furthermore, the COLT website provides a venue for online instructors to share hints, tips, best practices, and other resources: <http://sites.google.com/a/southseattle.edu/colt/>. Faculty collaborate freely as described, secure in the knowledge that their ownership of instructional artifacts and other work products is addressed in article 13.4 of the faculty contract.

At the district level, South faculty participate every year in the Summer Institute, which focuses on teaching with technology and is co-sponsored by the district’s faculty development and eLearning offices in collaboration with the colleges’ faculty development and eLearning staffs. During the Summer Institute, faculty members work with trainers and peer mentors on projects that they plan to make part of their instruction for the coming academic year; one of the most senior trainers is South’s eLearning coordinator and Teaching and Learning Center (TLC) director. The following website indicates how the Summer Institute meets its goals: <http://sites.google.com/a/sccd.ctc.edu/sccd-si2008/Home>.

STAFFING TO SUPPORT ONLINE LEARNING

Faculty and students engaged in online learning are supported by the eLearning staff, the members of which include a part-time faculty coordinator who is also an online instructor in web technologies; a part-time program coordinator; and a full-time program assistant. The eLearning staff reports to the dean for instructional support, who in turn reports to the vice president for instruction. The eLearning staff coordinate their work with colleagues in student services and with the instructional divisions in order to assist students from enrollment through course completion and to

assist instructors as they develop and deliver online courses, or courses with online components, using the WAOL platform. Through WAOL, students and instructors have round-the-clock support for their use of the platform. See, for example, the help available at <http://d2.parature.com/ics/support/default.asp?deptID=8161>.

The eLearning coordinator is responsible for building and maintaining the eLearning and TLC websites, which the eLearning staff as a whole use in working with students and faculty, whether in person, by phone, by email, through chat, on Twitter, or in the Elluminate classroom. Student services staff members also use the eLearning website, and targeted training sessions about its features are held for them on a regular basis. The eLearning website serves as a portal to online student services such as advising, admissions, and tutoring: <http://www.southseattle.edu/services/sermain.htm>.

Online instruction requires specialized course management software, which is also supported by the eLearning staff. The list of software and other technology tools utilized by the faculty and supported by the college includes the ANGEL course management system, the software tool adopted for statewide delivery of instructional content through WAOL. Software applications, equipment, training, and support are provided by the eLearning and media staff through the TLC, as is the teleconferencing program Elluminate, which enables real-time interaction via VOIP connection. Additional software provided and supported by the college includes Academic Systems' PLATO software suite, Hawkes Learning System software, and SSCC Web Apps for general document and course management: <http://sites.google.com/a/southseattle.edu/tlc/>. Faculty members at South participate in the evaluation and selection procedure of all instructional software.

STUDENT SERVICES

As described above, the eLearning staff coordinates with student services on all aspects of student support described in Standard Three; uses the

eLearning website as its portal for student services; and offers training to student services staff on the support features of the eLearning website: <http://online.southseattle.edu/distance/>.

The eLearning staff also cross-trains with student services so that frontline staff can handle a variety of situations. The eLearning staff are given appropriate training, including FERPA training, and are granted permission, as described in Standard Three, to access student records.

In addition to their daily work with the instructional divisions and student services, the eLearning staff also coordinate their efforts with administrative services for bookstore issues and technology support and with the public information office for the publication of course descriptions, class schedules, and fees.

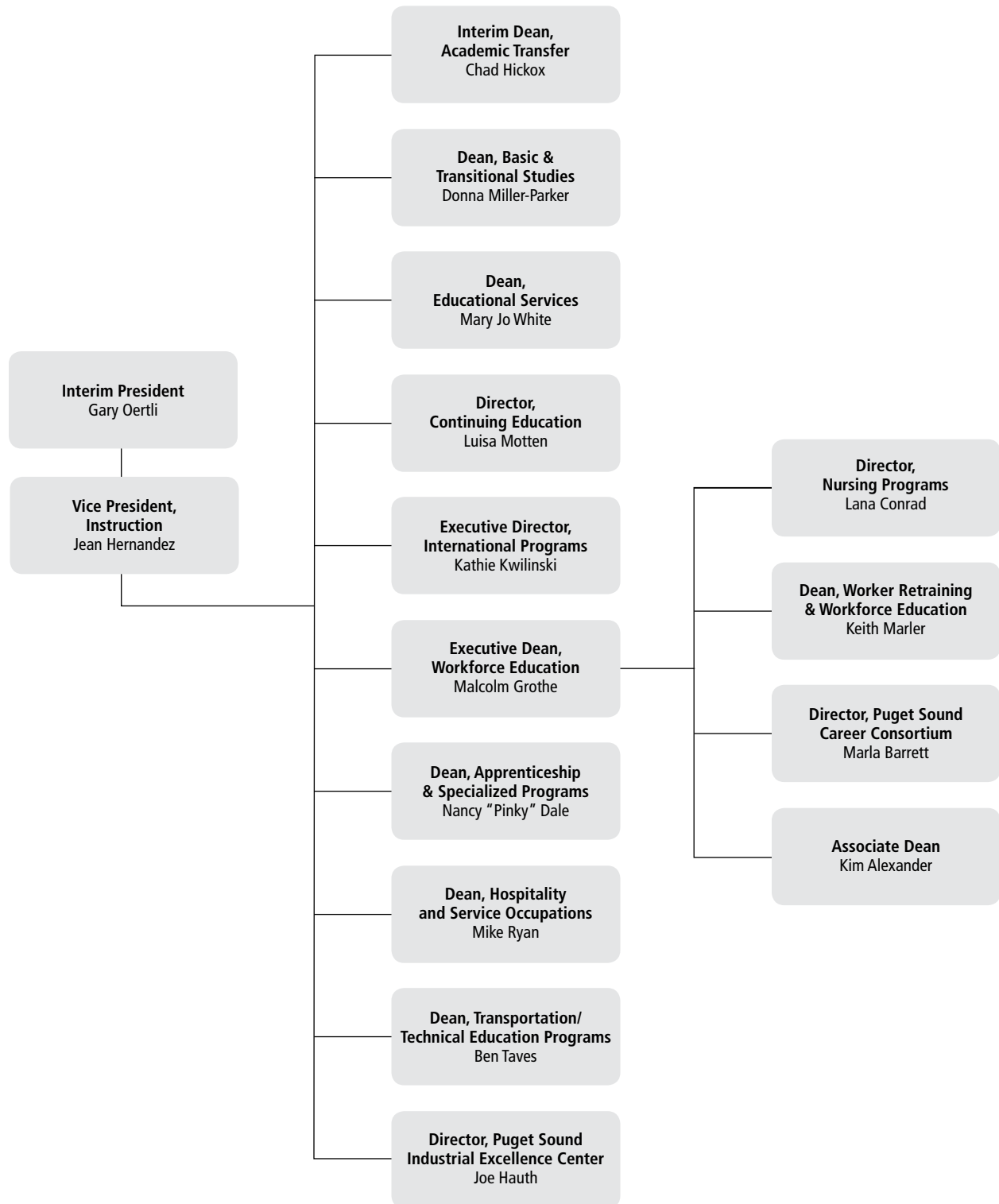
LIBRARY SERVICE

The library faculty at South have been actively supporting online learning for many years, working in conjunction with the eLearning staff and the staff of the TLC. The distance learning link on the library website leads students to the catalog and e-books, electronic databases, online reference and chat, and research tutorials, and it links them to the eLearning portal site: <http://dept.seattlecolleges.com/sslib/distancelearning.asp>.

EVALUATION AND ASSESSMENT

The college-wide eLearning program, formerly called distance learning, has been evaluated twice since the last accreditation team visit, first in a program review by the CIC in 2004 and then in a SWOT analysis in 2007, which was conducted by an outside expert, a distance learning coordinator and online instructor from another college. Classroom level assessment is ongoing, as was described earlier in the assessment section of Standard Two, and is well represented for online instruction by the examples in Standard Four from the Student Success Task Force's inventory of best practices.

The college continues to work through various state-wide processes to ensure that courses offered through the online mode of instruction meet established standards, and generally articulate at other public institutions in the state. This will become increasingly important as online instruction expands into new disciplines and, and as the number of students taking online classes increases. One recent instance of this sort of collaboration involved an entirely online section of *CHEM&121 Intro to Chemistry* that was being offered by SSCC. As part of an on-going discussion among chemistry faculty and their deans at colleges across the state relating to “common course numbering” (http://www.sbctc.ctc.edu/college/e_commoncoursenumbering.aspx) it was determined that a more appropriate common designation for a course of this type is *CHEM&110 Chemical Concepts*. This change was made and future offerings of that curriculum will bear the newly approved course number and title. Similar state-wide conversations continue to take place with regard to other courses at the college, and the college continues to look for ways to collaborate with its partner institutions to meet students’ needs while maintaining consistent academic standards in its online course offerings.

Instruction June 2009

STUDENTS AND STUDENT SERVICES

ORGANIZATION/MISSION AND GOALS (3.A.1)

The student services division of South Seattle Community College supports the campus-wide delivery of effective services and programs to a highly diverse student population. Organizational responsiveness is achieved through the structure and function of the division, and because of the value placed on integrating support and instruction throughout the college.

At the division's top level of organization, the vice president for student services oversees departments that focus on retention and progression—e.g., advising and counseling, financial aid, and the federal TRIO programs—while the dean of enrollment and student services oversees departments that support the entry stages of a student's academic career, including outreach, admissions, assessment and registration, as well as educational support services, tutoring, and WorkSource (career services). The dean of diversity, retention and student life has a dual responsibility, reporting to the vice president on student life initiatives and directly to the president on matters related to diversity.

Because diversity and student success are important to the college, the student services division and the office of instruction routinely work together in a variety of ways, including these at the top administrative tiers:

- At the level of the President's Cabinet, the vice president for student services and the vice president for instruction co-chair the Student Success Task Force
- The managers of student services (MOSS) and the instructional deans and directors meet at least quarterly to review and align strategic plans and work collaboratively to resolve barriers to student success

The MOSS team align their unit goals with the college's mission statement. As part of an annual process, the team reviews the strategies specified for reaching their goals and the methods used to assess progress and effectiveness. These goals, strategies, and methods are included in the college's strategic planning document which is shared with the college community at large (*See exhibit: Strategic Plan*).

The majority of the offices in the division are located in the Robert Smith Building and were remodeled in 2008 to better guide students through the services that support enrollment and progression. These offices include:

- Information Center (including photo ID)
- Admissions
- Assessment
- Registration
- Credential Evaluation
- Students Records
- Financial Aid
- Counseling and Advising
- WorkSource (Career Services)
- Cashiers
- Security

Tutoring and educational support services for students with special needs are located in close proximity. The offices for student life are located in a neighboring building designed for the purpose. Included in the student life department are the fitness center, recreation area and childcare center. The fitness center is adjacent to the student life building as is the recreation area for the outdoor tennis and basketball courts. The childcare center is located nearby at the south end of the campus.

STAFFING/QUALIFICATIONS/APPRAISAL (3.A.2)

The vice president for student services reports to the president. One of the division’s two deans reports exclusively to the vice president while the other, who has a dual responsibility, reports to the vice president on student life initiatives and directly to the president on matters related to diversity (See exhibits: *Organizational Chart for Student Services*). The vice president and the dean of diversity, retention and student life serve on the President’s Cabinet.

The managers of student services, the MOSS team, convene regularly as a leadership council and work collaboratively to align department programs and services to meet the strategic goals of the college. The MOSS management team, advisors, faculty, and staff are actively engaged in the college’s major initiatives and serve on all the college’s major committees.

The student services staff are well qualified for their positions, as is demonstrated in Table 3.1.

Performance evaluation is comprehensive and follows the processes and schedules specified in the collective bargaining agreements for classified staff and faculty. For exempt administrators, the process is defined by the district office and is used campus-wide.

The expectation of ongoing staff training is embedded in individual performance evaluation plans and in the evaluation process itself. The college actively encourages professional development, and in 2007-2008 student services launched a new training series for the division’s permanent staff. Designed to provide common expertise in core areas, this series focuses on topics that have been identified by the MOSS team, by the vice president’s review of staff comments on performance evaluations, and through online staff surveys.

In addition, student services staff have opportunities to attend professional training offered at local, state, and national conferences. Professional

Table 3.1: Student Services Staff Profile

		Professional	Support	Student	Other
Female		20	22	51	25
Male		7	4	32	3
Degrees	PhD, EdD	0	0		
	MD, JD, MSW	0	0		
	MA, MS	16	1		5
	BA, BS	10	10		6
	AA, AAS, Certificate, etc.	1	10		9
Years Experience in field	none			83	
	Less than 5	5	2		8
	5-10	6	3		2
	11-15	4	5		
	16-20	3	5		
	More than 20	9	11		5
Full-time	9/10 months	3			
	12 months	24	26		
Part-time	9/10 months				
	12 months			83	25

development funding is available through the district and the college to supplement the division's training budget. In 2007-2008, staff attended conferences whose themes included leadership and management, technology, strategic enrollment management, career counseling, and student success and persistence (*See exhibits*).

HUMAN, PHYSICAL AND FINANCIAL RESOURCES (3.A.4)

Funding for student services has been increasing in recent years. In 2007-2008, the funding level stood at 11 percent of the college's total operating budget.

Student services staff have continued a twenty year history of grant writing to supplement the operating budget with federal Title III grants, TRIO grants, and state grants and resources to support new initiatives promoting student success (*See exhibits*).

Services and activities fees have been used to partially fund the following various operations and departments in student life:

- Child Care
- Women's Center
- Cultural Center
- Art Gallery
- Fitness Center
- Student Newspaper
- Student Orientation
- United Students Association (USA)

Staffing levels in student services are sufficient for the performance of duties. In the last three years, the college has funded three new staff positions for student services and additional part time hourly and training dollars. In order to strengthen the college by institutionalizing successful grant funded initiatives, the college has moved staff from grants to permanent funding.

Staff members continually prioritize tasks and work as efficiently as possible in order to meet these ongoing challenges:

- increased reporting and coding requirements at the state level

- increasing expectations for individualized customer services at the local level
- new federal aid regulations and systems
- a high percentage of underprepared students

IDENTIFYING AND ASSESSING STUDENT CHARACTERISTICS AND NEEDS (3.B.1)

Within the student services division, demographic information is collected and assessed at the following student progression points:

- online admissions
- assessment placement test and demographic data
- quarterly registration forms
- educational support services requests
- financial aid
- academic scholarship reports
- federal and state grant eligibility checkpoints
- student progression milestones collected by the State Board for Community and Technical Colleges (SBCTC)
- student orientations
- USA and student club participation

Data collected from student services are analyzed with data sources from other departments including the office of planning and research and the office of instruction to inform strategic enrollment management decisions and student success initiatives (*See exhibits: Student Success Task Force Annual Reports*). To more accurately reflect the demographic balance at the main campus in West Seattle and the Georgetown Campus, specific reports are generated to sort demographic information by campus.

Assessment information also is gathered from student focus groups, surveys, and student questionnaires. College departments use these data to evaluate the current services for diverse student populations including specific racial and cultural groups, students with disabilities, veterans, low-income students, single parents, and first-generation college students (*See exhibit: Student Characteristics*).

The college is located in one of the most culturally and racially diverse areas of King County.

A high percentage of the students who attend are both low income and the first in their families to enter college. Many are new English language learners with strong ties to their cultural communities. The college has responded to the needs of this diverse student body with comprehensive research-based initiatives to encourage student achievement:

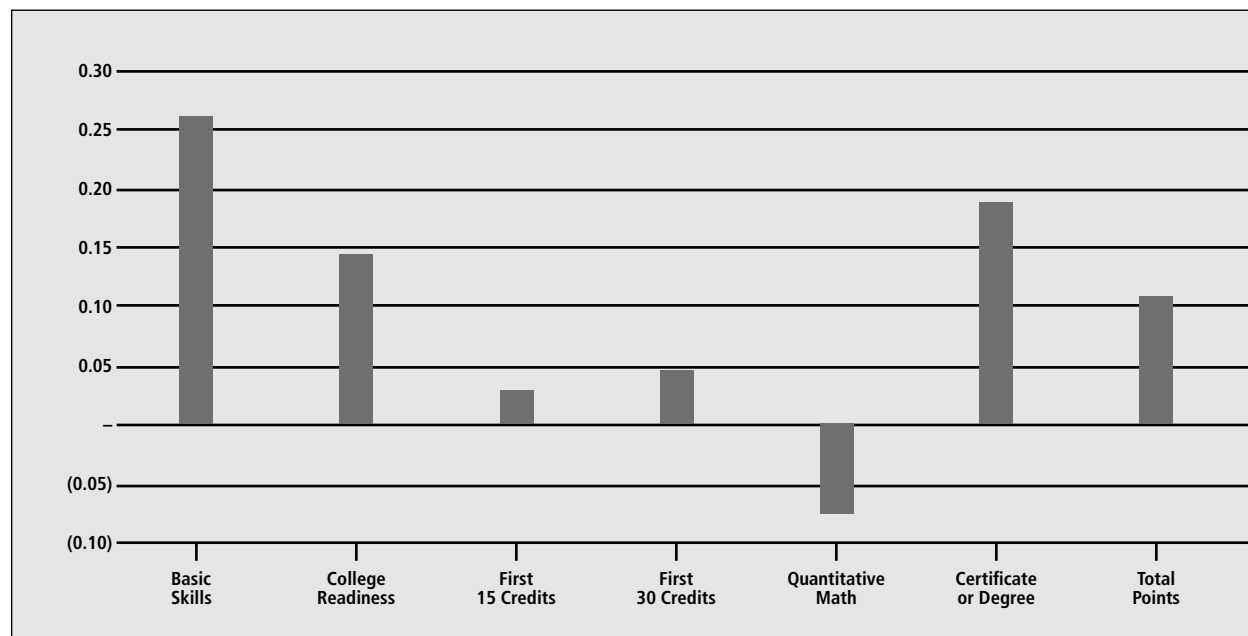
- by forming a Student Success Task Force, co-chaired by the vice president for student services and the vice president for instruction, to pursue the goal of improving student success rates of this highly diverse student population
- by integrating diversity as a theme throughout its operations such as providing diversity training to all student services staff
- by focusing the division’s strategic planning on the campus priority of student success
- by providing a variety of supplemental learning environments to help students persist and graduate
- by involving cultural community groups in educational service planning
- by seeking a supplemental funding for student support programs

Student Achievement

In 2006 the college convened the Student Success Task Force whose membership includes vice presidents, deans, directors, and faculty representing student services, instruction, and research and planning. Its mandate is to improve the retention, progression and graduation of the college’s highly diverse student body. Reports prepared by the office for planning and research identified that the first quarter is a critical quarter for South students —more students leave after their first quarter than any other quarter and this trend is consistent across all student categories. As a result, the task force funded an expanded orientation project called “First Friday” held fall quarter. More than 370 students participated in this student success convocation. New students who participated in the convocation were retained at slightly higher rates (77 %) than new students who didn’t attend (73%). Additional strategies and outcomes can be found in the Student Success Task Force Annual Reports.

In 2006-2007, the Washington State Board of Community and Technical Colleges instituted a new method of measuring student achievement. Called “momentum points,” the system was

Table 3.2: Percent Change in Momentum Points 2006–2007 to 2007–2008



developed to reflect student progress from entry through graduation. In 2007-2008, South achieved significant improvement in momentum point totals over the preceding year, the system's baseline, as is shown in Table 3.2. The increase in the different categories was attributed to a combination of the outcome of student success strategies and improved measurement. One category, quantitative math, declined relative to the baseline year. The possible causes of this reduction are being studied.

In 2007, SSCC obtained funding for the Opportunity Grant program, a new state-funded financial assistance program for low-income students. A primary objective of the program is to facilitate students reaching "the tipping point," or 45 college-level credits, where access to high demand livable wage jobs increases. In 2007-2008 South's program led the state in the number of students reaching the tipping point (*See exhibits*).

For many years, the President's Cabinet has identified outreach to South's diverse service communities as part of its work plan. College employees serve on the boards of community-based agencies while community representatives serve on the President's Advisory Council. To delve more deeply into the needs of South's diverse service communities, the President commissioned two community advisory committees, the Asian Pacific Islander Community Advisory Committee and the Latino Community Advisory Committee.

The Asian Pacific Islander (API) Community Advisory Committee, chaired by the vice president for student services, began meeting in 2007 and focused on identifying the unique support needs of under-represented API students. Using the committee's feedback and college research, the vice president for student services led the development of a U.S. Department of Education grant proposal. As part of the application process for the Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant, the office of planning and research produced one of the first disaggregated API retention reports in the nation. This report showed clear disparities between API students and the general population as well as

disparities within the API student population. The data was instrumental in demonstrating the need for the grant.

As a result of this application, South was selected for a two-year \$2.4 million dollar AANA-PISI award. This grant builds on the previous work of a Title III grant which had focused on student progression. The project is designed to improve South's ability to foster student success with an emphasis on addressing the unique needs of all students as outlined by the advisory committee and related institutional research.

The Latino Community Advisory Committee was chaired by the director of diversity services, who reports to the president through the dean of diversity, retention and student life. This committee had a set lifespan of one year. A significant outcome of this group's work was the development of the Padres Promotores project which is currently training parents to help their children attend college.

Supplemental Learning Environments Supporting Student Success

The college continues to be one of the two community colleges in the state to be awarded all three TRIO grants. On the basis of meeting challenging program performance indicators, South has been successful in securing continued TRIO funding since the inception of each TRIO grant. Student Success has been re-funded for nineteen years; Upward Bound has been re-funded for fourteen years; and Educational Talent Search has been re-funded for eleven years. TRIO funding provides services for the college to more effectively serve low-income and first-generation college students and to support their successful completion of high school and community college and/or transfer to four-year institutions.

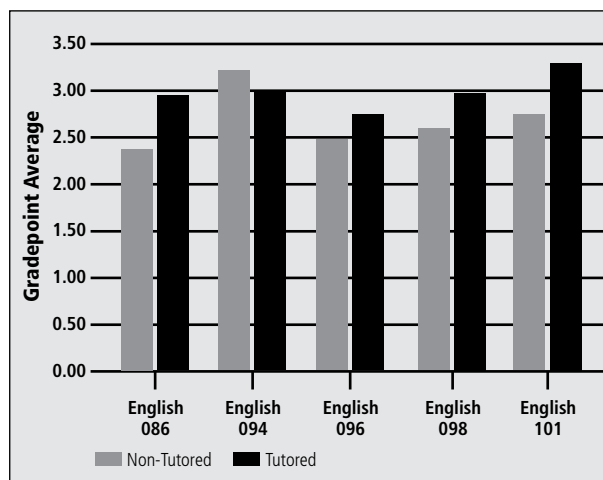
The Writing Center, the Math and Science Tutor Center (MAST), the Computer Learning Center, and the Tutoring Center support drop-in students requiring tutoring assistance.

- The Writing Center provides assistance with research papers and other writing assignments

- MAST, the Math and Science Tutor Center, offers tutoring for all levels of math, physics, chemistry and statistics
- The Computer Learning Center assists students taking computer related classes including business technology and web design programs
- The Tutor Center provides resources for one-on-one tutoring and facilitation for study groups for all classes offered at the college

As Table 3.3 indicates, the average grades of Writing Center tutored students were higher than their non-tutored peers in each of the courses except English 094 in winter quarter 2008.

Table 3.3: Gradepoint Average of Tutored Students vs. Non-tutored Students, Winter Quarter 2008



Students who have special needs are referred to the educational support services office for assistance. Faculty and staff at the college receive training in services available to students with special needs and in making sensitive referrals for these services. All students are encouraged to see a counselor or advisor every quarter to schedule classes and discuss their progress. The average rating by students utilizing Disability Services was 4.71 on a scale of 1 to 5. (2008, Act College Outcomes Survey, Additional Questions.)

POLICIES AND PROCEDURES/OBJECTIVES (3.A.3, 3.B.5)

The student services division operates under the policies and procedures of the Seattle Community College District set by the district’s Board of Trustees. In 2008, a district team comprising one president, three vice presidents, and student services representatives reviewed existing student services policies and forwarded updates to the trustees for approval.

Policies guide students and staff and support the mission and goals of the college. The college publishes policies and procedures related to admissions, requirements for continuation and termination of enrollment, and the student code of conduct in *The Student Handbook: Planning for Success*. In addition, the biennial catalog for the Seattle Community Colleges and the South Seattle Community College website (<http://www.southseattle.edu/campus/cammain.htm#policies>) provide easy access to college and federal policies including the Student Right to Know Act and the Family Educational Rights and Privacy Act (FERPA).

Policies pertaining to the student code of conduct are widely available and distributed in some student services units as well. To insure consistency in procedures and in training new staff, individual units in the division also maintain manuals for staff reference.

Staff in student services work closely with staff in the instructional divisions to review, implement, and share instructions, policies, and procedures with students to ensure that operating components are compatible. Faculty and administrators from academic programs and from the upper division Bachelor’s of Applied Science (BAS) in Hospitality Management program attend both MOSS and advisor/counselor meetings to discuss updates and changes to program policies and procedures.

In 2008, student services staff from South were invited to author chapters related to counseling and multicultural services in a manual published

by the Washington State Student Services Commission. This practitioner's guide provides a thorough overview of the best practices for student services areas and provides advisory recommendations and future directions for community and technical colleges throughout the state.

COUNSELING AND ADVISING SERVICES (3.D.10, 3.D.11)

After completing a placement test, most new students are referred to counseling and advising. Exceptions include students planning to enroll in short-term worker retraining programs, some professional-technical programs conducting internal orientation, and lifelong learning students enrolling for fewer than five credit hours.

During peak registration periods counseling and advising services are available during the day, evening hours, and occasional Saturdays. Several advisors are also available for drop in appointments as well as scheduled appointments. Advisors also advise students online through a service called "Advisor South."

The college has three full-time counselors with master's degrees, a manager of advising services who is also responsible for Running Start, two full time advisors, and four part-time advisors committed to meeting the advising needs of prospective and enrolled students.

All of the counselors and the majority of the advisors are located in the student services area. The exceptions among the advisors are these:

- a part time advisor in Automotive/Diesel/Welding
- an advisor in the Nursing program
- two advisors located in the international student office who advise only international students

Counseling

The counselors provide comprehensive counseling services for students. Using professional counseling techniques they help students assess and interpret information regarding their interests, skills, and

values to make appropriate decisions related to their education, career and personal life.

Counselors work with undecided and prospective students on major and professional/technical program selection. As part of the selection process, counselors discuss the degree requirements for both academic and professional/technical certificates. Counselors also guide students in understanding admission and degree requirements at receiving institutions, especially four-year colleges and universities.

Together the counselor and student develop short-term and long-term educational plans that take into account a student's

- educational background
- emotional, social, and academic readiness
- levels of support
- family circumstances
- schedule

Educational counseling sessions also assist students with

- time management
- exploring learning styles
- math or test anxiety
- improving study skills
- withdrawing from classes

Counselors help students explore their values and provide interpretation of career instruments to assist students evaluate their personality and interests related to the world of work. Counselors also refer students to the WorkSource Center for additional services related to career development.

Advising

Advisors assist students in interpreting placement assessment tools, with quarterly course selection, and by creating an educational planning guide for staying on track with program planning and certificate and degree requirements.

Advisors are also assigned specific areas of expertise, such as coordination of the College Transfer Center (CTC) activities. The coordinator

of the CTC brings representatives of baccalaureate institutions to campus to provide information about transfer and sponsors workshops, attends classes, and meets with students individually to discuss issues related to transfer.

Another key position in the advising department is the ESL transitions advisor, who focuses on helping English language learners transition from ESL courses to college level programs. This assignment includes assisting with “Transition Week,” the mini-conference and series of workshops that the basic & transitional studies division offers each quarter. The ESL transitions advisor model, which was pioneered at South as part of the college’s most recent Title III grant, is nationally recognized and an important element in the significant increase in transition rates over the last three years.

Advising for the Bachelor’s of Applied Science (BAS) in Hospitality Management

BAS students are advised by the program faculty and program coordinator. The faculty coordinator meets regularly with advising staff and individually with each student prior to admittance to the program. In addition, the faculty coordinator meets with all BAS senior students during their second fall quarter to develop a graduation plan. Counselors and advisors educate prospective students about degree requirements so students can make informed decisions about fulfilling BAS admissions requirements. Clear advising sheets are available to faculty, students and staff. The BAS student handbook, which includes admissions and advising information, serves as a helpful reference for students and advisors.

Student Success and Satisfaction

To more closely align advising and counseling services with the campus priority of promoting student learning and success, the advising and counseling department engaged in an intensive self study in 2006-2007 and began implementing changes in 2007-2008.

As a result of its findings, the department reinstated bi-monthly cross-campus advising meetings, began to develop a common training process for advisors, revised student evaluation forms, and invested in a common student tracking data base, known as STAR. A new document imaging system, which aids advisors located in departments at some distance from the records room, was also implemented in 2008.

In response to several factors including the increase in enrollments in college transfer and Running Start, the needs of evening students, and the focus on transitioning English language learners (ELL students) to college level courses, the department also redefined resources. In one case, the job description for an open position in advising was rewritten to focus on transfer students and issues. In another case, a part time transfer Running Start advisor was added to the team to support both transfer and Running Start students.

To promote the success of students, student services staff and faculty developed *The Student Handbook: Planning for Success*. The counselors also began teaching a second section of *Orientation to College Success* (HDC 101) and reinstated a comprehensive set of student success workshops. These workshops were developed as a result of a series of communications with faculty that asked the question, “What do our students need to know?”

The college continually evaluates counseling and advising services. Student ratings improved for quality of academic advising from 2004-2008 (3.91 to 3.95 on a scale of 1 to 5) and were above the national norms for those years (3.85 to 3.83). (III.7 ACT College Outcomes Survey Summary Report).

Personal counseling ratings by students also increased from 3.60 to 3.86 from 2004 to 2008. The highest national norm for the years, 2004-2008 was 3.64. (III.30 ACT College Outcomes Survey).

In 2008 students rated both advising and counseling with 4.14 (SSCC Additional Questions, ACT College Outcomes Survey). The CCESEQ survey conducted in spring 2006 reflected a 73% satisfaction level by students for counseling and

advising, and a 73% satisfaction rating for the College Transfer Center.

ADMISSIONS (3.D.1, 3.D.2)

South Seattle Community 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 can complete 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, Nursing, the International Students Program, and the BAS in Hospitality Management, have separate admissions guidelines based on state and national regulations that apply to the program or population served.

Admissions and Recruitment for the BAS in Hospitality Management

Along with the BAS faculty and dean, staff in student services served on the BAS admissions sub-committee, which developed appropriate criteria for admission to the program. The admissions process for special programs, such as the BAS program, is explained on the campus website and in specialized student handbooks (*See exhibits and website: <http://www.southseattle.edu/programs/bas/admissions.html>*).

In June of 2006, a comprehensive marketing plan was developed for the BAS program. The planning group included current business and culinary students, incumbent hospitality workers, international students, and the general public. The plan has been successful in helping the program meet its enrollment goal (*See exhibits*).

Community Outreach

The student outreach, admissions and recruitment (SOAR) staff includes a director, an assistant director, and hourly support staff. The staff provides outreach for the college through college fairs, targeted cultural group events, and “Take

Care of Business” days during which high school students in the college’s service community are invited for a day of assessment testing, orientation, and group advising. In 2006, in collaboration with the student assessment office, the SOAR staff invited Evergreen High School’s entire junior class to take the COMPASS placement test as a college preparation strategy. This outreach effort extended to the high school’s ESL classes who were also invited to attend a workshop on preparing for college in a collaborative effort between the Evergreen High School ESL director and the SOAR director.

The SOAR staff have been successful in reaching out to populations of students who are underrepresented at the college. For example, South was a major sponsor of the Latino Education Summit in March 2005. This outreach event brought more than 500 students and their families from throughout the city to neighboring Chief Sealth High School to discuss the achievement gap of K-12 Chicano and Latino students. This event enabled SOAR staff to talk with many families about how Chicano and Latino Students could be successful at South.

In the last three years, these events, fairs, and classroom visits have resulted in a growing number of new students enrolling at South directly from high school. There was a 50 percent increase in 2006, a 20 percent increase in 2007 and a 10 percent increase in 2008 (*See exhibits*).

REGISTRATION AND PLACEMENT (3.D.3)

Registration

Registration services supports the enrollment needs of English language learners, distance education enrollees, academic and professional-technical students, and BAS degree students. Students can register for classes in person, online, or with phone assistance. Registration appointment times are based upon the number of credits earned. An automated class waitlisting feature ensures equitable policies in registering for popular classes.

The college's new instructional programs, such as Wine Technology, Nursing, and the BAS in Hospitality Management, have required specialized enrollment support for registration and credential evaluation. Customer service expectations are increasingly high among older adults registering for these new programs, and faculty and staff hired for these programs are often new to college policies and procedures themselves. Consequently, administrators, faculty, and students from these programs require orienting to various registration procedures such as prerequisite checking, automated waitlisting, instructor briefcase (web-based class rosters and the grade submission system) and student confidentiality. A small but experienced registration staff has responded to the needs of students and staff with flexibility and personalized support. The average rating for both in person registration and web registration has been consistently over 4 on a scale of 1 to 5, every year since 2001. Current ratings are 4.32 for web registration and 4.22 for in-person registration. (ACT College Outcomes Survey Summary Report 2008).

The dean of enrollment and student services, who is also the college registrar, has served as a member of the instructional deans and directors council and currently serves on the Student Success Task Force. Since 2005, staff from instruction, enrollment services, and the office for planning and research staff have worked cooperatively on strategic enrollment management initiatives in planning for enrollment and improving retention and student progress. Joint initiatives have included:

- creating a proactive communication process that utilizes clues gathered from registration activity to flex the schedule to reflect current enrollment trends
- organizing professional development in Strategic Enrollment Management (SEM) for instructional and student services staff teams, including visits to community colleges using new SEM approaches and attendance at SEM conferences in 2005-2007

- working collaboratively on new marketing initiatives to connect with local high schools and schedule events on campus
- educating the college community on sources of college data

Placement

The college's student assessment services (SAS) assesses placement for new students in English and math courses by using a national placement exam, Computerized Placement and Assessment Support System, or COMPASS, and ESL COMPASS. Students can challenge their COMPASS placement by submitting a writing sample for an English faculty member to evaluate. COMPASS cut-off scores are normed to the college's local population and reliability is maintained through work with the faculty coordinators for English and math.

The college complies with the federally-mandated "Ability to Benefit" regulations, which compliance is discussed in greater detail under Financial Aid: Ability to Benefit.

Class prerequisite requirements are included at the bottom of the course descriptions listed in the quarterly class schedule. The college also utilizes an enrollment software system that checks to determine if the student has either the appropriate test score or prerequisite course to be admitted into a class. Students who are blocked from enrollment are required to obtain an instructor's permission or provide a transcript from an accredited college-level institution to verify academic preparation for the class.

The student assessment services manager provides training, workshops, and web resources for faculty and staff. All advisors and counselors have attended COMPASS workshops instructing them in placement scores; training is updated when changes in the process or administration occur. This office has also developed a presentation for high school students to explain the COMPASS. At any high school where the college offers COMPASS testing to aid in college preparation, the student assessment services manager instructs

faculty and administrators in the use and application of the demographic, diagnostic, and score data. A comprehensive statistical report is prepared by the assessment office for high schools participating in COMPASS testing to provide high school faculty with valuable data concerning students' academic strengths and deficiencies (*See exhibits*).

In addition to the COMPASS placement, the college's transcript evaluator also reviews outside transcripts that potential students provide for equivalent coursework completed at other institutions.

South's assessment office systematically gathers, analyzes, and interprets student data. The data are used to inform the entire campus community in an effort to determine how well performances match the expectations and standards that the college sets.

CONTINUATION/DISMISSAL/READMISSION REQUIREMENTS (3.D.4)

Once a student earns a cumulative GPA below a 2.0 for one quarter, the student is considered to be on low-scholarship. The college extends additional support services to the student through the advising and counseling office. If there is a second quarter on low-scholarship, the student is considered to be on probation and given the opportunity to work directly with the program dean and the advising/counseling staff to utilize college resources to improve. Students who remain on low-scholarship for a third quarter are prevented from re-enrolling for the following quarter and are referred to meet with an instructional dean. Letters are sent to students and instructional departments from the vice president for student services at each of these interaction points. 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.

EVALUATION OF STUDENT LEARNING AND AWARDING OF CREDIT (3.C.1)

The college utilizes a variety of methodologies, such as the SCCD catalog, the student handbook, and the college website, to inform students of policies regarding the college grading system and policies for continuation. Students receive program planning sheets which outline the required courses for their program of study in advising and counseling; these are also available on the web, in the information center, and in division offices. Instructors go over their course syllabi with students the first week of class. The syllabi include stated learning outcomes for the course and the methodology for grading.

The college follows the State Board for Community and Technical College policies for course construction, determining credit standards, and program approvals. The college has annual enrollment audits by the Washington State Auditors' Office which sample student enrollments and review course construction to insure the college is following the policies. The college has not had any enrollment findings related to credit counting or course construction since the last accreditation visit in 2000.

SECURITY OF ACADEMIC RECORDS (3.C.1, 3.C.5)

The database for student records, the student management system (SMS), is controlled through an approval process and individual password authentication. Both SMS screen assignment and the level of access, such as "view only," is first approved by the department administrator, with a second review by the dean of enrollment and student services. A secure web-based program for instructors, "Instructor Briefcase," provides access to class rosters and to an automated grade submission system, minimizing third party handling of educational records.

The SMS system requires password authentication, and transactions can be traced to an individual user. The list of staff with access to the SMS

system is reviewed annually by the department administrator to ensure that the list is current and individual access level is appropriate to the job. The student management system is backed up nightly at a remote recovery site. Computing system procedures and practices are audited annually. The audit results are verified by the college president and forwarded to Washington State Department of Information Services.

Transcript information is maintained on the SMS database, which is backed up on a daily basis. To further protect student records, the college uses Scrip-Safe paper for printing official transcripts. The paper supply is kept in a locked cabinet in the Records Room.

Academic and financial records are processed and archived in a secured fire-proof room within the Robert Smith Building. The college purchased a document imaging system in 2008 for processing financial aid and enrollment service records. Since fall of 2008, all new incoming records are scanned and imaged rather than filed and a plan is in place for imaging existing records. Access to the Records Room is restricted to authorized personnel and access to imaged documents is password protected.

Information Release Policies

The Seattle Community College District policies comply with The Family Educational Rights and Privacy Act of 1974 (FERPA) policies and address

- annual notification
- the college's public listing of directory information
- procedures for withholding directory information
- the right for students to view educational records upon request

Adherence to FERPA regulations is supported by training open to staff, student employees and faculty and to individual departments by request. Recent evaluations of FERPA trainings have been conducted by the trainers to improve instructional delivery and assess learning outcomes. The evaluation ratings of FERPA training are consistently fours and fives on a one to five scale.

Staff who complete their FERPA training comment that they have a greater awareness of student confidentiality protection and often request additional training for their departments. In response to staff requests for training and counsel, the registrar has trained two additional administrators to assist with college staff training and respond to faculty questions by phone and email. New FERPA training resources have been purchased in both print and electronic formats. Students are informed of their rights under FERPA through orientation materials, by mail, quarterly broadcast e-mail messages, and college publications such as the catalog and quarterly class schedule. The college has had no FERPA complaints filed with the Department of Education's Office of FERPA Compliance.

TRANSFER CREDIT EVALUATION (3.C.4)

The credential evaluation office is responsible for the receipt and evaluation of student transfer credit applications. Evaluations of transfer credit are performed in the order they are received by an evaluator with ten years of experience and professional training. Each student who submits a request receives a letter of explanation after the coursework has been evaluated.

Course work for the Associate of Arts Degree is evaluated based on standards by the Inter-College Relations Commission, a statewide advisory group. Military credit is evaluated, in most cases, upon receipt of a Sailor/Marine American Council on Education Registry Transcript (otherwise known as a "SMART" transcript), or presentation of US military form DD-214, the equivalent of a military transcript. Courses listed on Form DD-214, must, however, be referenced in the Guide to the Evaluation of Educational Experiences in the Armed Services, which is published under the auspices of the American Council on Education.

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 (<http://www.chea.org/default.asp>). 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 frequently consulted to determine course commonality between institutions.

The college has an agreement with many Washington baccalaureate institutions which, if the student is accepted, guarantees admission and junior standing to those who obtain the A.A. and A.S. degrees. As an example, the college has developed an articulation agreement with Eastern Washington University for the Associate of Applied Science Transfer degree in Information Technology. This degree provides opportunities for graduates to pursue a bachelor's degree.

Transfer credits for international students are evaluated using original transcripts and formal guidelines and publications. Most other international students' evaluations are performed in-house using a variety of different resources to accomplish this task. Among these are the PIER publications, from the Projects for International Education Research Committee, sponsored in part by the American Association of Collegiate Registrars and Admissions Officers. In the event that the international student coursework cannot be verified, the student is referred to Foreign Credential Evaluation Service, offered by American Association of Collegiate Registrars and Admissions Officers.

The credential evaluation office has continued to respond in a timely manner to transfer credit evaluation applications. A half-time assistant to the evaluator was hired in 2004 to insure timely processing of the increasing volume of application submissions from the new Nursing and BAS degree students. The credential evaluation staff maintains office hours to meet with students with specialized concerns or questions related to transfer-in credit or readiness to graduate.

Students receive formal written feedback on credit transferability during their first quarter of study. The college follows AACRAO guidelines for posting transfer-in credit on the transcript separately from credit earned in residence. Student satisfaction with transfer credit practices and services have been consistently higher than the national norm for the past eight years, and the current rating is 4.09 on a scale of 1 to 5. (III. 37 2001-2008 Summary Report Act College Outcomes Survey).

Credit Evaluation for the BAS in Hospitality Management

South's evaluators have been involved with the development of the process for accepting BAS students into the program. The SSCC evaluator has extensive experience evaluating transcripts from regionally accredited colleges. The credential evaluator attends state-wide meetings of the Inter College Relations Committee, a group representing Washington State's two and four year colleges, who discuss articulation between two and four year programs.

College Level and Non-credit Coursework (3.C.3)

Distinctions between credit and non-credit courses are made clear in the quarterly schedule through sectioning with identifiers and in the course catalog with a description of the course numbering system designating course credit. The printed catalog is published every two years and an online catalog is updated as new courses and programs are approved. The college transcript lists both developmental courses and college courses which are distinguished by number: college credit courses are numbered at the 100 level and above. Two calculations of cumulative grade point averages are listed on the transcript: one for college level courses and a second for developmental and college level courses combined. In compliance with policy, student transcripts distinguish non-credit coursework with a designation below the 100 level. Student performance in apprenticeship classes, adult basic education, and lower division non-credit ESL classes is evaluated and noted on

the transcript with an “S” for satisfactory or “NC” for no credit. The college’s quarterly class schedule identifies the Continuing Education section clearly with a “noncredit” notation. Non-credit classes do not appear on student transcripts.

The college participates in electronic transfer of incoming and outgoing transcripts from participating community and four year colleges within the state.

PRIOR LEARNING (3.C.2)

Seattle Community College District Policy 515 provides the guidelines that are to be followed in the granting of credit for prior educational experiences (*See exhibit: Policy 515*). When portfolios are used to document the evidence, faculty are involved in determining the criteria for evaluating the portfolio and recommend to the dean and vice president for instruction whether to approve the portfolio.

CAREER INFORMATION AND EMPLOYMENT CENTER (3.D.11)

Career Services are aligned with the college’s stated mission of preparing students to meet their goals for work through partnerships with business, labor, and industry. Career instruction is developed in collaboration with South faculty and local employers and is community centered. The Career Center at the college is the only collegiate Career Center in King County that leverages the resources of the WorkSource infrastructure in fulfilling students’ post secondary employment goals.

Embedded Career Services

The college created a new career services delivery model, “Embedded Career Services” (ECS), in response to student feedback. Graduating student ratings of job placement services at the college have increased from 2005, when 39.5% of students surveyed reported satisfaction with job placement services, to 57% for 2008. (Act Outcomes Survey Summary Report: 2005-2008).

In the new ECS model, career staff, representatives from business and industry, and college faculty share accountability in developing and delivering lifetime employment curriculum for students. The ECS model is in its second year and is serving nine of the college’s professional technical programs. By fall 2009 ECS will serve all sixteen clusters of certificate and degree programs in the college’s professional technical programs.

The ECS curriculum incorporates three modules to engage students: Career Path presentations, Career Services, and Career Interviews. Career Path presentations are typically delivered at the entry point of a program. Career services staff gives a classroom presentation about labor market information, job growth and wage information. In partnership with faculty, up to three employers present and discuss with students current and future industry needs, what they are looking for in an employee, and what it is like to work within their company and the industry. While instructors share this type of information with their students, the college believes it critical that students hear from the business representatives who hire for the industry.

The Career Services module is delivered to all students in partnership with instruction. In it, career staff work with faculty to schedule class time for students to

- develop resumés
- practice filling out master applications
- create cover letters
- use email to send and receive word documents
- learn online job search strategies
- practice interview skills in preparation for the final Career Interviews module

Career Services are available every quarter for professional technical programs and are built upon the objective of developing a fuller understanding and appreciation for the job search and employment process.

Career Interviews are held near the end of the program. Career staff arrange for community

employers to come to the college to interview students prior to their program completion. This gives the college's community partners a chance to interview students as they are getting ready to enter the workforce and helps these businesses fill their workforce requirements. Many graduates of the professional technical programs find that they are working in their industry as early as the fourth quarter of their program of study. Career services staff connect with these students to ensure their employment needs are met. If their student job turns into their career job then no action is needed. If that student is interested in changing career employment then career services staff work with them along with industry to ensure their placement.

In the first year of the Embedded Career Services model 150 of the college's 700 professional technical students were placed in permanent positions shortly before or after graduation.

WorkSource

The community-based WorkSource center, a collaboration of federal, state and local partners, provides an aggressive student job program. Employers are recruited who have positions that are well above minimum wage with flexible hours to accommodate student program completion requirements. It is, in addition, a resource for community members requiring career and employment services.

The college's career services team includes two job developers and three employment case managers from partner agencies. Undecided students are referred to the counseling department for personalized career counseling services.

The WorkSource employment lab has twenty computers for students and community members. The WorkSource delivers up to 1,200 career services a month. Eighty percent of career services are delivered to students. The remainder are delivered to community members.

The WorkSource staff maintains a well-stocked career materials library and stays current on the wide array of internet career resources book-

marked for student use. Workshops for students and community members on preparing resumés, conducting an online job search, and interviews are held weekly.

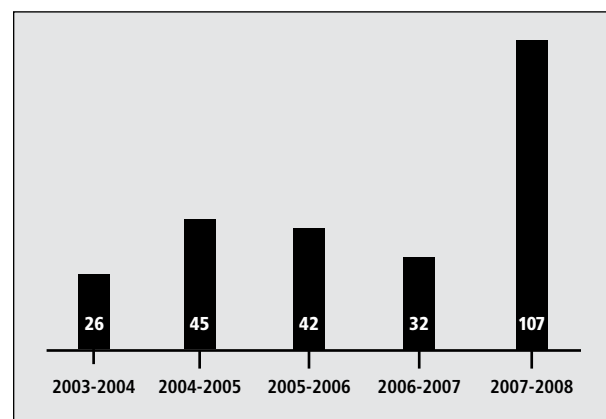
The WorkSource center is committed to student success through the gainful and meaningful employment of all graduating students. The center also partners with the basic & transitional studies division to help develop employment opportunities for ESL and GED students.

Internships

South Seattle Community College's internship program provides coordination and direction in developing customized learning experiences for students enrolled at the college. The internship program office supports ten of the college's professional technical programs. Of these, five programs require internship credit be earned for students pursuing a two-year degree. During 2007-2008, the internship program office served 107 students, forty six of whom were enrolled in programs affiliated with Seattle Jobs Initiative (SJI), a non-profit organization that helps low-income job seekers. This is an increase of more than 200 percent compared to the 2006-2007. Enrollment for the last five years is shown in Table 3.4 below.

The internship program is currently undergoing major changes to update and improve services offered across the campus and within the community. Past practices had been largely determined by relationships developed with faculty in

Table 3.4: Internship Program Enrollment



various programs and by student feedback surveys. New tracking systems are being developed and will be used in addition to previous methods of evaluation in order to increase efficiency of tracking students throughout the internship process.

The new development model will continue to rely heavily on synchronization between the student, faculty mentor, and employer in order to create customized and non-traditional academic experiences that support the needs of each individual. Discussions have already taken place with departments to expand the existing structure to include Culinary and Pastry Arts, Hospitality Management, and Academic Programs. The WorkSource staff worked with the BAS faculty to develop a successful Hospitality recruiting fair with several major employers.

Program expansion will allow the internship program office to support all students on campus by providing them with the ability to gain college credit for practical work experience in their field of interest. The new model will be constantly evaluated for best practices and processes will continue to change in accordance with faculty and administrative support.

FINANCIAL AID (3.D.6–3.D.8)

The mission of Financial Aid Services is to assist students by providing the financial resources necessary for them to achieve their educational goals. South provides assistance to students through the Financial Aid office, which also includes the Veterans Affairs office. The Financial Aid director also supervises the awarding for the Worker Retraining, Work-Based Learning and the Opportunity Grant programs.

The financial aid office supports the campus-wide priority of promoting student learning and success by informing students about financial resources available to cover educational costs and by providing comprehensive services to access federal, state, college and private aid programs. Financial aid staff strive to provide the highest level of service while helping students navigate the

complex process of applying for and maintaining eligibility for financial aid. The staff are committed to developing clear and concise written policies and procedures. The goal is to make the student's experience with the financial aid process as simple as possible within a complex array of regulatory and program requirements. All consumer information documents are reviewed annually by staff, who seek input from other departments to evaluate and revise forms and procedures as necessary.

Availability of Financial Aid Information (3.D.7)

South participates in all six of the federal, state and local grant programs and in both federal and state work-study programs. A consumer information document, *The Financial Aid Guide*, is given to everyone who picks up the financial aid application; it is also available on the financial aid website. This document describes all of the financial aid programs available at South, the process for applying for aid, and the requirements for maintaining eligibility from quarter to quarter. In addition, the document *Funding Education Beyond High School*, which describes all of the federal grant, loan and work study programs, and the *Financial Aid Checklist* are available from staff (*See exhibits*). Information regarding financial aid availability is also contained in the college catalog and the quarterly class schedules. At any time during the process students may check the status of their application by inquiring in person, calling, or checking their status via the college website. Once awarded, students are sent an award letter outlining the amount and type of award and a *Satisfactory Academic Progress* document which informs students about the academic standard required to maintain eligibility.

The financial aid staff actively participate in outreach activities to inform students about financial aid programs and the application process. Each quarter financial aid staff collaborate with various college departments such as basic & transitional studies, TRIO, Career Link, and local high schools and community organizations and offer workshops to reach current and prospective students. During

office hours, at least one knowledgeable employee is available to assist students with the application process and answer general inquiries.

The financial aid office informs students of available scholarships by posting the information on the college's website and distributing applications for those that are available. Students with funding from agencies are assisted with tuition and fee payments and the purchase of books and supplies. Students in short-term training programs are assisted through the state's Worker Retraining, Work-Based Learning, Opportunity Grant programs and local agencies that provide assistance with tuition and fees, books and supplies.

Student satisfaction on the ACT Outcomes Survey of ratings have been fairly consistent, showing an upward trend from 2004 (3.55) to 2008 (4.05) on a scale of 1 to 5. (III.32 ACT Outcomes Survey)

To further increase student satisfaction, the financial aid office is creating a digital video to clarify procedures for students on financial aid, which will be posted on the department's website and translated into several languages.

Student Loan Programs (3.D.8)

The college no longer participates in any of the student loan programs because the loan default rates reached levels that could jeopardize the college's ability to participate in all other aid programs. By 1985 the default rate for the Perkins Loan Program exceeded 50 percent, and by 1993 the default rate for the Stafford Loan Program exceeded 35 percent for the three previous years. In 1995, the administration made the decision to stop offering loans and focus on its grant, self-help, and scholarship programs. Students who have a strong desire to obtain a loan are referred to reputable credit unions or banks (*See exhibit: Alternative Loan Certifications and Amounts*).

Ability to Benefit

The U.S. Department of Education requires students who receive financial aid to possess a high school diploma, pass the General Education

Development (GED) test, or pass an approved "ability to benefit" assessment from the instruction available and commensurate with the expectations of a given institution. South Seattle uses COMPASS (Computerized Placement and Assessment Support System) and ESL COMPASS, both approved standardized tests to demonstrate "ability." The student assessment services office and financial aid office work together to ensure that students who receive financial aid satisfy the federal requirement of "Ability to Benefit."

The financial aid director budgets aid dollars to ensure the availability of funds for all applicants who meet the priority funding deadline. The addition of new programs, such as the Bachelor of Applied Science in Hospitality and the LPN to RN ladder, has resulted in more students competing for the same dollars for all programs, except the Federal Pell Grant which is awarded as an entitlement. For the first time in many years, the maximum award of the Pell Grant has increased and more students are becoming eligible for the funds.

The award processes used by the financial aid staff are standardized, which leads to a consistent approach to reviewing files for details and compliance with federal and state regulations. South Seattle Community College serves one of the lowest income neighborhoods in the city of Seattle. As a result, a high percentage of students apply for and receive some form of financial assistance to attend the college. During the 2006-2007 academic year, 2,061 students were awarded some form of financial aid assistance from the financial aid office. Summer quarter financial aid is funded from left-over funds and distributed on a priority basis set by the office of instruction. This allows priority support for students whose programs require summer attendance.

Financial Aid and Scholarships for BAS Students

The financial aid director and the dean of enrollment and student services participated in a sub-committee that worked with the other four Washington state community colleges piloting the

first four-year degree programs to develop procedures for financial aid. South has been authorized by both the U.S. Department of Education and the Veteran's Administration to provide financial aid to upper-division students.

South has taken an active role in providing scholarships for the Hospitality BAS students. Each year, since the program's inception, the SSCC Foundation has provided \$20,000 in scholarship funds, which supports four students with full-year scholarships of approximately \$5,000 annually.

Institutional Accountability for Financial Aid Awards (3.D.6)

The administration of the financial aid office is audited annually by the state for compliance with federal and state regulations. The audit is part of a larger statewide audit for the entire college. The scope of the audit includes a review of the overall operations of the office, coordination of office operations with federal and state agencies and reconciliation of funds with the business and finance departments. The audit includes the review of a random sample of files to test completeness and compliance with established policies and procedures.

The financial aid office's training budget makes it possible for staff to attend one national and two in-state conferences annually. To supplement this training, the department has monthly meetings to discuss changes to the various financial aid programs. Recently, financial aid staff held their first annual district-wide staff retreat.

PROFESSIONAL HEALTH CARE/WELLNESS (3.D.12)

Healthcare and wellness support provided by the college is designed to meet the needs of commuter students. Counselors refer students to health-care practitioners or agencies that have the necessary resources and services to provide psychological and clinical health care. Personal counseling is one component of the comprehensive counseling services provided by South's counselors who

are trained to assess the needs of students in emotional distress or crisis and take appropriate action, including professional referrals. Every quarter the counseling staff notify the college community by email about procedures for referring students in crisis to the counseling office. Counselors provide short term counseling support for students in distress for sadness, relationship issues, grief and loss, conflict management, anxiety and stress management. Counselors follow all professional standards for duty to report and confidentiality laws.

South's 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. In response to staff concerns about appropriately handling students who exhibit disruptive behaviors, the college scheduled a two-day training session, *Responding Effectively to Student Emotional Escalation*, conducted by a psychiatric nurse from Harborview Medical Center.

As residents of the state of Washington, students at South have access to the Washington Information Network 2-1-1 (WIN 211), a database linking users to health and human services information. The college has developed a wellness website with links to information about the college's fitness center, its physical fitness and nutrition classes, and medical resources. South is part of the Governor's Wellness Initiative and sponsors personal training services and fitness classes.

In the event that a student at South is reported to have a communicable disease which requires community education and a college public information response, experienced staff work in close cooperation with the King County Health department to notify students, provide free onsite screening and protect student confidentiality.

Additionally, the Women's Center has sponsored annual health and wellness fairs open to students and their families for the past two years. Staff from local health agencies are available to meet with students and family members, and

provide them with written information on affordable medical and dental care, mental health care and family planning.

Students responding to the ACT College Outcomes Survey 2005-2008 (III.16) rated their progress in learning principles for improving physical and mental health above or equal to the national average for the past three years. Student satisfaction with health and wellness services on campus has improved from 3.61 in 2005 to 3.78 in 2008 (on a scale from 1 to 5, with 5 being the highest) and currently surpasses the national norms for two- year colleges. (III.12 ACT College Outcomes Survey)

ORIENTATION (3.D.9)

Because of the high percentage of first generation, low income and underprepared students attending South, orienting students to college services, staff, and resources is important to college staff and faculty. Nearly 50 percent of the college's students are first generation, 36 percent are low income and 5 percent are disabled. More than 90 percent of incoming students who took placement tests in 2003 demonstrated academic need in math, more than 50 percent in English and nearly 50 percent in ESL.

All new students receive a student handbook, an orientation packet, a welcoming phone call from a current student, and an invitation to take a campus tour within several weeks of registration. The new student orientation packet includes information about

- parking
- waitlists
- the bookstore
- textbook loans
- the library
- tutoring
- computer labs
- disaster preparedness

The current orientation model also offers two welcome receptions to accommodate day and evening schedules; these receptions are held the

second day of class winter, spring, and summer quarters. They feature keynote speakers and provide opportunities for new students to network with returning students, with faculty members, and with staff from support services departments. These two-hour events include information presented by administrators, current students, and faculty on such topics as:

- campus resources
- the culture of college
- registration
- safety
- time management
- requirements for transferring to a four-year school

Orientation is followed by the opportunity to meet with personnel from specific departments, including educational support service advisors.

During fall quarter, students participate in a half day orientation called "First Friday," a student success convocation focused on orienting new students to campus services, resources, and how to be a successful student.

In 2007-2008 two faculty members began working with student services staff to suggest orientation curriculum and assess orientation delivery options. The first product from this collaboration was a new 2007-2008 *Student Handbook*, which has become a popular resource for students and staff.

Orientation to College Success (HDC 101), a variable one-to-three credit course, is offered annually to students in the TRIO Student Success Program. A separate section is open to all students.

International students receive a comprehensive week-long orientation. Beginning with activities to acquaint new students with each other, the sessions cover enrollment services, campus safety, immigration information, intercultural communication, and culture shock awareness, as well as an activity to acquaint students with Seattle, usually hosted by the International Student Club. In addition, a two-credit class, *Orientation to Success in the American College* (HDC 200), provides international students with knowledge and skills to enhance their success at college.

Students have rated the new student orientation services above the national norm for two-year colleges for three of the past four years and the rating is currently 4.05 on a scale of 1 to 5, with 5 being highest. (ACT 111.31 2001-2008 Summary Report)

In addition to the regular new student orientation, various orientations are held across campus for special programs such as ABE/GED, ESL, Career Link, Worker Retraining, Commercial Truck Driving, Culinary Arts, International Programs, Nursing, and the BAS in Hospitality Management.

One example of a specialized orientation is for the BAS in Hospitality Management, a four-year program. The BAS program orients students through

- a meeting with the program coordinator and the faculty coordinator to discuss academic and career pathways as well as school processes and systems
- a reference guide, the *Bachelor of Applied Science Hospitality Management Student Handbook*
- an invitation to a seminar taught by staff from The Pacific Institute, *Thought Patterns for a Successful Career*, attendance at which is encouraged

The college is responding to the changing needs of its student population by offering new student orientation sessions which encourage greater student participation. Analysis of the most recent Student Retention Report shows that the largest attrition occurs between students' first and second quarters. While South's retention and graduation rates are on par with the national and state averages, the college goal is to constantly improve that number.

STUDENT PROGRAMS

The dean of diversity, retention and student life oversees the administrative component of student services that supervises, organizes, and guides two major areas.

Diversity and Retention includes:

- The President's Committee on Diversity and Retention
- The Women's Center
- The Cultural Center

Student Life includes:

- United Student Association (USA)
- Club Center
- Campus Recreation
- Art Gallery
- Services and Activities Fee Board
- Student Grievances
- Student Orientation and Activities Programs
- Student Leadership
- The Sentinel (student newspaper)
- Child Care Center

Students Participation in College Governance System (3.B.2, 3.D.16)

The United Student Association (USA) is a representative body advancing student interests and viewpoints in the college governance system. It provides funding for the various student activities through the service and activity fees collected as part of tuition. The membership elects fifteen senators who serve on the USA, the Activities Fee Board and the Universal Technology Fee Committee. Additional student standing committees support academic success, community service, student issues and advocacy and legislative issues. Participation on the USA, committees and clubs fosters students' intellectual and personal development by providing opportunities to learn about governance and leadership; global awareness through the participation in cultural, recreational, and intellectual activities; and community service through projects which connect students, staff and faculty. A variety of new student leadership opportunities have been developed over the past ten years including a faculty guest meal program where students have the opportunity to take a faculty member to lunch; student development transcripts which highlight student service; oppor-

tunities for students to attend local and regional leadership conferences; honor roll receptions; and leadership abroad program opportunities.

BAS Students and Student Governance

Representatives from student government visit the BAS classroom and encourage participation. The BAS program, through South's student government, has already begun a student chapter of the Hospitality Financial and Technology Professionals.

CO-CURRICULAR ACTIVITIES AND PROGRAMS (3.D.15)

Student Clubs and Organizations

Although student clubs and organizations numbered twenty five in 2004, there was no staff person to work with clubs exclusively. In winter 2005, the finance committee of the USA allocated funds for a part-time hourly club center coordinator and the dean of diversity, retention and student life secured office space in the Brockey center. The club center houses forty student clubs and organizations whose total membership is approximately 1900 students. These clubs and organizations represent interests in academic, career, ethnic, sports and recreation and other areas, and they plan close to thirty events each year.

The Services and Activities (S&A) Fee Board is responsible for a long-term allocation plan, fiscal guidelines, and expenditure of student funds. The S&A Fee Board was created in fall 2006 in order to allow students to focus solely on the governance of student funds. Membership on the S&A Fee Board includes representative members of USA, student clubs and three students at large. In the two years since its inception, the S&A Fee Board has allocated an additional \$115,000 of Services and Activities Fee dollars to differing departments for increased funding of child care, student printing, the cultural center, the club center and the women's center staff and funding, and student leadership conferences.

Art Gallery

The college's Art Galley provides the campus and surrounding community with a variety of visual learning experiences through art and cultural exhibitions. An annual student art show features the creativity and vision of South students as does the collaborative art and poetry show. In recent years programming has been diverse with exhibits and artist talks that imagined an environmental future, explored the social complexity of political border lands and showcased contemporary artists from Navajo or East African backgrounds. An Art Gallery Advisory Committee, whose members include the part-time gallery coordinator, two faculty members, and one to three students, serve as the jury in selecting works of art to be shown.

Student Anthology

The college annually produces an anthology of original writing, art, and photography by students. An English faculty member serves as the advisor and editor of the publication, along with three student editors who jury submissions. The anthology provides an opportunity for students to see their work published and to be formally acknowledged.

RECREATION AND INTRAMURAL SPORTS (3.D.17)

Campus recreation, intramural sports, the fitness center and games room are under the supervision of the department of student life. Funding comes from the Services and Activities (S&A) Fee budget, with facilities support from the college's operating budget.

Recreational facilities include a games room, fitness center, volleyball sandpit, and outdoor courts for tennis and basketball. In 2007-2008, the S&A Fee Board funded \$75,000 for new flooring and equipment for the fitness center and game room, and the college supported the effort with an upgrade to the electrical system. In fall 2007, a new line of refurbished equipment was installed in the fitness center. The games room equipment was also updated with new video games, pool and ping pong tables. The outdoor courts were refurbished

with new volleyball nets and basketball rims in the summer 2006. All facilities are utilized by individual students, club teams, community members and academic classes.

The fitness center offers students the opportunity to achieve their personal physical goals, to network with other students, and to spend recreational time on campus in a healthy way. The center provides morning, afternoon, and early evening hours throughout the week to meet the scheduling needs of day and evening students. The fitness center is wheelchair accessible, and the fitness center and games room staff are trained to help those who are physically disabled or elderly use campus recreation equipment in all of its areas.

Through intramural sports students learn the fundamentals of sports organizations. They also develop team-building skills and have a fun and healthful outlet from traditional classroom learning. During inclement weather months, off-campus facilities are rented for intramural sports. There is an intramural sports program for men and women in basketball, soccer, and volleyball. They compete with teams from the North and Central campuses as well as teams from other community college and community parks department organizations. Because the college does not have a physical education facility, fields for soccer and softball and gyms for basketball and volleyball are rented from Seattle Parks and Recreation, various community centers and private agencies.

Recreational activities are offered year round through campus recreation including skiing, hiking, camping, and river rafting trips. Event scheduling varies by day of the week; evening, day and weekend events are offered to insure a diverse group of students may participate.

Student satisfaction with recreational and intramural programs is currently 3.94, the highest it has been in eight years. (III.26, 2008 Act Outcomes Survey)

Intercollegiate Athletics (3.E.1–3.E.6)

South Seattle Community College does not have an intercollegiate athletics program. However, North

Seattle Community College does offer men's and women's intercollegiate athletic basketball and South students may participate in the program if they are eligible and selected. Athletic administration, coaching, fundraising, program funding and the gymnasium are located at North. North's intercollegiate athletics program was addressed in its accreditation self study in 2007. The evaluation report indicated that the program met the accreditation standards (*See exhibit: NWCCU Full Scale Evaluation Team Report, North Seattle Community College, April 2007*). Program characteristics highlighted were:

- The program complies with the policies of the Northwest Athletic Association of Community College's Guidebook.
- The programs are reviewed annually.
- Student athletes are treated like any other student (e.g., admissions, grading, degrees, etc.)
- Gender equity is present—there are equal numbers of scholarships between men's and women's teams and equal access to funding and facilities. Annual Equity in Athletics reports are filed with the Department of Education.
- All funds raised are processed through the college's internal accounting system.
- An academic progress reporting system is in place for the student athletes.

During the past three years, fewer than four South students participated in the intercollegiate athletics program each year.

STUDENT MEDIA/PUBLICATIONS (3.D.19)

Student Newspaper

The college's student newspaper, *The Sentinel*, is governed by the Student Publications Code, which was established by the Publications Board in 1985 and revised in 2007. The Publications Board comprises five voting member—three students and two faculty—and several ex-officio non-voting members from the campus and larger community. The outgoing board recommends

student and faculty members to the dean of diversity, retention and student life. The college president appoints voting members. The ex-officio members include:

- the dean of diversity, retention and student life
- the director of public information,
- the student editor-in-chief of each student publication
- the staff advisor for student publications
- a professional journalist
- the student chair of the Services & Activities Fee Board

The Publications Board meets three times a year. Its primary responsibility is to enforce policies and establish guidelines specified in the Student Publications Code. The board provides a process and procedures to assure the routine operation of the publication, and resolves issues that may be forwarded from the editor and advisor, or between the student publications and the campus community it serves.

The Publications Code includes procedures and policies for the publication of the student newspaper consistent with the limitation provided in the Seattle Community College District policies and procedures, state and federal laws. The relevant policies and procedures are referenced with the actual publications code document which is on file with *The Sentinel*, the dean of diversity, retention and student life, and the vice president of student services.

The Sentinel advisor is a part-time hourly position. The advisor may also work as part time journalism instructor for Journalism 101 and 102. Student employees of the Sentinel must have taken or be currently be enrolled in Journalism 101 to work on the paper.

The Sentinel publishes twice a month, staff permitting, during the academic year.

The Sentinel is funded by the students and content is therefore selected with the goal of informing and entertaining student readers, and providing opportunities for students to express their opinions. Reporters are actively recruited to represent the cultural diversity of the campus

population. Evening students are accommodated through the advisor's flexible schedule. Students with special needs can easily be accommodated in a variety of tasks required in producing the paper.

PRESCHOOL AND CHILD CARE CENTER

The preschool and child care center is a state certified, nonprofit child care center and has been in operation since 1976. The child care center is a cooperative enterprise between students and administration organized to care for the children of college students and employees and to provide them with a comprehensive preschool experience in a safe environment. Financial support for the center is provided by the college, the Student and Activity Fee allocation, and parent fees. Grant funding supports enhancements to programming and facilities.

The center has an experienced and diverse staff of early childhood professionals; the manager reports to the dean of diversity, retention and student life. The lead teachers design appropriate curriculum and assess learning outcomes. The center is also supported by parent volunteers, a program assistant and work-study students who assist in the classroom, on the playground, and at meals.

The center has undergone several major remodels. In 2006, the classrooms and program were reconfigured and re-licensed to accommodate the first toddler class in winter 2007. The program is licensed to care for fifty eight children aged eighteen months to nine years.

The child care building is designed to support both the intellectual and physical development of the children. The center has four classrooms (two preschool and two toddler), a staff resource room, a kitchen and an outdoor covered patio area. Recent child care facility grant funds provided needed upgrades for the aging modular building. Collaborations with the campus Landscape Design and Landscape Construction classes provided an opportunity for students in those classes to work on the playground project, to maximize the use of the facility grant funds.

The program provides flexible scheduling options for parents and their children. Curriculum is planned according to the individual needs and interests of the children enrolled. Parents are encouraged to visit and participate in the program to promote a sense of belonging for all families. Parents also benefit from the variety of resources on family and parenting issues available through the child care center and can participate on the Child Care Advisory Committee.

The child care center must meet standards for state licensing regulations and follow contract guidelines with the City of Seattle and the Child and Adult Care Food Program (CACFP). The center worked with the Washington State Department of Early Learning in 2006 to re-license the center to include toddlers. The center was successfully re-licensed until September 2010.

In January 2008, the center went through an administrative review for the CACFP. This review was conducted by the Washington State Office of the Superintendent of Public Instruction (OSPI) to measure the college's compliance with state and federal regulations. The center was awarded a rare "perfect administrative review."

In the 2006 College Outcomes Survey, 94 percent of students using the child care center reported they were neutral, satisfied or very satisfied with the services; the average rating on 1-5 scale for satisfaction with child care services was 4.14. (Act College Outcomes Survey—2008 SSCC Additional Questions Section.) The program provides a service that consistently meets or exceeds a goal of a 75% quarter to quarter retention rate for student parents.

SECURITY (3.B.4)

South Seattle Community College is committed to emergency preparedness and to leading new initiatives within the district to ensure the safety and security of students. Since 2007, more than thirty college employees have been NIMS (National Incident Management System) certified. A comprehensive written emergency preparedness

plan was developed to provide guidance in the event of an emergency. Senior administrators have participated in table-top exercises led by the Seattle Police Department and security to test response procedures.

Communications systems were enhanced by a partnership with the city's emergency operations at both the college's main campus and the Georgetown Campus. South became a HAM radio station for the city in exchange for equipment and staff training, and the college joined the city's emergency operations network and obtained powerful emergency radios.

South launched an emergency preparedness awareness campaign for students and staff in 2008 that began with a survey of personal preparedness levels. The survey was followed by "get ready" messages and training. South Seattle Community College's NIMS team determined that the first priority in an emergency was to widely and efficiently communicate information to the college community. The college installed three emergency campus alert methods for the community. Emergency text message announcements can be sent to college computer desktops; text messages also can be sent to cell phones and computers of registered subscribers; and 132 telephones have been converted to serve as mini public address systems.

The campus security department staff supports the college administration with crisis management planning, and staff training for responses to various crisis scenarios, and systematic, frequent testing of emergency alert technology. Campus security is staffed with a director, four full-time security officers, and one part-time security officer. During campus operating hours, the security staff provides response to incidents on the eighty-seven-acre main campus, the nine-acre Georgetown Campus, and the NewHolly Learning Center. The college has a Safety Committee chaired by the environmental health and safety manager with membership from security, campus services staff, and the wider college community. It serves as clearinghouse for security and safety issues. Recommendations from the committee are

forwarded to administrative services for evaluation and action.

The security staff carry a cell phone at all times. Nine emergency telephones located through the campus connect directly to the cell phone. Students can also use pay phones on campus which are equipped with a “contact security” button to immediately reach a security officer by cell phone. Most college administrators have direct dial to reach security on duty.

Security officers are highly visible on campus and interact with staff and students as they make their rounds to secure buildings, check alarms, and monitor parking. Campus security officers also escort students and staff across campus upon request.

Security officers must have two prior years of experience to be considered for employment. Professional development includes forty to eighty hours of crime prevention training yearly including first aid and NIMS (National Incident Management System) training. Once hired, security staff are trained to use the automated defibrillators.

To ensure students and staff have knowledge of security services and personal safety protection the college provides information through personal appearances by security at college events, a security webpage, and the student handbook. Security related articles also are featured in the newspaper, *The Sentinel*, and the campus newsletter, *The Update*.

The security director is present at orientation for both new students and new faculty to respond to questions about personal safety, security and parking. Additionally, the director of safety and security informs students if a Level III sex offender is present in the class. Instructors are notified of Level II and Level III offenders.

Based on statistical data, students feel safe on campus. (III.19, ACT Outcome Survey 2008) The 2007 Climate Survey reported that 71% of staff feel satisfied with the effectiveness of campus safety and security, consistent with the 2003 Climate Survey where 73% of staff felt satisfied. Survey results indicate that certain groups of students, particularly evening students, feel much less secure on campus. They cite limited lighting, lack of

visible security staff, dense foliage and a spread-out campus as features that promote a sense of insecurity. In response, even though incident reports demonstrate that evening students are not at a greater risk than day students, concerns are taken seriously by the college’s security and campus service staff. Information and recommendations about perceived and real security and safety issues from staff walkthroughs, incident reports, and student surveys result in continual improvement of campus safety and security. Improvements include the installation of additional lighting in specific corridors and open areas, security cameras in the two main parking lots, and dramatic pruning of college shrubbery and trees. In response to student requests, “Safe Zones” were created for students who identified as being Lesbian, Gay, Bi-sexual and Transsexual, and at the request of Muslim students, prayer spaces have been established for meditation and prayer on campus.

BOOKSTORE (3.D.18)

The South Seattle Bookstore is a vital hub of the college which contributes both to the success of students and the intellectual climate of the community. Bookstore services include online and in-store new and used textbooks, remote or in-store book buybacks, and a website. Products include school supplies, general reference books, digital media, greeting cards and stationery, gift items, food and drinks, snacks, sundry items and apparel, and are available to students, faculty, staff and the community. The bookstore works to be responsive to its customers and stakeholders by holding advisory committee roundtables so that students, faculty and staff can have input into the quality of the products and services that are offered.

The bookstore operates through a contract between the Seattle Community College District and Barnes & Noble College Booksellers. The on-site bookstore manager is responsible for day-to-day operations and reports to both the vice president of administrative services at South and the regional manager at Barnes & Noble.

The website provides student, faculty, staff and the community a convenient way to order bookstore products, submits book orders, research publisher and textbook information, and find general bookstore information.

The bookstore manager supports campus life by sponsoring textbook fairs, open forums, readings, author lectures and book release and signing events. Additionally, the bookstore displays titles that coincide with campus events like Civics Week, Rainbow Fest, and Holocaust Remembrance Day.

The bookstore holds quarterly advisory committee/roundtable meetings. The purpose of the committee is to strengthen the partnership between the bookstore and the campus community, and to create an open forum for ideas and issues about the bookstore and the role it plays on campus. Topics include customer service statistics, hiring, pricing, timing of faculty book orders, textbook buyback issues, publishers’ pricing and planning open forums and textbook fairs.

The level of service provided by the student employees who work in the bookstore is rated as excellent. In order to improve service ratings, several times each quarter the bookstore uses Barnes & Nobles’ secret shoppers to evaluate customer service online, in store and on the phone. Ratings of the staff have repeatedly gone above and beyond their 95% superior service goals.

The bookstore has challenges in terms of overall student satisfaction with all services provided by the bookstore. Student satisfaction dropped from 3.91 (2006) to 3.61 (2008) on a scale of 1 to 5. (2006/2008 ACT Student Outcomes Survey-SSCC Additional Questions). This appears to be related to the price of textbooks as the bookstore is competing for textbook sales with online discount booksellers and eBay. To address costs, the bookstore is working to receive textbook orders early

from instructors so the bookstore has additional time to obtain used books to offer students at reduced cost. An increase in used textbook sales, as shown in Table 3.5 below, is an indication that this approach is successful.

FOOD SERVICES (3.D.14)

The college is widely recognized for its Culinary Arts program and the multiple food service outlets available for students, staff, and visitors to the campus. A food court area includes a full meal cafeteria line, deli, grab and go, grill area, and beverage stations.

Adjacent to the food court area are two waited-service dining rooms. Café Alki is a bistro-style restaurant and the Alhadeff Grill replicates a fine-dining experience. The newly renovated Bernie’s Pastry Shop offers product produced by the award-winning Pastry & Specialty Baking program, Wi-Fi, couches, and table seating for fifty students. The recently expanded product line also includes sandwiches, soups, and sides.

The majority of food sales on campus are generated by the Culinary Arts instructional program. Approximately 80 percent of food sales come from food outlets operated by Culinary Arts students, under the direction of faculty and support staff. All permanent faculty and staff are hospitality industry professionals meeting and exceeding all regulatory certification and licensing mandates. All students in the program are required to obtain a Food and Beverage Workers Service Permit and complete the more intensive ServSafe certification as part of their Health & Sanitation class their first quarter. Additionally, the culinary department is inspected annually by the State of Washington Department of Health.

In the food court area, the department has instituted customer service surveys. The results are

Table 3.5: Percentage of Used Books/New Text Books Purchased at SSCC Bookstore 2002-2009

	FY 02	FY 03	FY 04	FY 05	FY 06	FY 07	FY 08	FY 09 (projected)
New Text %	79.0%	70.8%	74.5%	71.5%	71.1%	73.3%	65.2%	60.7%
Used Text %	21.0%	29.2%	25.5%	28.5%	28.9%	26.7%	34.8%	39.3%

tabulated on weekly basis and the results shared with the students in the server stations of the Alhadeff Grill and Café Alki to make any necessary modifications or changes. The dean of the Culinary Arts program has also conducted a review of pricing consistency for food items in the food court area. In response to the survey and reviews, moderately priced breakfast and lunch selections have been added to encourage more staff and students to utilize the convenience of the food court. For students, faculty and staff with limited time who need an economical meal, buffets have been added to the Café Alki.

HOUSING (3.D.13)

The college does not have residential housing for students. The college hired a consultant to complete a residence hall feasibility study and prepare a report in 2007-2008. (*See exhibit: Feasibility Study for Student Housing*). Although it was determined to be financially feasible to build student housing, the President's Cabinet voted against it. The decision not to build a residence hall was based on a concern that too many of the college resources would be tied to oversight for only two hundred students, the planned capacity for the structure. To assist students, primarily international students, with finding housing to fit their personal life style, the college has arranged clean, safe and affordable housing with reliable partners to provide host family, shared housing, apartment and dormitory opportunities. The housing options are described on the International Program's website: <http://www.southseattle.edu/international/>.

PUBLICATIONS FOR STUDENTS (3.B.3, 3.B.5, 3.D.5)

The SCCD Catalog serves as a reference guide for new and prospective student and includes information about the college mission, admission requirements, rights and responsibilities, academic regulations, financial aid, program graduation requirements, course descriptions, tuition, fees,

refund policy, conduct and grievance policies, academic honesty, government, organizations, and services.

The college catalog contains district-wide college information as well as a section specific to South Seattle Community College. All new students are given a catalog at no charge at new student orientation or through the campus bookstore. Students and members of the public may also purchase catalogs at each campus.

Since the district-wide catalog is published only every two years, some critical information is duplicated and customized in the college's quarterly class schedule. Information about enrollment and degree requirements, refund policies, tuition and fees, and course descriptions and requirements are reviewed and updated quarterly to provide the student with the most accurate information. Important dates, registration information, orientations, and specific program information, certifications, special events and directory information are included in the class schedule. The class schedule provides students with course descriptions and prerequisites for courses offered each quarter and clearly denotes credit and noncredit options.

The quarterly class schedule also serves as a directory of special services, orientations, open houses and activities that help students meet their educational goals and enjoy their time on campus. To ensure that all current students and potential students living in the service area receive a copy, South uses several distribution systems. Copies are made available in public areas across campus. A large number of copies are carrier-sort mailed to residences in the college service area, covering thirteen ZIP codes. In addition, copies are directly mailed in response to inquiries by phone or web page. Copies also are distributed by a service that reaches businesses, community centers and other facilities not reached by mail.

Proposed policies and procedures for students, and subsequent updates, are developed in a collaborative process by work teams which include the vice presidents, deans and program directors of all the district colleges. The Seattle Community

College District Board of Trustees has final authority for approval of all policies, programs, and procedures for student services. Student services policies and procedures were reviewed and many were updated during the 2007-2008 academic year.

Policies support the goals of student services and are easily accessed by students and college employees through the college's website (<http://www.southseattle.edu/campus/cammain.htm#policies>), the district website (<http://www.seattlecolleges.edu/studentrules.aspx>), the district catalog published every two years and the student handbook published annually (*See exhibits*). These college regulations guide the daily work of registration, financial aid, admissions, student conduct and student programs and serve as a helpful reference for new and current student and college employees.

Federal regulations such as the Student Right to Know Act and the Family Educational Rights and Privacy Act (FERPA) are addressed in district policies, in the district catalog, and on the college's website: <http://www.southseattle.edu/campus/cammain.htm#policies>.

EVALUATION AND IMPROVEMENT OF STUDENT SERVICES (3.B.6)

The college engages in a variety of qualitative and quantitative assessment techniques to evaluate student services programs, and there has been consistency in measuring program effectiveness over time.

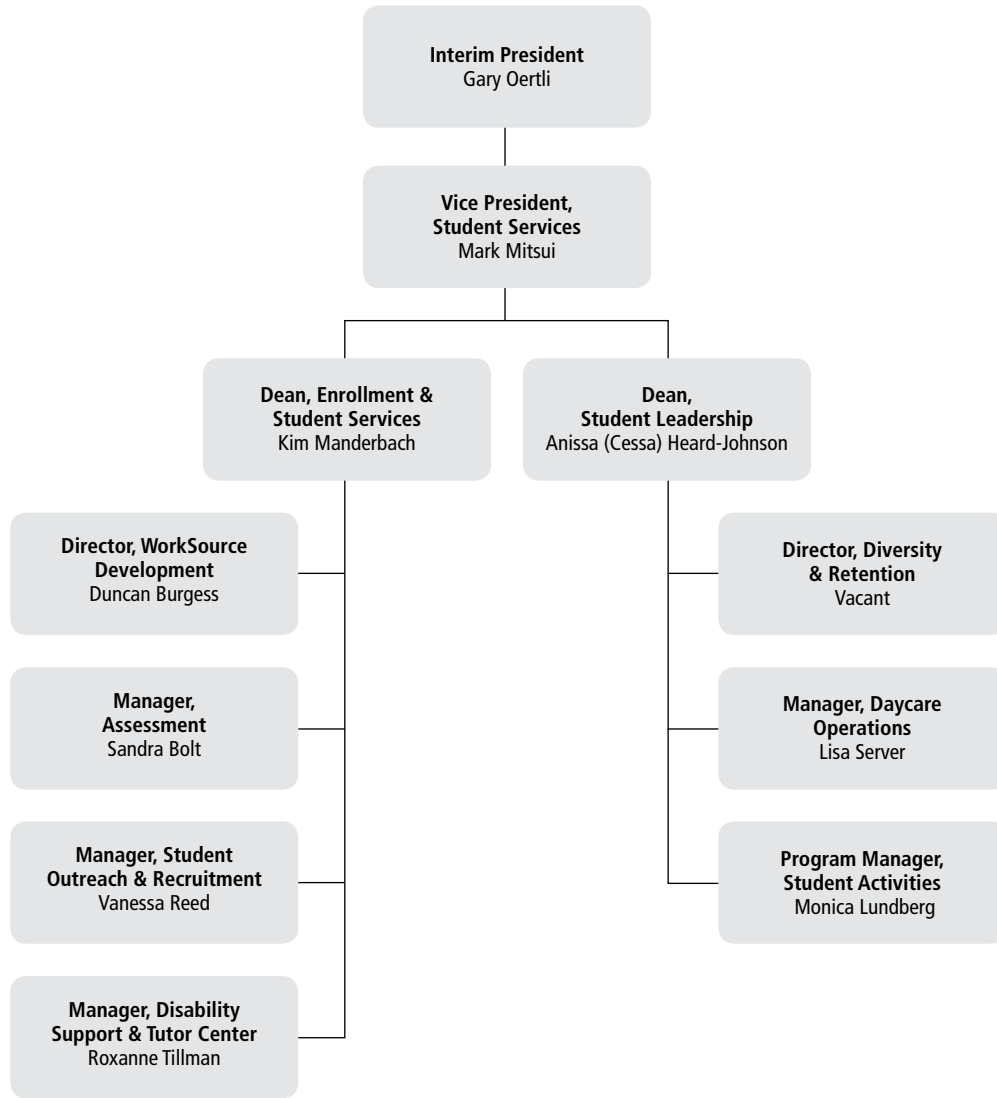
The results from surveys and student focus groups are published and circulated to all employees within the departments for analysis and a response leading to improved service. The manager of the assessment office publishes the data from institutional surveys and also provides assistance to managers of student services in interpreting the data.

Student services uses the CCSEQ, the Community College Student Evaluation Questionnaire, which is administered every three years. The division also uses the ACT Outcome Survey, which is given to every student who applies for graduation. The departments within the division have seen that efforts made to improve customer service based on survey feedback have resulted in higher scores. Every year for the past eight years, the average student satisfaction ratings in all departments improved significantly. On the 2007 ACT Outcome Survey, the average student satisfaction rating in all ten departments within the division was a 4.25 compared to a 4.0 in 2004 (with a 5 being very satisfied).

Individual departments, such as enrollment services, financial aid, and advising and counseling also utilize customer service counter surveys which provide more immediate feedback from student customers on their experience in utilizing services.

Student focus groups conducted by trained faculty provide additional feedback to student services staff.

Student Services June 2009



FACULTY

INTRODUCTION

This standard provides information about faculty: selection, hiring and evaluation practices; roles of part-time and full-time faculty; professional development opportunities available; faculty scholarship; and academic freedom. Scholarship, in this case, includes each faculty member's scholarship, research and artistic endeavors and institutional support for these activities. The information and analysis included in this section has been collected from campus climate surveys; the Seattle Community College Federation of Teachers District Collective Bargaining Agreement (Agreement); district policies and procedures; and external sources such as the State Board for Community and Technical Colleges and Washington Administrative Code (WAC) rules.

Institutional personnel policies and procedures are published and made available to faculty. Policies on salaries and benefits are clearly identified in the Agreement between the Seattle Community College District VI Board of Trustees and the Seattle Community College's Federation of Teachers Local 1789. The Agreement is widely distributed to all full-time and part-time faculty throughout the district and is available online. Benefit information is also posted on the Seattle Community College District website and is widely available to faculty.

SELECTION AND HIRING

(4.A.1, 4.A.3–4.A.4, 4.A.6, 4.A.8–4.A.10)

It is the intent of the South Seattle Community College to provide faculty salaries and benefits that are adequate to attract and retain a competent faculty and are consistent with the mission and goals of the institution. The Agreement, Article 6.5, addresses the recruitment, selection and appointment of full-time faculty. For selection of new full-time faculty, the screening committee consists

of three faculty selected by the tenured faculty, the unit administrator, and the affirmative action officer is an ex-officio member. The committee is charged with screening applicants, interviewing the candidates, and recommending at least three finalists to the vice president for instruction. Advertising and recruitment are the responsibilities of the district's human resources office. In March 2008, a new online recruitment application, RainShadow, was launched by district human resources. Screening committees are provided access to jobs to screen online, which significantly reduces the time and simplifies the screening process within the district. A part-time faculty recruitment plan was developed and implemented on RainShadow beginning in winter 2009.

The college requires a Master's degree (in program specific or related fields) or the equivalent as a minimum requirement for teaching in the academic programs division and the basic & transitional studies division and complies with personnel standards in WAC131-16-080 to 094 for faculty teaching in the professional technical division. Part-time faculty are hired within each instructional division. In accordance with the Agreement, Section 6.5.b, full-time faculty who are interested have the opportunity to be involved in the development of the job description, screening criteria, and the selection process for part-time faculty. Because of the college's long standing reputation for quality instruction, employment at South Seattle Community College remains competitive. As a result, the institution is able to hire instructors who not only meet but exceed the minimum qualifications. The faculty profile in Table 4.1 and Table 4.2 on the following pages details the current faculty's relevant education and experience. As evidenced in the 2006 CCSEQ, student satisfaction with the faculty is high: 77% responded that their instructors were approachable, helpful and supportive.

Table 4.1: Faculty Profile

Division	FULL-TIME FACULTY																	
	Number of Instructors Fall 2007		Number of Terminal Degrees				Salary 9 Months			Years of Teaching Experience at SSCC			Total Years of Teaching Experience		Fall 2007 Credit Hour Load			
	Full-time	Part-time	Dr.	M.	B.	Prof. Cert.	Less than Bach.	Voc. Cert.	Min.	Med.	Max.	Min.	Med.	Max.	Min.	Med.	Max.	
Technical and Applied Studies																		
Adult Basic Education/English as a Second Language	10	35		10														
Apprentice		60																
Automotive	7	1				7	2	7	48,290	53,076	59,243	1.5	11.5	25	1.5	12	25	25
Aviation	3	4				3		3	33,107	40,311	48,826	1	2.5	4	2	5	10	25
Business and Office	1	4		1				1	46,647	46,647	46,647	3	3	3	11	11	11	20
Computing	3	4		1	2			3	56,714	58,968	62,247	10	11	13	10	13	15	20
Counselors	3			3				3	54,839	57,064	61,433	9	20	37	12	21	37	
Drafting	1				1			1	60,827	60,827	60,827	17	17	17	26	26	26	20
Hospitality Service & Pastry	8	2			2	6		8	46,875	53,204	59,423	0.5	9	21	0.5	12	26	25
Home and Family Life		16																
Hospitality Management - BAS	1			1					59,090	59,090	59,090	0.5	0.5	0.5	10	10	10	15
Industrial First Aid		1																
Landscape Horticulture	2	3		1	1	1		2	55,200	55,407	55,614	9	11.5	14	9	11.5	14	25
Librarians	3	2		3				3	46,720	53,377	56,800	1	11	19	3	17	28	
Nursing	3	13			3	1		3	47,890	48,568	49,246	1.5	2	2.5	2.75	4	6	18
Supervision and Management	1	0		1				1	49,122	49,122	49,122	25	25	25	30	30	30	15
Senior Adult Education		3																
Welding	2	2			1		1	2	57,576	59,995	62,414	29	29	29	29	29	29	25
Wine	2	3				1			49,965	50,380	50,795	1	1	1	1	1	3	5

Table 4.2: Full-time Faculty Degree Profile

Institution Granting Terminal Degrees	Full-time Faculty Number of Degrees		
	Doctor	Master	Bachelor
Academic Programs			
Antioch University		1	
California State Los Angeles		1	
City University of New York		1	
Fordham University	1		
Hofstra University		1	
Moscow State University		1	
Oregon State University		1	
San Diego State University		1	
University California Davis	1		
University North Carolina	1		
University of Central Florida		1	
University of Hawaii		1	
University of Illinois		1	
University of Minnesota		1	
University of Pittsburg		1	
University of Toronto, Canada	1		
University of Washington	2	9	
Washington State University	1		
Western Washington University		4	
Technical and Applied Studies			
Californiat State University at Los Angeles			1
California Polytechnic State University		1	
Keller Graduate School of Management		1	
Lesley University		2	
Michigan State University			1
San Franciso State University		1	
Seattle University		5	1
United Theological Seminary			1
University of California Irvine			1
University of Idaho		1	
University of Kansas	1		
University of Minnesota		1	
University of Saigon			1
University of Washington		5	2
University of Wisconsin		1	
Washington State University			1
Western Washington University		1	

The college and the district have addressed many issues regarding the use of part-time faculty. The ratio of full-time to part-time faculty is one of those issues. Since fall 2000, the number of full-time faculty has increased by sixteen, from seventy five to ninety one. If the part-time faculty at the Georgetown Campus, who are all employed in their field and teach part-time, were deducted from the count of part-time faculty, the ratio of full-time to part-time in FTE generation is 1587 (FT) to 1525 (PT). Another issue impacting part-time faculty which was addressed was pay. As a result of contract negotiations, in 2000 the part-time faculty salary schedule was completely revamped from an hourly schedule to a parity rate of the full-time schedule. Over the past nine years the parity rate of pay has increased as a result of equity funding from the state and from the district applying matching funds to the equity dollars. The current parity rates range from 82% to 102% of full-time dependent upon workload. There is also a Priority Hire List (PHL) for part-time faculty which is monitored and maintained in each department. The PHL provides the right of first refusal for courses on their qualifying list after full-time faculty have been assigned their classes. Currently there are seventy priority hire instructors at South. The criteria for achieving priority hire status are addressed in Article 10.7 of the Agreement. In the last negotiations the part-time faculty salary schedule was improved by eliminating the bottom two steps. The full-time faculty salary schedule was also enhanced by eliminating the lowest four salary ranges and by providing promotional increases by attaining tenure and/or becoming a mentor (Agreement, AppendixA.3.c). In addition, peer observation stipends are provided annually to 125 full-time or priority hire part-time instructors.

Part-time faculty play an integral role in the college. Part-time faculty in many divisions are faculty program coordinators. The purpose of a Faculty Program Coordinator, as stated in the SCCFT Agreement, Section 4.6, is to perform specific tasks for a particular administrative unit that are related to the maintenance of quality

instruction and program integrity. Part-time faculty are provided offices, voice mail, email and other services required for their instructional duties. A new part-time faculty orientation was developed and offered fall 2008 and a new Faculty Survival Guide has been posted on the faculty union website. Since part-time instructors are not required under the Agreement to work on committees, many are paid stipends to do so. This helps alleviate the burden of committee required of full-time faculty. The climate survey showed that 39% of full-time faculty were satisfied with the extent to which faculty share participation and responsibilities for committee work.

Faculty workloads are addressed in Article 11 of the Agreement. As a result of faculty concerns regarding inequitable workloads during the last negotiations, a task force was formed to examine workloads. A preliminary report was sent to the district chancellor in December 2008. Two additional task forces were also formed to address governance and technology.

EVALUATION (4.A.5, POLICY 4.1)

All faculty are evaluated. The Agreement addresses evaluations for all faculty which include part-time, priority hire, tenure track and post tenure evaluations.

Tenure track faculty members are evaluated under the provisions of article 7.4. They 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.

Tenured faculty members are evaluated under the provisions of article 6.10 in the faculty contract. Post-tenure evaluation procedures include quarterly student evaluations, a comprehensive administrative evaluation once every three years and may include optional peer evaluations.

Part-time faculty are evaluated under the provisions of article 10.7 and 10.8 in the faculty contract. The evaluation process for both priority hire and non priority hire part-time faculty includes student and administrative evaluations and may include peer evaluations.

Table 4.3: Faculty Evaluation Schedule

Student Evaluation	Administrative Review of Student Evaluation	Administrative Evaluation (include Improvement Plan as needed)	Peer Observation Plan	Professional Development
Part-Time				
Quarterly	Quarterly	1st, 3rd, 5th Quarters (Suggested)	Optional	Optional
Priority Hire (Part-Time)				
Quarterly	Annual	Annual	Optional	Optional
Temporary Full-time & Pro-Rata Part-time (3 Quarters)				
Quarterly	Quarterly	Quarterly	Quarterly	Annual Reviewed Quarterly
Temporary Full-time & Pro-Rata Part-time (2 Quarters)				
Quarterly	Quarterly	Quarterly	Quarterly	Optional
Temporary Full-time & Pro-Rata Part-time (1 Quarter)				
Quarterly	Quarterly	Quarterly	Quarterly	Optional
Grant & Special Contract				
Quarterly	Annual	Annual	Annual	May be required in some programs
Tenure Track (Full-Time)				
Quarterly	Quarterly	Quarterly	Quarterly	Annual Reviewed Quarterly
Post-Tenure (Full-Time)				
Quarterly	Annual	Tri-Annual	Optional	May be required in some programs

As shown in Table 4.3 above the faculty evaluation process at South is comprehensive, systematic, frequent and multi-dimensional.

In addition to the formal evaluations illustrated in Table 4.3 above, Small Group Instructional Diagnosis (SGID) evaluations are also conducted on an optional basis in many departments and programs on campus. The SGID process is conducted by an outside facilitator who meets with students from the class and solicits feedback on course content and delivery. Student feedback from the SGID process is shared with the instructor.

SCHOLARSHIP (4.B.1–4.B.6)

The college’s mission is to provide quality learning experiences for students which prepare them to meet their goals for life and work. In order to meet that goal, the college has recognized that

faculty development is critical to that mission and recognized the vital importance of faculty development through the availability of resources. Faculty are engaged in scholarship, research and artistic creation not only to improve their knowledge of subject but have the pedagogical competence for teaching that knowledge effectively. As stated in the Agreement, Section 14.1, the Board and the faculty union believe that excellence in instruction will be encouraged through provision for instructional evaluation, in-service education, development grants to individuals and groups, and attendance at professional conferences. Accordingly, the district provides 100% release time to a full-time tenured faculty member to be the district faculty development coordinator and also provides a 50% support person. Each year of the Agreement the district budgets \$60,000 for the faculty development program. These faculty development

grants are approved by the chancellor through a Faculty Development Advisory Committee. For each year of the Agreement, the District also funds \$20,000 for faculty initiated curriculum projects and \$10,000 for curriculum projects initiated by part-time faculty or for part-time faculty professional development. These funds are administered by the Curriculum Grants Committee.

Also provided are tuition waivers to faculty who work 50% or more, professional leaves and release time to attend professional development activities.

There are several different opportunities for full-time and part-time faculty to receive funding for projects they have developed or will participate in to further the mission of the college. Some of the funding resources include Excellence in Education Grants through the South Seattle Community College Foundation, and international studies grants.

The South Seattle Community College Foundation's Faculty Excellence in Education Endowment provides an annual distribution that is used for educational development awards for full-time and part-time faculty at South Seattle Community College. These funds are intended to develop educational strategies that enable South Seattle Community College students to be successful.

Excellence in Education Faculty Development Grants may be used to fund faculty projects that encourage and promote student retention, assessment, completion and transfer to four-year colleges. Awards are given to individuals or groups for specified projects. The maximum grant awards are \$1,000 per individual or \$2,000 per group or division. Each year approximately \$15,000-30,000 in grants are awarded.

Other types of recognition awards include the Dan Evans Innovation Award, the Lifelong Learning Award, and NISOD (teaching excellence) awards. Faculty sabbaticals are approved by the district chancellor and in accordance with the Agreement.

Based on a faculty request to the president, the Pacific Institute facilitated a two day workshop in fall 2008, *Investment in Excellence*, which twenty four faculty members attended. The three sessions in this workshop covered these topics: establishing

the foundation for cultural change; audio self-study assimilation process; and personal to professional and organization application.

Following the development at South in 2007 of a Universal Design for Learning (UDL) workshop, the district faculty development office incorporated a pre-conference workshop on UDL into its Summer Institute in 2008. The district also incorporated a copyright workshop that originated in South's Teaching and Learning Center, and was presented by an experienced online instructor who is also an attorney, into its pre-conference schedule for the Summer Institute in 2008.

A Student Success Task Force was formed in 2006 to focus on South's tradition of innovation and assessment related to student success and to fund innovation projects. The task force consists of the president, the vice president for student services, the vice president for instruction, and the instructional deans. The task force has developed an inventory of best practices, including following examples.

- **One Math instructor uses technology to assist the students in learning the material. She compares data on student's success rate in college algebra when they do their homework using the Hawkes Learning System rather than on paper straight from the book. Students doing the homework on Hawkes with a minimum mastery level of 80% have been able to finish the college algebra course with a final grade of 3.8 or higher. In contrast, students who do pencil and paper assignments have an average grade of 3.4.**
- **A Spanish instructor bases her teaching practices on one underlying principal: students must be actively engaged every minute they are in class, they cannot be passive. She accomplishes this with a series of fast-paced communicative activities. In addition, students are responsible for their partners' learning.**
- **An instructor in Heavy Duty Diesel treats his students like they are employees of his program. They must call in if they miss a day;**

they clean up after themselves and conduct themselves in a professional manner. His students are hands on learners, so he lectures with demonstrations. He has developed a rubric indicating the critical thinking process starting from a beginning level to a mastery level.

- **An Anatomy and Physiology instructor has links on his instructional website for terminology and for each day's lecture notes. Students print out the notes before coming to class and do not feel the need to frantically take notes during class. He is working on a mechanism that will allow students to click on terminology in the lecture notes and get a definition for that word. Students can also listen to the lecture on podcast. He says his success rate has greatly improved.**

Faculty involvement in scholarship and professional development is encouraged and supported by the Teaching and Learning Center (TLC). The TLC sponsors professional development activities which allow faculty to showcase their own research and creation as well as to learn about the activities and creations of other faculty.

As explained on the TLC website, full-time and part-time faculty at South have an opportunity to receive funding in the form of mini-grants from the college's faculty development office. Mini-grants are designed to assist faculty in improving the outcome of student learning, and projects are given priority if they address the outcomes established by the college and the division in the planning process. Through the TLC, the college also supports faculty learning communities. These communities identify areas of focus and conduct the necessary activities to improve instruction in a particular area. The TLC and the district websites provide access to numerous online resources for faculty.

The 2007 Climate Survey showed that 52% of full-time faculty and 56% of part-time faculty were satisfied with the extent to which their professional development was encouraged. The survey also showed that 72% of full-time and 66% of part-time

were satisfied with the use of a variety of teaching strategies to accommodate student needs.

ACADEMIC FREEDOM (4.A.7, 4.B.7)

In full accord with the college's missions and goals to serve diverse community needs, faculty engage in scholarship, research, instruction, and artistic creation with full and responsible academic freedom within the classroom. As stated in Article 6.9 of the Agreement, the institution fosters and protects academic freedom for faculty. This Article states in part:

"This institution is based on the illimitable freedom of the human mind. Here, we are not afraid to follow truth wherever it may lead, nor to tolerate error so long as reason is left free to combat it. To achieve this end, academic freedom is viewed as the freedom of speech guaranteed to all citizens by the First Amendment. Free inquiry and free discourse shall not be abridged, whether directly or indirectly, by statute or community pressure."

Faculty academic freedoms and faculty rights include classroom freedom, library collection/materials/Internet resources, Constitutional freedom, freedom of association, freedom of petition and silence and the right to organize. Other rights directly tied to employment, such as tenure, complaints, grievances and personnel records, are addressed in the Agreement. Question 110, in the Climate Survey which addressed intellectual and academic freedom, saw an 18% increase in satisfaction from the full-time faculty from 1999 (48%) to 2007 (66%). Part-time faculty results showed a decrease of 9% in satisfaction from 1999 (54%) to 2007 (46%). The part-time faculty in 1999 who were neither satisfied nor dissatisfied was 24% and 33% in 2007.

ACADEMIC PLANNING (4.A.2)

Faculty have the responsibility and the opportunity to participate in academic planning through

their departments working with the dean, faculty coordinators and other faculty. Faculty are also represented on the Institutional Effectiveness Committee, and the Curriculum and Instruction Committee. For example, the Basic and Transitional Studies Program engages faculty each quarter in a review of division goals and they develop a plan to reach goals that have been set. According to the 2007 Climate Survey, question 57: 63% of full-time faculty and 46% of part-time were satisfied with the extent to which information was available for them to do their job effectively. Question 10 showed that 43% (FT) and 44% (PT) were satisfied with employee involvement in institutional planning. Question 111 asked if the college abides by its stated academic standards in testing, placement and instruction and there was a 6% increase in satisfaction from 1999 (44%) to 2007 (50%).

CURRICULUM DEVELOPMENT AND REVIEW (4.A.2)

It is one of the obligations of full-time faculty to work with administration, staff and other faculty members on developing new programs or making revisions to existing curriculum as outlined in section 6.8.A of the faculty Agreement. Furthermore, faculty have the responsibility to maintain instructional equipment, offer consultation to students in their area of expertise, participate in peer observations and reviews and be available for consultation for an average of five hours per week.

There are divisional curriculum committees which submit recommendations to the college's Curriculum and Instruction Committee (CIC). The CIC consists of fourteen voting members. Faculty representatives come from the academic programs division, the professional technical division, from the library, and from counseling. The committee's ex-officio members are the vice president for instruction and deans from the academic programs division and from the professional technical division. The CIC develops and reviews policies and

guidelines related to program planning and coordination of curriculum, instruction and maintenance of academic standards. The committee meets five to six times each quarter to review and process requests for new programs, changes, and program reviews. Fifty five percent (55%) of full-time faculty and 54% of part-time faculty were satisfied with how the curriculum development responds to the changing needs of students (*See exhibit: 2007 Climate Survey*).

As stated in the faculty agreement, Article 13, newly developed and adapted courses will go through the campus curriculum approval process. For credit-bearing courses meeting degree requirements, the process shall include input from campus program unit faculty and appropriate administrators, in consultation with appropriate advisory groups. Academic, accreditation, statutory, licensure, and specific contractual requirements and the need for continuity and coordination of course content within and between departments of the college shall be factors of consideration in such determination and development.

ACADEMIC ADVISING (4.A.2)

Formal academic advising is handled through student services. However, the faculty play an important role in setting the norms for the COMPASS test which is used for placing students in math and English classes.

Previously many students were being placed into low level developmental math classes based on COMPASS test scores which required them to take a series of math classes over several quarters. This was discouraging and costly for students and many would drop out. The math department, student services, and the assessment office took steps to address this issue and implemented the following strategies.

- The assessment office went to the area high schools to administer the COMPASS test to high school juniors, which allowed them to focus on math ahead of time to improve their scores.

- The assessment office along with counselors are using the diagnostic tools provided by the COMPASS testing program to advise students as to which classes to take.
- The math department is now offering modular math classes as well as math labs which allow the students to focus on their weak areas and to skip areas where they are strong thus moving through levels more quickly to reach their goals.

The English Department is continuing to revise its approach to placement.

- Cutoff scores have been revised using national norms for entry.
- Students are allowed to challenge their initial COMPASS placement by writing an essay.
- Portfolios are used to gather evidence of accomplishment for instructors to promote students to other English courses or to skip English course levels.
- Transitional ESL courses have replaced developmental ESL courses and contain a newly revised curriculum that should allow ESL students to move more smoothly and quickly into 100 level English classes.

INSTITUTIONAL GOVERNANCE (4.A.2)

There are several opportunities for faculty to fulfill their obligation to serve on institutional governance committees which include the College Council and the Institutional Effectiveness Committee. The fourteen elected members who make up the College Council include students, classified staff, administrators and faculty. Elections for College Council members are held annually.

The College Council, as a representative body, advises the President's Cabinet on policy proposals that affect any members of the college community outside of any one department or constituency. When issues are identified, the council forms task forces representing different constituencies and functional areas as deemed necessary to resolve issues in accordance with established guidelines. The council annually publishes a review of its

activities for the previous year. (*For a more detailed discussion of the College Council, see Standard Six.*)

The purpose of the Institutional Effectiveness Committee is to assess progress toward institutional strategic goals and oversee progress toward unit goals. The committee communicates the institutional effectiveness process to the campus community and makes recommendations to the president and cabinet. These recommendations are based on objective data collected by the committee pertaining to student retention, student completion, transfer completions and readiness for the workplace. Data to support these recommendations are collected by a variety of surveys. The climate survey is a mandatory survey, which is dispersed to the entire campus community every three to five years. The ACT survey is a questionnaire that students have the opportunity to take as they are graduating from South Seattle Community College. The Community College Student Experiences Questionnaire (CCSEQ) is a survey administered to current students and is conducted every three to four years. A survey of the community is taken every ten years, with the last one taking place in 2005, and there are other ad-hoc surveys conducted on campus when a specific subject is identified.

The Institutional Effectiveness Committee, jointly with the President's Cabinet, reviews and assesses the college wide priorities and institutional goals biennially.

THE BACHELOR'S OF APPLIED SCIENCE (BAS) IN HOSPITALITY MANAGEMENT

Faculty in Bachelor's of Applied Science in Hospitality Management program are covered by the faculty Agreement and all other processes and procedures associated with SSCC faculty.

The Hospitality Management program is led by an experienced tenure-track faculty member who was previously tenured in the Hospitality Management Bachelor's program at a four-year college accredited by the NWCCU. He has over twenty years of industry experience and is in the

final phase of completing his dissertation for a Ph.D. with anticipated graduation in fall 2009. A second full-time Ph.D. faculty member was hired for the program in fall 2009; unfortunately, she resigned midway through the year for personal reasons. The college is actively recruiting to fill this vacancy.

A position designated to represent the BAS program was added to the Curriculum and Instruction Committee to ensure BAS faculty involvement in academic planning and curriculum review. Initial curriculum development was conducted with faculty from Washington State University. Once South hired faculty for the program, all curriculum was developed by, or in consultation with, the BAS faculty member.

The workload in support of the new faculty position for the Bachelors' program is part of the current faculty Agreement. In addition the faculty position has received one-third reassigned time

to help develop scholarship and research into the new program.

Part-time faculty in the Hospitality Management program have been hired from two places. A full-time tenured Ph.D. faculty member from Washington State University's Hospitality Management program was hired to teach an online course, and a full-time tenured accounting instructor in the academic programs division at South was hired to teach a hospitality managerial accounting class.

In order to increase the level at which South's faculty are able to conduct research as a scholarly activity, a \$10,000 annual fund for faculty research project has been proposed; all faculty would be able to benefit from the fact that South is now a four-year institution. This proposal has been reviewed and approved by the Faculty Senate and is currently requested in the 2009-2010 budget process. Once approved, South will appoint a sub group of faculty and the BAS implementation team to develop the process for disseminating the funds.

LIBRARY AND INFORMATION RESOURCES

OVERVIEW

The library supports the college's mission of providing quality learning experiences which prepare students to meet their goals for life and work. To support the Student Learning Outcome (SLO) of information literacy, the library provides a variety of services including instruction, in person and online reference service, and the circulation of print and media materials. The faculty librarians provide information literacy instruction directly to students through workshops and at the reference desk but also work with instructional faculty to incorporate information literacy into their classes.

This standard begins by discussing the library and its services; it then discusses Information Technology Services (ITS). Information Technology Services operates and supports the ninety-six seat open lab in the library's information commons.

Library

INFORMATION RESOURCES AND SERVICES

Information Literacy

Information literacy, one of the college's seven Student Learning Outcomes (SLOs), is a special focus of library service at South Seattle Community College. Library faculty regularly schedule information literacy sessions for particular classes at the request of, or as the result of outreach to, instructional colleagues in the academic programs division, the professional-technical programs division, and the basic & transitional studies division. An instructor typically specifies a subject or assignment around which the librarians build 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.

Each quarter, drop-in library 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, online in the computer labs, on the library website, and by other means. The workshops serve as another venue for promoting and teaching information literacy on campus.

At least once a year, library faculty members also offer workshops designed for instructional colleagues through the Teaching and Learning Center as part of the college's faculty development program. In recent years, these workshops have focused on constructing strategies for targeted online research and on introducing new resources such as Simply Map, a web-based mapping application acquired to support the BAS program in Hospitality Management.

The librarians offer research assistance in multiple modes: for example, they are available in person at the reference desk, by phone, on chat and through an email link on the library website: <http://dept.seattlecolleges.com/sslib/>. Services are promoted from the website and at all instruction sessions. The nature and length of reference interactions vary—a student may be looking for a book or video for an assignment, periodical articles, or campus information. Such transactions provide an opportunity for a librarian to familiarize the student patron with the process of conducting a search and are a chance to teach an information literacy skill.

Online students and students at remote sites get assistance with their research through the library's distance learning website: <http://dept.seattlecolleges.com/sslib/distancelearning.asp>.

Collections and Services

The library faculty are responsible for collection development in every medium, while the paraprofessional staff manage the acquisitions processes as well as organize and maintain the collections. The circulation staff manages the shelving and statistical tracking of library materials—including new items, returned items, newspapers and other periodicals—and maintains a reserve collection to make course materials available to students. Circulation services include assisting patrons with borrowing services, managing issues with borrower accounts, and managing the database for the library's information system, Voyager. Additionally, the media staff maintains, catalogs, and makes available a range of media materials and manages the equipment that patrons use to view or listen to these materials. The media staff also manages interlibrary loan for media materials, media rentals for distance learning, and CD sales and distribution.

Many of the library's services and resources are available online. From the library website, the link to which is prominent on the front page of the college website, students, faculty, and staff can:

- search the catalog
- suggest materials for purchase
- search specialized databases
- explore tutorials on using resources and conducting research
- submit reference questions
- connect to subject-specific websites
- find library policies
- find contact information and library hours

The library faculty members also develop instructional handouts on topics such as MLA and APA citation, voter information for upcoming elections, and research suggestions for specific classes or topic areas. These publications are typically in print form but may also be duplicated or published originally online.

The library at South shares a web-based catalog with the two other colleges in the district, North

Seattle Community College and Seattle Central Community College. Available around the clock, the catalog provides immediate access to shared resources, enabling borrowers to place holds on materials at any of the three campuses. Electronic resources whose licensing agreements permit it are also available around the clock; these resources represent a shared collection development effort (begun in 1993) and are an example of district-wide cooperation and expenditure. Beyond the district, the library has entered in to a reciprocal borrowing agreement with other community college libraries in the state (<http://www.cis.ctc.edu/pub/groups/lmdc/borrowing.htm>). The library also offers interlibrary loan services to students, faculty and staff.

As the library faculty have built new collections and strengthened existing ones to support new programs in Nursing, Wine Technology, and Hospitality Management, currency and coverage have been foremost considerations. For each of these programs, the sciences and technology play a major role in the research that students are expected to conduct, and collections in these areas become outdated more quickly than in other areas. One approach to this constraint has been to increase the number of electronic books: the NetLibrary e-book collection now stands at over 14,000 books.

BAS in Hospitality Management

The addition of the Bachelor's of Applied Science (BAS) in Hospitality Management has had a significant impact across the library collection as a whole, both quantitatively and qualitatively. For initial expenditures, the college more than doubled the library's materials budget, and the library put considerable energy into developing program-specific collections that were in place and ready for use when the first cohort of students arrived on campus. A part-time librarian, who had previously developed collections for a newly built campus which co-located two-year and four-year programs, developed a hospitality collection

based on resources used in a peer program at Lewis-Clark State College. The librarian worked with the lead instructor for the BAS program and purchased 308 print titles, including one journal, and a number of electronic resources (*See exhibits: BAS collections*). The following year, again working with the lead instructor, the library used the peer program at Washington State University as its benchmark for collection development. In the first year alone, the addition of new titles resulted in a 10 percent increase in shelving for circulating materials and a 12 percent increase in shelving for reference materials.

Because students in the BAS program may be incumbent workers and online learning plays a role in their course of study, effort was put into making key resources available electronically. Electronic sources for the program include:

- *Cornell Hotel and Restaurant Administration Quarterly*: A premier industry journal, searchable by topic or issue date.
- *Hospitality and Tourism Complete*: Academic and industry coverage from over 300 periodicals, company reports and other sources. Articles on culinary arts, food and beverage management, hospitality law, hotel management & administration, market trends and more.
- *NetLibrary*: 123 titles in the fields of Hospitality and Tourism.
- *SimplyMap*: Demographic and economic data customized by city, state, zip code or census tract.
- *Mergent Online*: Industry research and stock reports and financial performance data on publicly-held corporations.

In support of the Hospitality Management program, the college also increased the number of library faculty, adding a part-time position to ensure that students are well served. It is noteworthy that new programs like Hospitality Management and Nursing, working closely with the library faculty, have readily incorporated information literacy into the curriculum.

FACILITIES AND ACCESS

The remodeled Library and Learning Center opened in winter 2000. The library occupies the first floor of the remodeled building—approximately 22,000 square feet of the building's 45,000 square feet. The current seating capacity is 280 seats, counting the study gallery on the second floor. Included within the library's floor plan are the Teaching and Learning Center, the TV studio, the darkroom for photography instruction, the college's distance learning office, and the district's copy center.

Within the Library and Learning Center, the library itself is the nexus of several instructional support services and its management requires the cooperative engagement of divisions beyond instruction, including student services and administrative services. On a campus where close coordination between instruction and instructional support is the goal, the library is an example of such coordination in action.

- The information commons at the center of the library is staffed and managed by information technology services (ITS) which reports to the vice president for administrative services
- Students enrolled in online courses regularly use the information commons as their classroom
- The library faculty and staff work closely with the vice president for student services on student conduct issues
- Faculty, staff and administrators use the Teaching and Learning Center for virtual meetings conducted in Elluminate or with ITV
- The copy center is a district service managed locally by the vice president for administrative services
- The library sells copy cards in the evenings and on Saturdays when the copy center is closed
- On evenings and weekends when the library is the only service point open, the library is seen as the campus information center

In the ten years since opening the remodeled building, key design elements have increasingly

shaped student use of the library as well as student expectations about technology and the attendant social norms. For example, the central information commons situated in the atrium provides the only open computer lab on campus. In the late 1990s, this area was designed for collaborative work. As an aspect of that design, the atrium amplifies sound and, with increasing numbers of students working together at a single workstation, the natural level of sound is now too high for some students who are studying independently and want a quiet environment.

In their responses to the Community College Student Experiences Questionnaire (CCSEQ), students regularly rate the need for quiet study space as a major reason for using the library. And while the library does offer study space in group study rooms, at tables and carrels around the perimeter, at carrels on the second floor, and at carrels in the media lab, most of these spaces are adjacent to this popular and active information commons. To address the need for quiet study space, the librarians have opened the library classroom at times when it was not being used for instruction in recent years. They have also provided earplugs and have identified quiet study spaces in other buildings. In 2008-2009, the vice presidents for instruction, student services, and administrative services coordinated an effort to identify possible structural solutions, which are now being pursued. These solutions include:

- reconfiguring the information commons
- reviewing the feasibility of altering entrances and exits to mitigate noise
- enhancing structural noise dampening with the installation of baffling
- implementing social norming strategies to help minimize the noise caused by socializing and reinforce the idea that this area is for studying collaboratively but quietly

PERSONNEL AND MANAGEMENT

The library is adequately staffed to provide service at the reference, circulation, and media desks

throughout its hours of opening. Beyond ensuring that there is always someone at the service desks, the level of staffing is adequate to:

- ensure effective collection development and timely acquisitions
- enable efficient collection management and interlibrary borrowing
- make possible outreach to faculty in instructional divisions
- provide time for collaboration with colleagues in student services, for example, on the AANAPISI grant: <http://www.southseattle.edu/programs/aanapisi.htm>

Services and resources that can be reached from the library's website are always available around the clock. Most recently, the library has extended the hours of reference service by participating in OCLC's QuestionPoint collaboration project.

Library management has been reorganized since the last accreditation visit in 2000. The dean for instructional support is responsible for the library, instructional technology, distance learning, faculty development, and the Teaching and Learning Center, the facilities for which are all located in the same building. Information Technology Services (ITS), which reported to the dean in 2000, now reports to the vice president for administrative services.

The library staff includes three full-time faculty librarians and two part-time librarians; three full-time paraprofessionals; and five student full-time equivalencies. The faculty librarians have distinct areas of responsibility for collection development and for instructional coordination with academic programs, the professional technical programs, basic and transitional studies, and the distance learning office. The paraprofessionals each have a distinct assignment—circulation, acquisitions, media—detailed in their job descriptions. The professionals and paraprofessionals who provide cataloging and database management services for the library information system are members of a district staff which reports to the district's chief financial officer.

Throughout fall, winter and spring quarters, the library is open sixty-seven hours a week, during which time there is always a librarian at the reference desk, a paraprofessional at the circulation and media desk, and a lab aide at the desk in the information commons. During summer quarter, the library is open thirty-seven hours a week with reference services available four hours a day, four days a week.

Library faculty members and the dean serve on a number of college committees, all of them engaged to some degree in planning and governance. These committees include:

- Instructional Deans and Directors
- Curriculum and Instruction Committee (CIC)
- Institutional Effectiveness (IE) Committee
- Instructional Technology Committee
- Information Technology Committee
- Faculty Senate
- International Programs Advisory Committee
- BAS Implementation Team
- Safety Committee

Library faculty members and the dean also serve on the following district-wide committees, which either coordinate services or make recommendations to the chancellor:

- Chancellor's District-Wide Budget Committee
- District Information Technology Advisory Committee
- Distance Learning Committee
- Faculty Development Committee
- Electronic Resources Committee
- Periodicals Committee

A library faculty member is currently the college's representative to the Faculty Association of Community and Technical Colleges (FACTC), an advisory group to the State Board for Community and Technical Colleges (SBCTC) (<http://factc.org/index.htm>)

Library faculty members are also active in CLAMS, the state association of college librarians and media specialists (<http://clams.ctc.edu/>), as well as in the Association of College and Research

Libraries (ACRL), a division of the American Library Association (ALA).

The media services staff, a unit of the ITS staff with offices in the library, consists of the media services manager and a classified employee. This staff provides support for all of the audio/visual (A/V) needs of the college, which are classified as direct classroom support; instructional technology support; and special events support. Instructional technology support consists of providing direct technical assistance to faculty to help with the creation of media-rich instructional materials; this is coordinated with the library and the Teaching and Learning Center. Special attention is given to intellectual property rights and fair-use compliance. Additionally, library staff members deliver media services at the library's media desk. These services include providing access to library media materials and equipment, duplicating media materials, loaning course software, maintaining the media lab, managing the distance learning A/V collection and rentals, and loaning laptops to faculty.

ANALYSIS AND APPRAISAL

Information Literacy and Assessment

The faculty librarians are continually developing relationships with faculty colleagues in the instructional divisions and with staff in student services to increase the visibility of library service and promote information literacy across the campus. Campus events are considered opportunities to market library services and educate students and faculty about the resources available through the library. Since 2006, the librarians have completed several information literacy projects funded entirely or partially through Library Services and Technology Act (LSTA) grants.

In spring 2005, one of the faculty librarians attended an ACRL Immersion training for Washington state community college librarians. With other librarians from the Seattle Community College District, she then participated in planning

and implementing a district-wide information literacy project. The result was a three-day intensive information literacy training program for faculty members of the three colleges in fall 2006. The goal of the project, called Information Literacy Immersion, was to improve information literacy among students by having faculty members in the content areas infuse it into their classes. Seven South faculty members attended from the following subject areas: Applied Academics, ABE/ESL, English, Communications, Nursing, and Music. The librarians have worked with four of these faculty members since the training to provide assignment-focused information literacy instruction, while three of them report that they are incorporating information literacy into their classes on their own. The Nursing program has integrated information literacy instruction into its entire curriculum and nursing students are regularly assessed using rubrics which include criteria for information literacy.

From years of working together on individual projects, the library faculty knew that providing meaningful service to faculty in the professional technical division was a major challenge. Therefore, in spring 2006, the library hired a retired professional/technical faculty member who is highly regarded among her former colleagues to conduct interviews with professional/technical faculty. A total of thirteen faculty members were interviewed about how they use information literacy in their disciplines, what their students should know with regard to information in their field, and how they teach information literacy. The following year, three of these faculty members were recruited to participate in a library collaboration project with one of the three faculty librarians. In fall 2007, two of the projects with faculty members from Horticulture and Baking/Pastry Arts were completed. A focus of these projects has been to incorporate assessment to measure student progress regarding information literacy. The librarians developed student self-assessment questionnaires, and a librarian also

worked closely with the Pastry/Baking Arts instructor to redesign a project for which the students had to research various baking ingredients. A rubric that incorporated information literacy was developed for assessing the Pastry students' presentations (See exhibits).

Additionally, in spring 2007 the faculty librarians each conducted a faculty development training session on an information literacy topic, and in spring 2008 they worked with two colleagues from the English department on another library collaboration project. The English faculty created an annotated bibliography project using a grading rubric that incorporated information literacy. The rubrics developed by the English faculty, as well as the Nursing and Pastry instructors, demonstrate how students can be assessed for their mastery of information literacy. These faculty members have provided generally positive feedback regarding the assessment rubrics, and the librarians plan to continue doing such library collaboration projects across the campus with the goal of infusing information literacy into the courses taught at the college and improving assessment of information literacy. In general, establishing close working relationships with faculty has been an important benefit of the LSTA grants.

Survey Data and Library Services

A previously unexamined area of information resources is departmental information resources. The evolution of information technology has contributed to a decentralizing of information resources. It has also always been the case that departments have developed information resources to have close at hand. The library conducted a survey of college staff in spring 2008 to identify departmental information resources such as books and video materials and to identify study areas outside the library building. Although some known resources such as videos in student life were not identified in response to this survey, individuals from a number of departments

reported having their own resources. Among these were basic & transitional studies, the Nursing program, the Collaborative Learning and Instruction Center (CLIC), the Writing Center, and the Culinary Arts program. Culinary Arts provides an example of interdepartmental collaboration whereby several classroom sets of textbooks are housed in library reserves and circulated by the library.

According to the 2006 CCSEQ, the most common form of library activity was to “use the Library for a quiet place to read or study material you brought with you.” In 2003, 43 percent of students reported doing this. In 2006, the number had dropped to 28 percent. It was known that two recently constructed buildings had space dedicated to study: Olympic Hall and the University Center. The library survey of college staff corroborated that students now use space other than the library for quiet study. Beyond the two new buildings, these spaces were identified: classrooms, hallways, lobby and lounge areas, the Writing Center, MAST, the Engineering Open House and CLIC. Some departments, for example, Culinary Arts and Nursing, also provide computers for their students. The library clearly does not have a monopoly on study space.

The most recent campus climate survey indicated that at least 50 percent of all employees were satisfied or very satisfied with the amount, appropriateness and use of library resources. Only 7 percent said that they were dissatisfied with library hours, and only 6 percent were dissatisfied with library resources and services. Administrators’ satisfaction rates were generally high regarding library resources and services. Classified staff had the highest percentage of respondents indicating “not applicable” or “don’t know” to questions about library services and resources. Responses from groups who “did not know” may indicate areas of needed outreach. It could also be that these college employees do not use library services and feel unable to evaluate adequacy of library resources for others in the college community. Satisfaction rates for full-time and part-time

faculty are generally high and tend to parallel those of other surveyed groups. Faculty have the lowest rate of not knowing about various resources, perhaps because they are more active in using the library and having their students access library resources for research.

In spring 2008, the librarians invited students in a number of information literacy instruction sessions to participate in an online survey regarding their satisfaction with instruction and library services. Fifty-eight students participated. Fifty-seven respondents agreed or strongly agreed that library instruction helped them to identify resources for an assignment; fifty-five respondents agreed or strongly agreed that they would use the information learned in another context or situation; all of the students surveyed were supportive of the quality of instruction provided. Additionally, everyone surveyed agreed that they were able to find the assistance and materials they needed at the library, and all but three found that the library provided a suitable study environment.

Information Technology

RESOURCES AND SERVICES

Information technology services (ITS) contributes to the accomplishment of the college’s mission and goals by designing, installing, maintaining and supporting the electronic infrastructure which delivers information resources and educational services to student, faculty and staff desktops. This infrastructure is based on a high-speed network which links to the internet via a fiber-optic backbone integrating new and legacy technologies. Every student on campus has a network account which provides access to computers loaded with productivity software, the Internet and wireless connectivity. In 2006, the college automated the process for creating new student accounts. The direct benefit to our students is that they no longer need to stand in long lines

while their accounts are manually created. A summary list of ITS activities includes:

- Institutional Technology Planning and Support
- Specify, Purchase, and Install Technology
- Desktop Image Support
- Troubleshooting and Repair
- Information Security
- Software Licensing
- Network Support
- Computer Lab Support

FACILITIES AND ACCESS

A single legacy system distributes several key computing functions across the Seattle Community College District: registration and student records; financial management; personnel and payroll; library information; e-mail and telephone technology. While the daily functioning of each of these systems affects the perception of computing success, each system is managed centrally at the district office and is therefore not under the control of South's computing systems. However, ITS serves as the liaison between the district and the campus at large with regard to computing matters. Students have access to approximately 900 computers across campus, accessible from the information commons, the technical education lab, classrooms and student success services. These computers are scheduled to be refreshed on three-year, four-year, or five-year cycles. For example, the ninety-six student computers in the information commons are refreshed every three years. These open lab computers are loaded with current versions of popular productivity software and more than sixty instructional applications with an updated list maintained on the ITS section of SouthNet (https://inside.seattlecolleges.com/southnet/it_services.html). Campus computers require a network account for access. Students have direct technical support from lab aides who staff and oversee the lab. The college also provides, and ITS supports, seven dedicated computer labs for math, writing, second language learning, CAD-CAM, automotive technology, information technology

and career enhancement. The ITS team supports a total of 1,350 instructional and administrative computers on the main campus as well as its two remote locations, the Georgetown Campus and NewHolly.

PERSONNEL AND MANAGEMENT

The ITS team includes a full-time exempt computer services manager, seven classified information technology specialists, and eight part-time employees. The ITS office is located centrally on the main campus in the Robert Smith building along with the campus core technologies. The computer services manager reports to the vice president for administrative services. The ITS team focuses on instructional and administrative computing technology support, network management, hardware and software support, moves/adds/changes, information technology security and server administration for the college. Support requests are made to the ITS helpdesk either by email or phone. ITS is advised by the Information Technology Committee. The committee has representatives from various campus constituencies and is led by the vice president for administrative services. The committee is the forum to promote collaboration and planning between ITS, instruction, and the campus community leading to improvement in technology hardware, software, and support. Improvement in ITS services and the technology infrastructure is driven by an assessment process consisting of review of data and information, analysis by the committee, and the development of recommendations and an action plan.

ITS activities and processes are defined in district procedures and SSCC Administrative Procedures (SSCC—ITS—001 through 009) accessible from the ITS site on SouthNet. Policies describe Technology Ownership, Technology Plan, Equipment Replacement Plan, Foreign Technology, Purchases Outside Equipment Replacement Plan, Electronic Information Resource Procedure, Technology Contracts and Partnerships, Software

for Home Office, and Emergency Communications procedures.

ITS works closely to support the media services team. Media services consists of the media services manager who reports to the vice president for administrative services and one classified employee. The team provides support for all of the audio/visual (A/V) needs for 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 amplification, mixing and recording technologies for student events, administrative events as well as outside events.

ANALYSIS AND APPRAISAL

An ITS priority is to bring industry standards and best practices into the technological infrastructure of the college. The ITS team is working diligently to re-architect the entire physical network as well as the original AD deployment. It has been determined that the original schema and implementation was not quite performing as expected. The instruction and administrative networks are being consolidated into one network. This will allow for better efficiency and usage of the college's limited resources. The following actions have occurred or are planned based upon analysis and review of ITS services and support and identification of technology needs of the college. The development of the instructional technology and technology plans with input from faculty and administrators helped create the action points.

- A new enterprise level firewall, edge router, and core router have been purchased and are currently being configured to upgrade the antiquated networking infrastructure. The new core router and firewall are partially deployed. Full

deployment is expected by the middle of winter quarter 2009.

- Most physical servers have been or are slated to be virtualized on two new enterprise level VMWare machines
- A new consolidated Active Directory Schema has been tested and is almost ready for deployment. Full deployment is expected by winter quarter 2009.
- Enterprise level network and system reporting/monitoring are also slated to be fully deployed by winter quarter 2009. Microsoft System Center Suite which includes Operations Manager, Configuration Manager, Data Protection Manager, and Virtual Machine Manager has been purchased. These tools will give ITS better control and visibility over the entire technological infrastructure.
- Clean Slate has been deployed to allow end users more access and control over their workstation experience. Currently, students can install applications at their leisure. Clean Slate restores the computers to their original configuration discarding the computer changes after a restart or logoff. It also blocks unwanted programs from running.
- ITS is currently working on a establishing a two-way trust with the District's Active Directory Systems. This will allow for us to better share resources. i.e. single sign-on will be possible.
- ITS is currently testing two Virtual Desktop solutions, Microsoft's Hyper-V and VMware's VDIs. Successful implementation of this technology could limit the amount of money spent on replacing obsolete workstations every year. It could also save man-hours, limiting the amount of imaging necessary to maintain existing desktops.
- Older perimeter Cisco switches are being replaced systematically with more up to date HP models.

ITS has the goal to evolve and improve campus technologies in a purposeful direction in close alignment with the Instructional Technology

Plan and the college's Strategic Plan. Funding for ITS activities occurs through general operating funds, grants, student technology fees, and Universal Technology fee distribution from student government. New technologies must meet the administrative requirements for scalability, reliability, usability, maintainability, user-friendliness and security. ITS strives to implement new technologies with minimal disruption to student and employee productivity.

ITS staffing levels are minimal to meet the technology demands of the college. The ITS departments from the other colleges in the district and the district office meet monthly. The group reviews and identifies areas of collaboration to use limited resources in the most effective manner to meet information technology needs.

A major work area for ITS has been the installation of new hardware and upgrading of the computing infrastructure of the campus. This intense focus has provided only limited time for collaboration with other departments on campus. The Information Technology Committee will take an increasingly active role in helping to identify, plan, and recommend actions. ITS will implement actions to build upon the improved infrastructure and provide technology support to best meet the needs of students, instruction, and various campus departments and programs.

GOVERNANCE AND ADMINISTRATION

GOVERNANCE SYSTEM (6A)

The State

The Seattle Community College District, of which South Seattle Community College is a part, is regulated by the Washington State Board for Community and Technical Colleges, the SBCTC. Through the SBCTC, negotiating with the state legislature, the presidents of the state's thirty four community and technical college coordinate statewide programs and priorities. Following appropriation by the state legislature in its annual session, the SBCTC disperses state funds to individual college districts according to a complex funding model.

The District

South Seattle Community College is one of three colleges in the Seattle Community College District, which also includes Seattle Central Community College, North Seattle Community College, and the Seattle Vocational Institute, a direct affiliate of Seattle Central. Each college in the district is accredited separately. The district office provides both administrative and service support, overseeing payroll, benefits, accounting, purchasing, enterprise information technology, and human resources. Under the direction of the district's chancellor, the district develops a strategic plan. Each college's strategic plan and mission statement support the district's plan. District and college goals support each other. The district chancellor delegates to each college president the authority to carry out each college's specific mission.

A Board of Trustees governs each of the state's community and technical college districts. The members are appointed by the governor and generally serve two five-year terms. The Board of Trustees for the Seattle Community College District is the highest level of district governance.

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.

The president of South Seattle Community College reports directly to the district chancellor and also serves in a district-wide capacity as a vice-chancellor. The district structure also includes three senior administrative positions at the district office: a vice-chancellor, a chief financial officer, and a chief human resources officer.

District policies and procedures apply to all three colleges. While each college has a significant measure of autonomy, the district policies form the basis of college operating procedures.

The College

The governing board, 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 governance system itself helps the college accomplish its missions and goals. At South Seattle Community 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 six main leadership councils, each of which is convened by and advises a member of the President's Cabinet: the Instructional Deans and Directors, the Managers of Student Services (MOSS), the Administrative Services Managers and Directors, the President's Committee on Diversity & Retention (PCDR), the Institutional Effectiveness Committee (IE), and the Curriculum and Instruction Committee (CIC). The Faculty Senate, established through AFT Seattle Community Colleges Local 1789, serves as a voice for faculty concerns and provides a forum through which faculty make recommendations to the president.

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 on policy proposals that affect members of the SSCC community outside of any one department or constituency.
- The *Curriculum and Instruction Committee*, which reports to the vice president for instruction, helps coordinate curriculum, instruction and maintenance of academic standards.
- The *Instructional Deans and Directors*, convened by the vice president for instruction, collaborate to administer and ensure adherence to quarterly instructional schedules.
- The *Managers of Student Services*, convened by the vice president for student services, provides direction for services supporting intake, progression, retention, and completion.
- The *Administrative Services Managers and Directors*, convened by vice president for administrative Services, review and take action on cabinet directions.
- The *Institutional Effectiveness Committee* oversees the institutional effectiveness process and reports on progress to the institution.
- The *President's Committee on Diversity & Retention* develops campus-wide initiatives related to multiculturalism and advises the president on multicultural issues.

Several standing committees provide for the consideration of faculty, student, and staff views. Two key committees are the College Council and the Curriculum and Instruction Committee.

An elected body with fourteen seats, the *College Council* represents every sector of the campus community. The council communicates with the President's Cabinet and with the president directly concerning issues that affect the community at large. The council also plays a major role in coordinating the college's annual budgeting process. The primary voice of the community as a whole, the council's roles and responsibilities are laid out in its bylaws.

The *Curriculum and Instruction Committee* also plays a major role in accomplishing the institution's instructional mission. This fourteen 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 Faculty Senate, established through AFT Seattle Community Colleges Local 1789, serves as a voice for faculty concerns and provides a forum by 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 Faculty Senate at South 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 such as the President's Committee on Diversity and Retention (PCDR). 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.

Other college committees that play a role in governance include the Institutional Effectiveness Committee (IE) whose work in relation to the mission, goals, strategic plan, priorities, and benchmarks is detailed in Standard One.

The governance system enables the college to be responsive and effective in accomplishing its mission and goals.

THE GOVERNING BOARD (6.B)

Appointed by the governor, the five-member Board of Trustees for the Seattle Community College

District 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 missions of the district's colleges 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 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. The Board holds open meetings, alternating among the campuses, on a regular, publicly announced schedule. Current Board members are listed below.

- *Thomas W. Malone, Chair* (Term: October 2002–September 2012): Seattle Attorney; member of the American, Washington State, and King County Bar Associations; admitted to the U.S. Supreme Court, the U.S. Court of Appeals (9th Circuit), U.S. Tax Court, and the U.S. Court of Claims; wide-ranging civic and community service experience and honors.
- *Nobie Chan* (Term: October 2004–September 2009): Seattle business executive and business educator; former Seattle Civil Service Commissioner and Chair; teaching and administration in the Seattle Community Colleges; former Dean for the Edmonds Community College campus in Kobe, Japan.

- *Constance Rice* (Term: September 2008–October 2013): Managing Director for Knowledge Management for Casey Family Programs; former vice chancellor and senior vice chancellor of the Seattle community colleges; former president of North Seattle Community College; has served on numerous public and private boards.
- *Donald Root* (Term: October 2005–September 2010): Chairman and CEO of GM Nameplate; board member of Seattle Chamber of Commerce, Seattle Seafair, Ferguson Construction, and the Swedish/Ballard Hospital Foundation; past president of his international industry trade association.
- *Dr. Rajiv Shah* (Term: October 2006–September 2011): a director at the Bill and Melinda Gates Foundation; manager of the Gates Foundation's program areas in Agricultural Development and Financial Services for the Poor; former Director of Strategic Opportunities; as Senior Economist helped develop the foundation's global health strategy and Vaccine Fund; former policy aide in the British Parliament.

LEADERSHIP AND MANAGEMENT (6.C)

Dr. Jill Wakefield has been the president of South Seattle Community College since January 2003. Having served the college for more than twenty five years in a variety of positions, most recently as vice president for instruction, Dr. Wakefield is recognized for the depth of her experience in community college education.

Dr. Wakefield leads the college in defining institutional goals and implementing the strategic plan. She evaluates all administrators whose duties and responsibilities are defined in their respective job descriptions, district policies, and state statutes. To ensure effective leadership and management, administrators are evaluated annually by criteria including meeting unit goals, exercising effective management skills, and job knowledge. The president invites annual evaluation from the college community.

The members of the President's Cabinet, who advise the president directly, include:

- *Kurt Buttleman*, Vice President for Administrative Services
- *Jean Hernandez*, Vice President for Instruction
- *Mark Mitsui*, Vice President for Student services
- *Cessa Heard-Johnson*, Dean of Diversity, Retention and Student Life
- *Malcolm Grothe*, Executive Dean for Technical Education
- *Mike Munson*, Director of Communications
- *Kathy Vedvick*, Director of Program Services/ Human Resources
- *Elizabeth Pluhta*, Director of Development and Executive Director of the Foundation

The college's planning and institutional effectiveness cycle sets a framework for timely and effective decision making. Each year, the office of planning and research coordinates an update of the college's two-year strategic plan. Unit administrators assess their success in reaching benchmarks and work with faculty and staff to modify objectives and activities as needed. The strategic planning process draws heavily on research assembled by the office of planning and research and the annual benchmarks report generated jointly by that office and the Institutional Effectiveness Committee. The information gleaned from an analysis of the research data is also used to set unit goals, to inform decisions that lead to the improvement of teaching and learning, and to evaluate institutional effectiveness. The results of the research are forwarded to key councils and committees, including the President's Cabinet, the Instructional Deans and Directors, and MOSS and shared with key constituencies, including faculty and counselors. The president and the President's Cabinet oversee the strategic planning process at the most global level. Annually they review the Institutional Goals (*See Exhibit*). Based on this review, the President and the Cabinet update the College-Wide Priorities (*See Exhibit*) and develop a Cabinet Action Plan (*See Exhibit*) intended to focus the efforts of the college on the most

significant opportunities. Twice a year the cabinet reviews progress on its plan.

Institutional advancement activities are clearly and directly related to the college's mission statement and goals. The college has a three-person development office led by a director. The emphasis of the staff is on attracting philanthropic support for the college and its students, primarily in the form of major and planned gifts. These staff members also support the work of the South Seattle Community College Foundation, a closely affiliated 501(c)(3) nonprofit. The mission of the Foundation is to encourage, promote and provide financial support for educational, scholarly and community programs on behalf of South Seattle Community College.

In recent years, the Foundation has placed special emphasis is on student success and retention. One example of the Foundation's commitment to student success and college goals is the 13th Year Promise Scholarship. This initiative guarantees that every graduating senior from Seattle's Cleveland High School can attend the college tuition-free for one year. The 13th Year Promise Scholarship was specifically designed to encourage retention by providing a year-long financial commitment to the students, and students are given additional support services such as intensive advising to promote student success. The 13th Year Promise Scholarship is also a strong collaboration with the local school district.

Administrative committees such as the Instructional Deans and Directors and the Managers of Student Services are designed to aid cooperative working relationships among organizational units. Within units, committees encourage and promote open communication and goal attainment. The Management Team Meetings, a quarterly activity hosted by the president's office and coordinated by the public information office, are designed to sponsor open communication and foster community. When the legislature is in session, the president also holds

legislative forums that serve to encourage open communication.

District policies and procedures define how the college conducts its business. They address the rules and regulations established by the board through legislative authority (other than those state statutes defined by law or bargaining agreement). It is the responsibility of the Board of Trustees to review all district policies and procedures.

The recruitment and retention of administrators has been challenging, given the cost of living in the Seattle area as this compares to current salaries and a very competitive job market in the region. This has been recognized not only at the college and district level but statewide as well. The district has recognized salary inequities in several job categories and has appointed a district-wide committee to look at addressing all exempt salaries. The SBCTC has formed a statewide compensation task force to address the same issue. The district's chief financial officer and the president of AFT Seattle Community Colleges Local 1789 both serve on the SBCTC task force.

FACULTY ROLE IN GOVERNANCE (6.D)

South Seattle Community College and the Seattle Community College District strongly support the role of faculty in governance. Faculty play a significant role in governance and are consulted regularly on matters of import to the district and the college. At South a cooperative atmosphere prevails. Faculty opinions are valued and solicited with the goal of improving the institution as a whole, and faculty serve on various committees, subcommittees, task forces, and councils that relate to institutional governance, planning, budgeting, and policy development. The faculty senate/AFT sends recommendations or suggestions to the president. As a result of recent negotiations on the faculty collective bargaining agreement, three joint task forces were created to consider questions related to collaborative governance, technology, and faculty workload. Membership on these task forces included faculty and administrative staff

from each of the three district colleges and each forwarded recommendations to the district chancellor and the president of AFT Seattle Community Colleges Local 1789 at the end of 2008. The Board of Trustees also continues to include one member of the faculty at its meetings as a non-voting participant.

STUDENT ROLE IN GOVERNANCE (6.E)

Both the district and the college support student participation in governance, planning, budgeting, and policy development. The student government, the United Student Association or USA, is recognized as the official voice of students on campus. By design, students hold a majority of seats on the Universal Technology Fee Committee, which advises the president on funding for technology related initiatives. A student-led Services and Activities Fee Board was established to ensure a fair and efficient means of distributing S & A funds. Students serve on campus committees and councils including the College Council, the elected body that provides students the greatest opportunity to become involved with governance, budgeting, and policy development. On the district level, the student body president is a non-voting participant at the regular meetings Board of Trustees.

POLICY ON AFFIRMATIVE ACTION AND NONDISCRIMINATION (POL.6.1)

SCCD EQUAL OPPORTUNITY STATEMENT

South Seattle Community College and the Seattle Community College District are committed to the concept and practice of affirmative action and equal opportunity for all its students, employees, and applicants in education and employment. As stated in Policy 404: the policy of Seattle Community College District (SCCD) is to provide equal opportunity to all its employees and applicants for employment, and to assure that there is no discrimination against any persons on the grounds of race or creed, ethnicity, color, religion, national origin, age, gender, sex, sexual orientation,

marital status, disability, status as a disabled veteran or Vietnam era veteran, political affiliation or belief, or citizenship/status as a lawfully admitted immigrant authorized to work in the United States.

Students must abide by the code of Student Conduct. The official rules for students at the Seattle Community Colleges can be found in Chapter 132F-121 WAC *Student Activities, Rights, and Discipline* and is located on the web: <http://sccdweb.sccd.ctc.edu/studentrules.aspx>

SCCD's Equal Employment Opportunity statement appears in the following documents:

- South's quarterly schedules
- SCCD's catalog
- SCCD's employment applications
- SCCD's job announcements
- AFT Collective Bargaining Agreement (Exhibit, Standard 6)
- Washington Federation of State Employees Contract (Exhibit, Standard 6)

RESPONSIBILITIES STATEMENT

Since 2000 two new college initiatives addressed campus culture and expectations. A Values Statement was developed in 2003 to support a positive climate of community responsibility. This grew out of a concern about behaviors from some students that were seen as inappropriate for the campus, both by other students and instructors and staff. The process was initiated by the College Council, the community's representative form for issues discussions. The statement was reviewed and endorsed during 2003 by these key campus groups: College Council, Curriculum and Instruction Committee, Diversity and Retention Committee, Faculty Senate, Instructional Council, Managers of Student Services, United Student Association, and President's Cabinet.

In 2004 an ad hoc Civility Committee was appointed by the President in response to an inflammatory discussion on campus email. Membership was a cross section of faculty and staff. One outcome was committee interest in

reinforcing the idea of balance between civil discourse and free expression. A line was added to the SSCC Values Statement:

Be civil in discussions when exercising the right of freedom of speech.

In 2005 following an October 2004 form on free speech issues, the Values Statement was revised and endorsed anew by all the same groups and became: College Community Responsibilities

ACCESS TO EMPLOYMENT AND EDUCATION

Permanent full-time and part-time positions are recruited through the office of human resources at the district which has recently reorganized and added a position to assist the colleges with recruitment, particularly in areas such as nursing that are difficult to fill. Besides advertising on the district's website and in the Seattle Times, these position announcements are sent to several hundred agencies and ethnic groups. Many positions are also advertised in ethnic newspapers, national journals, and through professional organizations. The college has focused attention on the issue of diversity both in job descriptions and in the questions asked of candidates. This has contributed to the increase in hiring a diverse workforce.

The student outreach, admissions, and recruitment office has made it a priority to reach out to communities of color by participating in community events, college fairs, and programs that target youth of color.

DEMOGRAPHICS

South has been able to increase or maintain the number of its employees of color even with recruitment/retention difficulties with regard to salaries. SCCD leads the state community colleges in percentage of staff/faculty of color. Full-time faculty of color increased 6% from 1999 (25%) to Fall 2008 (31%); part time faculty of color increased 11% from 1999 (8%) to Fall 2008 (19%).

POLICY ON COLLECTIVE BARGAINING (POL.6.2)

The collective bargaining agreement between the district and faculty, represented by the Seattle Community Colleges Federation of Teachers (AFT Seattle Community Colleges Local 1789) is in accord with the standards established by the Commission on Colleges. The current contract agreement was negotiated in 2007. Provisions in the agreement between the AFT Seattle Community Colleges Local 1789 and the district ensure that the standards are met. Working conditions are clearly defined, and the integrity of the instructional program is protected. Procedures are in place to provide for a highly qualified faculty and to guarantee due process. (Exhibits—Agreement)

The collective bargaining agreement between the state of Washington coalition, which includes the district, and the classified staff (The Washington Federation of State Employees AFL/CIO) is also in compliance with the standards of the Commission. Articles of the agreement provide for a safe and healthy work environment, guidelines for professional development, defined working conditions, and the rights of its members to participate in college governance.

BACHELOR'S OF APPLIED SCIENCE (BAS) IN HOSPITALITY MANAGEMENT: IMPLEMENTATION, GOVERNANCE AND ADMINISTRATION

In 2005, the Washington State Legislature authorized Washington's community and technical colleges to offer bachelor of applied science (BAS) degrees in specific high-demand technical fields (E2SHB 1794, C258 L05). Following legislative approval of the initiative led by the State Board for Community and Technical Colleges (SBCTC), South Seattle Community College developed a proposal for a Hospitality Management program offering a BAS degree in that field. The Seattle Community Colleges' Board of Trustees unanimously endorsed the proposal on October 13, 2005.

In March of 2006, South was included as one of first four community colleges to offer a BAS degree, each of these four colleges selected in a

competitive process conducted by the SBCTC. The Higher Education Coordinating Board (HECB) approved the college's degree request on July 27, 2006. In August 2006, the college submitted to the Northwest Commission on Colleges and Universities a proposal for substantive change and subsequently was awarded interim candidacy status, therefore allowing students to matriculate. The first class of students was accepted into the junior year of the program in fall 2007.

The Hospitality Management program operates under the guidance of the college's executive dean for workforce and technical education; a senior faculty member serves as program coordinator. An industry advisory committee with forty-one members meets on a regular basis and provides input on industry trends and student learning outcomes.

Reflecting the importance of the new four-year degree program, several broad based college groups were created to engage the effort during the period of approval, development, and initial implementation. A steering committee chaired by the college's vice president for instruction led the overall effort. A smaller subset—four to five members of the steering committee—formed the working group that led the college through the application and approval process with the SBCTC, the HECB, and the NWCCU. A larger implementation team, with twenty-eight members, included representatives of all affected constituencies in the college. This group led the many changes in college function necessary to implement the program.

ANALYSIS AND APPRAISAL

Five years after the 2000 Accreditation Report's commendation of South for its participatory governance structure, the October 2005 Interim Report of the Northwest Commission on Colleges and Universities again specifically commended the college for its governance model and the way it involves administration, faculty, staff, students, and the community in a responsive and ongoing cooperative and collaborative effort to consistently improve the institution. All groups were commended

for their positive approach to decision making and problem solving and support for one another in the process. In addition, the visiting team noted and commended the “spirit of cooperation and responsive leadership at all levels [that] has provided the college with a notably high level of morale and collegiality.”

In the years since then the college has continued to support and deepen participatory governance across the campus. Of particular note are several recent projects that illustrate the cooperation and contributions of all segments of the campus community, as supported by the climate survey results, participant responses, and creative outcomes.

- The College Council’s effectiveness in the annual budget process has steadily grown. The cycle of budget presentation, analysis, and recommendation has been streamlined and the public part of the process is now a concise two-day review that highlights the strategic planning in each of the college’s major divisions.
- Community and industry input has been widely sought and incorporated in developing the Puget Sound Industrial Excellence Center (PSIEC) and in making improvements to the Georgetown campus. Focus panels, interviews, and task forces all contributed to the planning and execution.
- Strategic Enrollment Management, a process that resulted from surveys and data, helped create a comprehensive plan for increasing enrollment, improving retention, and tracking student progress from point of entry to graduation or employment. The Hebert Research survey, for instance, in mid-2005, polled the service community to collect public opinion and gauge community awareness about South. Hebert Research, of Bellevue, contacted residents across the college’s service area by phone, using random digit dialing, with special emphasis on high school students. The overall goal was to determine public awareness, opinions, and satisfaction levels about

college programs and services, in order to give direction to future planning and development. Gains in the recruitment of younger students right out of high school stem partly from such research and from the college’s attendant responses, such as campus tours for many area high schools. The 13th Year Promise Scholarship offering scholarships to Cleveland High School students is another example of successful outreach and recruitment. In addition, online enrollment, class offerings, and college transfer programs have increased significantly.

- Diversity initiatives have also been developed to meet the reported and perceived needs of the campus community and to attract students from diverse backgrounds. A Dean of Diversity and Retention was hired in 2001 and the President’s Committee on Diversity and Retention (PCDR) established soon after. Also joining the effort have been a new employee affinity group, ADEC, and an LGBT (Lesbian, Gay, Bisexual, Transgender), as well as new community advisory groups, Latino and Asian Pacific Islanders. In addition, a Bias Incident Response Team (BIRT) is in the planning stages. All of these developments and more stem from careful seeking of and listening to campus and community input, concerns, and needs.
- Other uses of surveys and additional means of collecting constituent input have also been instrumental in college planning and decision making. Recently, for instance, the institution undertook a feasibility analysis for a residence hall. An extensive outreach process sought input from the campus community and openly shared information. The entire process was well communicated and there were many opportunities to provide feedback to the ultimate decision makers. Although the decision was ultimately to put the residence hall plans on hold, this exercise in intra-campus communication and opinion gathering was revealing and strengthening. It provides an example of a

best practice in communication and participatory governance.

- **Each year the president hosts legislative forums on campus, informal legislative update meetings where staff can exchange information about what's happening in Olympia. Among the discussion points is pending legislation that affects the community colleges statewide.**

All these examples of shared process, information, and input, broadly and consistently analyzed and acted upon, show the breadth and success of participatory governance at South.

Another important source of campus-wide information and data is the climate survey which the college conducts every three or four years. The most recent climate survey, conducted in 2007, highlighted three issues in particular that are tied to governance and administration, affect the campus as a whole, and suggest potential areas of focus for the future.

One issue involves communication across the campus, with satisfaction considered under these headings:

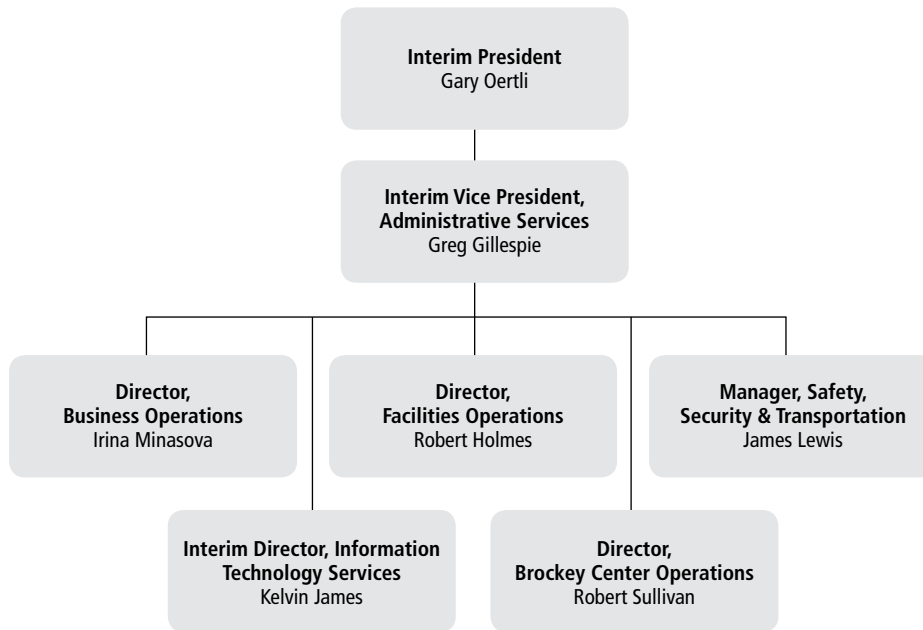
- more clear communication of administrative responsibilities
- solicitation of employee involvement in decision making
- communication of policies and procedures

In each case satisfaction was substantially higher than dissatisfaction and it appears, in considering data from earlier climate surveys, that the increasing rate of satisfaction is related to the frequency with which interactive face to face communication accompanies electronic communication. Some recent examples of best practices in this regard are the legislative forums and the forum on the residence hall (discussed above).

Another issue is new employee orientation. In response to the climate survey, a five-part orientation series, South 101, was successfully launched in the fall of 2008. During the same quarter, a new part-time faculty orientation program began.

A third issue concerns the relationship of district to the campus, which does not appear to be well understood. Partnering with the district office to build on existing foundations and make the benefits of the relationship better evident is recommended as the next step. The participation of district representatives in the Hospitality BAS process and the Georgetown strategic plan are representative of best practices in this regard.

Administrative Services June 2009



FINANCE

FINANCIAL PLANNING

Background of District Structure

South Seattle Community College (South) is a part of the Seattle Community College District VI (the district). The president of South reports to the chancellor of the district. In turn, the chancellor reports to the district Board of Trustees, an independent body of five members appointed to five-year terms by the governor of the state of Washington. (7.A.1) The district, as part of the thirty four community and technical colleges within Washington state, is subject to the policies and procedures of the Washington State Board for Community and Technical Colleges, or the SBCTC. The SBCTC is the agency of the state of Washington of which District VI and South are a part. The SBCTC provides procedural guidance to the state's community and technical colleges and acts as the conduit for legislative appropriations, as it receives and then distributes these dollars to the state's institutions. These appropriations include general operating funds in addition to dedicated funds for specific purposes and initiatives. South has significant autonomy in the delivery of its educational offerings, as the Board of Trustees is a policy-making board with limited involvement in the management of the institution. Although the SBCTC has the ability to set procedural guidelines and impact the allocation of resources to the district, it has no impact on matters of institutional management outside of compliance monitoring with legislative mandates and statewide policies and procedures. It is the responsibility of the individual colleges to allocate resources and manage program offerings and operations in such a manner as to meet its mission, goals, and priorities. As part of a multi-college district, which includes North Seattle Community College, Seattle Central

Community College, and Seattle Vocational Institute, the financial functions of South are aligned with central support functions performed at the district level for all four organizations.

The level of autonomy given to South for financial planning and budgeting matters has enabled the college to develop a collaborative and strategically guided budget process. This process continues to evolve as it is continually assessed by the College Council, the President's Cabinet and other campus committees.

South is similar to many community colleges in that cost increases have exceeded available resources in recent years. Due to some internal shifting of district resources associated with student enrollment funding from North Seattle Community College and Seattle Central Community College, South has had some recent increases in its resource base. This recent development is in stark contrast to years past when reductions in state appropriations combined with growth in relatively high-cost programs and an intentional effort to strengthen the college's financial stability resulted in annual budget reduction scenarios. South has begun to see the benefits of the tough decisions it made during the lean times and is now in a strong position to capitalize on opportunities which meet its priorities and the needs of the community.

A significant factor in the success that South has enjoyed recently is its collaborative budget development process which allows the college to rationally prioritize budget proposals. The process ensures input from all constituencies, namely, faculty, staff, administrators, and students. Partly as a result of this openness, tough decisions the president has made have been well supported by the large majority of

constituent groups. The process used is based on two core ideas: the collaborative development of and vigilant adherence to the “College Priorities,” and the value given to the College Council as it manages and oversees the budget decision-making process.

South is funded on a biennial calendar by the state, so its strategic planning and budgeting process are structured around it. Every two years, the President’s Cabinet, in consultation with the Institutional Effectiveness Committee, the division councils, the College Council, student government, community research and demographic studies, and other constituent groups, reviews the mission and primary goals of the college to distill the short-term, two-year vision down to a few easy-to-articulate and clear priorities.

For example, for the 2007-2009 biennium, the college adopted three college-wide priorities:

- **Promote student learning and success**
- **Ensure the financial health of the college**
- **Prepare the college for its preferred future**

These priorities were developed to be used as decision-making aids throughout the budget process and also in the course of the institution’s daily work. The president and vice presidents emphasize these priorities in nearly every major meeting and public appearance, and they are published in the minutes from the meetings of the President’s Cabinet which are shared with the college. During the budget development process, requests for new or continued funding must fit directly in line with one or more of these priorities in order to gain approval.

The College Council plays a central role in the budget process by considering proposals in a transparent manner. The council is composed equally of administrators, faculty, staff, and students, and is advisory to the president. During the second half of the academic year, the council’s focus becomes managing the budget development process. With the support of the Business Office, the council conducts hearings in which the vice presidents and

president present the budget requests for their divisions for consideration. These hearings are open to the college community.

The council is charged by the president with making budget recommendations to help determine which requests are most closely aligned with the College Priorities (*See exhibit: College Council Memos*). The president receives the council’s recommendations and then deliberates with the college’s administrative leadership before making final decisions. A public meeting is then held in which the council presents its recommendations, which is followed by a response from the president about the final decisions (*See exhibit: Budget Hearing Presentations*).

Throughout this process, the president keeps the college community informed on issues likely to impact budget decisions, such as legislative actions, demographic shifts, cost increases, and program changes. With transparency about challenges and opportunities and information sharing with staff, faculty, and students, the process allows for a better understanding of issues the college is facing. The college community is therefore generally supportive of difficult decisions that need to be made.

South’s process has been refined over the last eight years and improvements continue to be made as the College Council and the President’s Cabinet continually assess it. For example, the process has evolved from its initial format—six days of hearings and extremely detailed presentations—to the current format of standardized high-level presentations, an hour in length, over the course of two afternoons; these presentations are preceded by a budget workshop which the business office and the College Council facilitate. Through this structured and inclusive budget development process, the college continues to advance toward achieving its mission, goals, and priorities. The major beneficiaries of this rational and inclusive decision-making process include the students and the community the college serves.

Not only has the college’s budget development process facilitated decisions which promote student learning and success, its collaborative

nature and transparency has played a major role in helping the college achieve a measure of financial stability by keeping the community informed about financial challenges. In turn, these better informed constituents have been very supportive of decisions made to bolster the financial stability of the college. For example, during the time that South has been using the process guided by College Council and has provided detailed quarterly financial reports for anyone on campus to access, it has increased its formal reserve from \$0—no formal reserve accounts existed in 2001—to \$3,009,091 in 2009 and has eliminated more than twenty deficit accounts through more prudent financial practices. Additionally, an analysis of climate survey results reveals significant increases in satisfaction with the budget process, as Table 7.1 below demonstrates.

As of fall 2008, the college projects a relatively stable financial condition over the next three years, despite probable state budget cuts, and will continue to have minimal debt service (*See exhibit: Three Year Projection*). Authority to enter into debt and/or rental contracts for the financing of equipment has been delegated to the college president through the Board of Trustees and the district chancellor. The servicing of existing debt is included in the college's annual planning processes. As well, complete amortization and expected repayment schedules are maintained (*See exhibit*). The items financed enhance the quality of the college's educational offerings and are financed only after careful analysis that the required debt-servicing obligation will not have a material adverse effect on program offerings throughout the repayment term.

Capital budget planning is also a strategically guided process; however, the process for major projects is one that involves all thirty four community and technical colleges in the state of Washington. This long-standing statewide capital budget process prioritizes projects to ensure that the preservation of existing facilities is balanced with new construction to expand capacity and meet changing program needs. Each college develops a capital request shaped by program-based strategic planning and facility master planning. The needs of all thirty four colleges are then prioritized to form the system request, which totaled \$520.4 million for 2007-2009. South has been very successful in this process over the last few biennia and has received \$61.9 million dollars for the time period July, 2001 to July, 2009 to support improved facilities. A large part of the reason that the college has been so successful in this process is that its Facilities Master Plan is tightly tied to the college's mission and goals. An excerpt from South's Master Plan document states: "The goals of the master plan are founded on the College's mission and Institutional Goals and represent ideals to strive for in the preservation, enhancement and improved development of the main campus. They provide the foundation and help direct the structure of the near-term and long-range master plans." The complete Master Plan can be found at: <http://www.southseattle.edu/campus/cammain.htm>.

Master Plan goals are as follows:

- 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

Table 7.1: Satisfaction with the Budget Process

	Percent Satisfied	
	1999	2007
The extent to which the budget reflects the college's priorities	12%	30%
Staff, faculty and administrator involvement in budget preparations	11%	45%
The effectiveness of the process for monitoring the budget	16%	34%
Communication to employee of resource allocation decisions	15%	38%

- 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

In 2007, South also instituted a new internal small-capital request process. This process allows for the campus vice presidents to solicit small project (\$10,000 - \$150,000) proposals from their divisions which are then presented to the President's Cabinet for prioritization. This list of projects is posted on the campus intranet and updated when projects are completed. The schedule allows for proposals to be reprioritized every six months and focuses on meeting the college-wide priorities.

ADEQUACY OF FINANCIAL RESOURCES

South Seattle Community College has a record of efficiently managing its resources and demonstrates a history of proactive decision-making during difficult financial times. Over the last five years, state funding has reduced from 75.0% of total operating budget funding in 2003 to 65.5% in 2008. Also during this time, average tuition rates have increased 45%. In an attempt to be proactive during this time of change, the college has been conservative during its budget allocation process and has made a concerted effort to maximize all sources of revenue generated by the college while being sensitive to student demand. During this time period, the college has implemented new programs aimed at increasing the number of students who pay full tuition. These include an Allied Health program, a Bachelor's of Applied Science in Hospitality Management program, numerous AAS-T degrees, and a Wine Studies program. Not only do these programs generate tuition revenue from their required courses, they also drive increased enrollment in other college-level prerequisites. During this same time period,

the college evaluated and eliminated a number of programs which were not meeting community needs of producing graduates for living wage jobs; these programs were also expensive in terms of using a disproportionate share of financial resources. These were the Floristry program, the Machining program and the Cosmetology program.

On the revenue side of the equation, the college made a strong effort to ensure that tuition and fees were set at appropriate levels for a variety of programs. One example is the implementation in 2004 of a new state-mandated fee of \$25 per class for ABE/ESL students; before this change, these classes were free. Additionally, the level of the waiver for students in the apprenticeship program has been reduced from 66% to 50% and a number of student fees have been increased to more accurately reflect the true cost of programs such as Culinary Arts, Aviation, Welding, and Nursing.

Recognizing that these new costs would also impact students, the college has been proactive in offering new financial options for students including a deferred tuition payment plan, a focus on providing more inexpensive used textbooks, and by keeping increases in other fees as minimal as it is fiscally prudent to do. Additionally, the college regularly pursues grants, contracts, and partnerships with business and industry in order to serve students. In fiscal year 2008-2009, the college entered into grants and contracts totaling more than \$3.6 million which, although not included in the operating budget calculation, is approximately 13% of the college's operating budget of \$28 million. These grants and contracts have become increasingly important in helping the college meet the educational demands of its students.

The South Seattle Community College Foundation is also active in helping the college with this issue. In 2006-2007, \$204,438 in student scholarships were distributed.

One major factor in helping the college achieve its recent financial stability has been the publication and wide circulation of a detailed

quarterly financial report. This report has been prepared by the vice president of administrative services' office since fiscal year 2001. The report provides an overview of college financial operations and is presented to the President's Cabinet and College Council. It is also shared with the college community in numerous faculty and staff meetings and is available on the campus intranet.

The college leadership team believes that this report and other financial management tools have been influential in helping the college achieve its current financial stability by providing current information in detail to budget managers which has, in turn, enabled them to be more proactive and attentive to their respective budgets. The report also serves as an early alert tool if a specific financial issue is developing so that proactive decisions can be made. An analysis of the reports over the last five years indicates

- a history of financial stability and an understanding of how the different types of funding support the college mission**
- that the college has maintained very limited amounts of debt in each of the last five years**
- that the college has ended with a surplus in its operating budget in each of the last five years**
- that the college has had a surplus cash balance in each of its major funds in each of the last five years**

Additionally, it was noted that there are a few instances in which auxiliary enterprises—rental income, bookstore revenue, parking, and technology fees—are contributing to the overall operations of the college. This does not appear to be a major concern at this time as the college does not rely on its auxiliary operations for on-going operations but rather on a case-by-case basis, such as, for graduation, a small percentages of related salaries, and initial start-up costs at the NewHolly and Georgetown campuses. Also, the college has recently begun a shift to assume more of these costs in its operating budget. These shifts have

taken place in the contract consolidation account and the Culinary Arts resale operations account in that salaries were moved to the operating budget.

In conjunction with this financial report analysis, a review was done of instructional program review materials to investigate whether the various programs were being adequately supported financially. The conclusion was positive as the analysis showed that Nursing, Autobody, Culinary Arts, Pastry and Baking Arts, the apprenticeship program, and science instruction in the Academic Programs division have all been the recipients of major renovations or new facility projects in recent years; included in these projects has been updated equipment and resources. Furthermore, although Technical Advisory Committee member comments remind us about the need to continue to update equipment for technical programs, by and large the feedback was overwhelmingly positive on the issue of adequate program resources.

There is an ongoing concern outlined in the quarterly financial reports related to the deficit in the Culinary Arts resale operations account. This concern is somewhat mitigated by the fact that the college has more than adequate reserves in each of its major funds to offset this deficit. Additionally, the program is instituting a new plan for addressing this concern. This plan includes establishing new leadership of the area, the introduction of new food and beverages services which may be less tightly tied to the instructional program, and an improved method of ensuring accountability for cost of goods sold. This plan has been approved in a manner consistent with Seattle Community College District Policy 608. (*See exhibits for the program plan and for Policy 608*).

Overall, the college has a formal reserve of \$3,009,091 identified in its budget and financial reports. This is in compliance with the Seattle Community College District Policy 608 which states in part: "Seattle Community Colleges will establish and maintain a reserve of 5-10% of all funds, operating, non-operating, and student government. Excluded are trust and capital funds.

The reserve will be established from existing balances or by creating surpluses by generating more revenue than expenditures in a fiscal year. Non-operating budgets with deficits at the end of any fiscal year must be zeroed out by the end of the next fiscal year. Deficit balances may not be carried forward beyond one fiscal year without specific approval of the Chancellor.”

Not only does South’s reserve amount meet the standard set by Board policy, it is also tied to the amount of Running Start and International Student revenues which supplement the college’s operating budget. This is meant to ensure that the college will be able to withstand significant fluctuations in these potentially volatile revenue sources with minimal impact on the operations of the college.

FINANCIAL AID

The administration and control of financial aid funds is a joint venture among four entities: the college’s financial aid office, the college’s business office, the district accounting department and the source of the funds. The source of the funds may be federal or state agencies or private contributors. As a general rule there is a distinct separation of duties between these entities to ensure that the funds are properly accounted for and disbursed only to students who qualify.

- The college’s financial aid office has the responsibility to administer the financial aid programs, authorize expenditures and prepare the required reports to the contributing entities.
- The college’s business office disburses funds to the students in accordance with federal and state regulations.
- The district accounting department processes third party billing to various state agencies and private organizations and draws down funds for federally funded programs.
- The contributing entities require and conduct reconciliation between funds authorized by the financial aid office and disbursed by the accounting department.

In addition, the contributing entities require regular audits by the State Auditor and conduct periodic program reviews themselves to ensure that funds are being authorized and disbursed according to the statutes governing the use of these funds.

As a public institution, South’s tuition rates are set by the state legislature. As such, the legislature has authorized the Board of Trustees to waive 3 percent of the anticipated tuition revenues and to use 3.5 percent of actual tuition revenues towards financial aid programs for needy students. Using a formula developed by the State Board for Community and Technical Colleges, the district accounting department calculates the 3 percent waiver authority and the 3.5 percent of tuition revenue for each financial aid office in the Seattle Community College District. The amount of financial aid funds available to the institution is controlled by federal and state regulations set up to provide reasonably fair-share allocations to all institutions and all students. In general, the college is able to offer student financial aid awards consisting of 75 percent “gift-aid” (grant funding) and 25 percent “self-help aid” (work-study awards that allow students to work up to nineteen hours a week while attending school). As funding is exhausted for federal and state financial aid programs, the financial aid office continues to track which students are eligible for funding through the financial management system. This practice allows funds to be distributed to unfunded students, in the order the students were awarded, provided additional federal and state funds are awarded to the school or if students awarded financial aid fail to attend all quarters.

Based on federal and state regulations, the college is required to provide matching funds for federal supplemental opportunity grant, and the federal and state work-study programs. This match is part of the college’s general fund which is decided during the annual budgeting process. For the past five years the college has received a Title III Waiver, which eliminates the requirement to provide matching funds for the federal supple-

mental opportunity grant and the federal work-study programs.

To ensure federal and state work-study guidelines are met, the financial aid department maintains oversight, while employing departments are responsible for monitoring the student hours worked; preparing the payroll documents; and hiring and supervising the student workers. The college's office of human resources is involved in matters pertaining to rules and regulations regarding employment and wages.

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. The agencies each have different requirements and funding levels, but overall their goals are to help specific target populations accomplish educational and career objectives. Examples of such agencies include Division of Vocational Rehabilitation, the Department of Labor and Industries, Worker Retraining, Work-Based Learning, and FSET. The campus business office and the district accounting office bill each agency on a quarterly or annual basis, according to the agency's guidelines, to ensure the school is reimbursed in a timely manner for student expenses.

Also, the college maintains relations with the South Seattle Community College Foundation (SSCC Foundation), individual donors and private organizations that provide scholarship assistance to students. While these entities establish their own criteria for eligibility for scholarship funds, they ask the college to market the availability of their scholarships and disburse the funds to their recipients according to their guidelines. The financial aid office includes scholarship information and tips for conducting scholarship searches on the school's website. As required by the Program Participation Agreements with the federal and state governments, the financial aid 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. The financial aid office reconciles these accounts to ensure all funds are disbursed to the students or returned to the donor. In the case of the SSCC Foundation, each quarter the financial aid office reconciles the awards for each student and forwards the information on to the campus business office. In turn, the campus business office invoices the SSCC Foundation and receives the funds on the college's behalf.

To ensure parity among all students, the financial aid office applied for and received permission to award federal and state financial aid programs to students in the new Bachelor's of Applied Science in Hospitality Management (BAS) program. For the inaugural year of the program, four BAS students received \$20,000 in funding. Beginning fall of 2008, the BAS students became eligible for the Educational Opportunity Grant (EOG) after receiving approval by the Higher Education Coordinating Board. The EOG program provides \$2,500 grants to financially needy, place-bound Washington residents as an incentive to complete a bachelor's degree.

Although there are numerous financial aid programs administered by the financial aid office, there are often students ineligible for financial aid based on the federal calculation for determining eligibility. In the instance a student isn't eligible for financial aid, the college offers a payment plan in conjunction with the NELNET Corporation. For a nominal administrative fee, the NELNET payment plan allows students to sign up for a no-interest monthly payment plan. This service encourages student retention.

FINANCIAL MANAGEMENT

Since South Seattle Community College is part of a multi-college district and the president reports to the district chancellor, financial information is presented to the Board of Trustees by the chan-

cellor's office. On a monthly basis, the chancellor presents to the Board of Trustees a summary of the financial condition of the district and the colleges. On a quarterly basis, a more detailed report is presented which contains specific information by college (*See exhibit: Board Reports*).

At South, the financial functions are organized under the vice president of administrative services. The vice president is a critical member of the college administration team. The current vice president has a BS in Finance from the University of Illinois, an MBA from the University of Washington and an EdD from North Carolina State University. He serves on the board of the Community College Business Officer (CCBO) international organization and a number of other local non-profits. He was the recipient of CCBO's Outstanding Business Officer of the Year award in 2006.

Additional business functions reporting to the vice president include the following. Each of these areas has a well-qualified director or manager overseeing it.

Bookstore Operations

- Management of college bookstore
- Coordination of operational issues with contract service provider (Barnes & Noble)

Brockey Conference Center Operations

- Management of facilities and services which meet the community needs of convention, meeting and special event planners

Business Operations

- Management of college budget development process
- Budgetary monitoring, review, and approval
- Review of payroll and purchase/expenditure requests for compliance, budget, and coding
- Travel review and approval
- Management and review for compliance with college and district internal control policies
- Management reporting/decision support functions

- Development, implementation, and monitoring of business practices and procedures for the college
- Training of college personnel on budgetary and financial procedures and practices
- Billing and accounts receivables management for grants and contracts (Federal items are handled at the district)
- Financial and grant compliance reporting
- Management of main cashing function for college

Environmental Health & Safety

- Ensure the college's compliance with Environmental and Safety laws through weekly inspections and reports
- Take the actions necessary to correct any Environmental or Safety areas of non-compliance
- Track, report and dispose of all hazardous and universal waste
- Chair college safety committee

Facilities, Operations and Planning

- Management of college facilities including custodial, grounds maintenance, and utilities
- Development of campus facilities plan in conjunction with campus personnel and architects
- Management of capital project construction including budget, project completion, and liaison activities with project consultants (architects, Department of Engineering and Architecture)
- Management reporting for facilities and assets

Information Technology Services

- Institutional Technology Planning and Support
- Specify, Purchase and Install Technology
- Audio/Video (Media services support) for instruction as well as events on campus
- Desktop, Computer Lab and Network Support
- Information Security
- Software Licensing

Safety and Security

- Oversight of emergency preparedness, planning and training activities

- Management of campus parking services
- Management of Transportation Management Plan
- Management of campus security personnel
- Risk and liability management

Cash management and the investment of district resources are handled at the district level and are governed by Seattle Community College District Policy 605. The district accounting department forecasts the ending cash position daily and transfers dollars between the district's operating account and investment fund in an effort to minimize cash on hand and maximize invested funds.

The district is limited in the investment options that it can employ by statute. Presently, it utilizes the short-term investment pool that is managed by the State Treasurer's office, which provides short-term investment of district funds. District policy requires adherence to the allowable investment policy as indicated by the State Treasurer's office (*See exhibits for these policies*). As dictated by the Office of Financial Management of the State of Washington and by the district Board of Trustees, the district must adhere to Generally Accepted Accounting Principles (GAAP). It utilizes a financial accounting system that is common to all of the state's community and technical colleges and is GAAP compliant. The college follows all OFM policies and procedures as well as district adopted policies and procedures.

All college funds are subject to governmental audit by the State Auditor's Office (SAO). The college is audited annually. The college responds to audit findings, management letter, and exit items to ensure all issues are resolved appropriately and promptly. Through ongoing internal review, the college establishes and monitors the effectiveness of financial management practices. As part of the audit process the State Auditor's Office conducts a review of the resolution of prior year's findings, management letter, and exit items. There have been no repeat findings in recent years.

Internal control is a shared responsibility between the college and the district. The vice

president of administrative services, who reports to the president, is ultimately responsible for internal control at the college. The controller, under direction of the chief finance officer at the district, works with the colleges to monitor, report on, and enhance the effectiveness of college and district-wide internal control efforts. A significant component of the college's internal control efforts relates to processing and reviewing certain documents (e.g., payroll documents purchase requisitions, charge/credit forms). Document reviews include checking documents to ensure proper management approval, budgetary availability, and compliance with applicable policies and regulations. There are several layers of review occurring within the college. For example, in addition to college and district review, budget managers are required to review their operational detail reports monthly and to raise any issues related to transactions posted against their budgets. In addition, certain documents are reviewed at the district Office (particularly those documents that are deemed to pose more risk of noncompliance and exposure to the college/district). The college and the district undergo an annual risk assessment where all areas of the college and district are evaluated, and high-risk areas are identified as areas to focus any audit/internal control efforts on. Currently identified areas of high risk include:

- Cash Handling (identification of areas handling cash, processes to ensure controls and monitoring of areas identified for compliance)
- Fixed Assets (tracking and accounting for new and existing fixed assets that can be inventoried)
- Travel (ensuring adequate compliance review for travel documents)
- Annual Credit Card audits of department procurement cards

FUNDRAISING AND DEVELOPMENT

Institutional advancement activities are clearly and directly related to the college's mission statement and goals. The college has a three-person development office led by an executive director;

the emphasis of the staff is on attracting philanthropic support for the college and its students, primarily in the form of major and planned gifts. These staff members also support the work of the South Seattle Community College Foundation, a closely affiliated 501(c)(3) nonprofit. The mission of the Foundation is to encourage, promote and provide financial support for educational, scholarly and community programs on behalf of South Seattle Community College; a special emphasis is on student success and retention.

During 2007 the Foundation received \$1,884,809 in revenue, and as of December 31 of that year held \$4,567,107 in endowments. During 2007 the Foundation contributed almost \$225,000 in scholarships, including five scholarships for Hospitality BAS students, emergency grants and childcare support. Since the 2000 accreditation visit, the Foundation successfully completed a \$3 million Culinary Arts Capital Campaign and a \$1.5 million Landscape Horticulture Campaign, culminating in the completion of the Judge Warren and Nobie Chan Education Center.

As part of the Seattle Community College District, the college and Foundation are currently participating in the \$25.5 million Campaign For Seattle Community Colleges. Launched in January 2006, by early February 2008 the campaign had reached the \$20 million mark. The Foundation is also funding the 13th Year Promise Scholarship program, which guarantees that anyone who graduates from Seattle's Cleveland High School by 2011 can attend South tuition free for one year through financial aid or private funds.

These activities, and all others, comply with all IRS policies regarding tax issues. Senior staff

members are Certified Fundraising Executives (CFRE) which requires adherence to the Code of Ethics established by the Association of Professional Fundraising (AFP).

The SSCC Foundation has a gift acceptance policy that governs the receipt of gifts. In addition, there is a policy regarding fundraising activities on campus, which has been emailed campus-wide and is available on the college's intranet (*See exhibits for these policies*).

Endowment and life income funds are administered by the SSCC Foundation. The Finance Committee, composed of professional accountants, bankers and non-profit executives, has the primary responsibility for this oversight. The committee meets monthly to review all financial information of the Foundation. The endowment funds are governed by the Foundation's Investment Guidelines and are managed by the Highmark Investment Group, which provides monthly reports and sends representatives to two meetings of the Finance Committee each year to report on investments and performance. The Foundation conducts an annual independent audit and complies with all legal and ethical requirements concerning donor restrictions and other financial reporting information.

The Foundation has a specific contractual agreement with the college that has been approved by the State of Washington Attorney General's Office, the college president, the SSCC Foundation Board of Directors and the district chancellor. The agreement clearly outlines the relationship between the college and the Foundation. The agreement also includes expectations and responsibilities of both parties (*See exhibits*).

STANDARD SEVEN - FINANCE TABLE 1 CURRENT FUNDS REVENUES - PUBLIC INSTITUTIONS ONLY													
Source (IPEDS Report)	ACTUAL						PROJECTED						
	Year 1 (0506)		Year 2 (0607)		Year 3 ** (0708)		Year 4*** (0809)		Year 5 (0910)		Year 6 (1011)		
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	
Tuition and Fees	6,488,434	16.7%	7,445,095	16.8%	8,516,840	17.8%	8,772,345	18.4%	9,210,962	19.7%	9,671,510	20.5%	
Government Appropriations	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
Federal	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
State	18,997,778	48.8%	20,568,117	46.4%	21,638,109	45.2%	22,828,153	47.9%	21,344,323	45.8%	21,344,323	45.3%	
Local	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
Government Grants & Contracts	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
Federal	1,431,223	3.7%	1,609,091	3.6%	1,772,534	3.7%	1,776,965	3.7%	1,781,408	3.8%	1,781,408	3.8%	
Restricted	1,758,769	4.5%	1,751,230	4.0%	1,676,764	3.5%	1,680,956	3.5%	1,685,158	3.6%	1,685,158	3.6%	
Unrestricted	2,754,518	7.1%	3,117,873	7.0%	2,714,679	5.7%	2,721,466	5.7%	2,728,269	5.9%	2,728,269	5.8%	
State	1,195,324	3.1%	1,113,545	2.5%	1,141,059	2.4%	1,143,912	2.4%	1,146,771	2.5%	1,146,771	2.4%	
Local	4,091,746	10.5%	5,091,732	11.5%	6,000,723	12.6%	6,015,725	12.6%	6,030,764	12.9%	6,030,764	12.8%	
Private Gifts, Grants, Contracts	305,517	0.8%	385,001	0.9%	747,360	1.6%	749,228	1.6%	751,101	1.6%	751,101	1.6%	
Unrestricted	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
Restricted	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
Unrestricted	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
Restricted	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
Activities	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
Auxiliary Enterprises	1,927,896	5.0%	1,757,886	4.0%	1,897,817	4.0%	1,935,773	4.1%	1,974,489	4.2%	1,974,489	4.2%	
Hospitals	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
Other Sources	-	0.0%	1,510,896	3.4%	1,727,631	3.6%	-	0.0%	-	0.0%	-	0.0%	
Independent Operations	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
Total Current Funds Revenues	38,951,205	100.0%	44,350,466	100.0%	47,833,516	100.0%	47,624,523	100.0%	46,653,247	100.0%	47,113,795	100.0%	

*Percentage of Total Current Fund Revenues **Most recent fiscal year for which audited financial statements are available ***Budget for Current Year

STANDARD SEVEN - FINANCE TABLE 2 CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS - PUBLIC INSTITUTIONS ONLY

Source (IPEDS Report)	ACTUAL				PROJECTED				
	Year 1 (0506)	Year 2 (0607)	Year 3 ** (0708)	Year 4*** (0809)	Year 5 (0910)	Year 6 (1011)			
	Amount	Amount	Amount	Amount	Amount	Amount	%	%	
Education and General Expenditures									
Instructions	22,180,532	24,575,663	25,923,720	26,442,194	25,120,085	25,120,085	56.5%	56.5%	56.5%
Research	-	-	-	-	-	-	0.0%	0.0%	0.0%
Public Service	1,579,007	1,684,785	1,495,086	1,524,988	1,448,738	1,448,738	3.3%	3.3%	3.3%
Academic Support (Excluding Libraries)	594,503	543,195	586,343	598,070	568,166	568,166	1.3%	1.3%	1.3%
Library Expenditures	3,038,598	3,819,917	4,661,588	4,754,820	4,517,079	4,517,079	10.2%	10.2%	10.2%
Student Services	3,432,819	3,721,495	4,294,839	4,380,736	4,161,699	4,161,699	9.4%	9.4%	9.4%
Institutional Support	3,070,929	3,331,144	3,452,986	3,522,046	3,345,943	3,345,943	7.5%	7.5%	7.5%
Plant Operations & Maintenance	2,001,469	1,984,283	2,417,977	2,466,337	2,343,020	2,343,020	5.3%	5.3%	5.3%
Scholarships and Fellowships	-	-	-	-	-	-	0.0%	0.0%	0.0%
Awards from Unrestricted Funds	-	-	-	-	-	-	0.0%	0.0%	0.0%
Awards from Restricted Funds	-	-	-	-	-	-	0.0%	0.0%	0.0%
Educational and General Mandatory Transfer	-	-	-	-	-	-	0.0%	0.0%	0.0%
Total Educational and General Expenditures/Mandatory Transfers	35,897,857	39,660,482	42,832,539	43,689,190	41,504,730	41,504,730	93.4%	93.4%	93.4%
Auxiliary Enterprises (Including Transfers)	1,859,281	2,016,444	3,015,175	3,075,479	2,921,705	2,921,705	6.6%	6.6%	6.6%
Hospitals (Including Transfers)	-	-	-	-	-	-	0.0%	0.0%	0.0%
Independent Operations (Including Transfers)	-	-	-	-	-	-	0.0%	0.0%	0.0%
Total Current Funds Expenditures & Mandatory Transfers	37,757,138	41,676,926	45,847,714	46,764,668	44,426,435	44,426,435	100.0%	100.0%	100.0%

*Percentage of Total Current Fund Revenues **Most recent fiscal year for which audited financial statements are available ***Budget for Current Year

STANDARD SEVEN - FINANCE TABLE 4 SOURCES OF FINANCIAL AID - PUBLIC AND PRIVATE INSTITUTIONS

Source (IPEDS Report)	ACTUAL				PROJECTED				
	Year 1 (0506)	Year 2 (0607)	Year 3 ** (0708)	Year 4*** (0809)	Year 5 (0910)	Year 6 (1011)			
	Amount	Amount	Amount	Amount	Amount	Amount	%	%	
Source (IPEDS Report)									
Annual private Contributions	-	-	-	-	-	-	0.0%	0.0%	0.0%
Governmental State Aid	1,094,837	1,094,962	1,015,578	1,185,870	1,185,870	1,185,870	29.9%	29.4%	28.9%
Federal Aid (PELL, SEOG, WS)	1,904,323	1,708,360	1,876,831	1,913,467	1,944,467	1,976,467	48.2%	48.2%	48.1%
Endowment Earnings (Non-Foundation)	-	-	-	-	0	-	0.0%	0.0%	0.0%
Institutional Unfunded Aid	502,548	627,857	733,844	770,536	809,063	849,516	19.4%	20.0%	20.7%
Federal Student Loans (if applicable)	-	-	-	-	-	-	0.0%	0.0%	0.0%
Nonfederal Workstudy Aid	101,304	74,388	111,231	97,811	97,811	97,811	2.5%	2.4%	2.4%
Total Financial Aid	3,603,012	3,505,567	2,823,484	3,967,684	4,037,211	4,109,664	100.0%	100.0%	100.0%

*Percentage of Total Financial Aid **Most recent fiscal year for which audited financial statements are available ***Budget for Current Year

STANDARD SEVEN - FINANCE TABLE 10 CAPITAL INVESTMENTS

	ACTUAL			PROJECTED		
	Year 1 (0506) Amount	Year 2 (0607) Amount	Year 3 ** (0708) Amount	Year 4*** (0809) Amount	Year 5 (0910) Amount	Year 6 (1011) Amount
Land						
Beginning Cost	1,521,580	1,521,580	1,521,580	1,521,580	1,521,580	1,521,580
Additions	-	-	-	-	-	-
Deductions	-	-	-	-	-	-
Ending Cost	1,521,580	1,521,580	1,521,580	1,521,580	1,521,580	1,521,580
Buildings						
Beginning Cost	59,220,261	59,220,261	58,198,028			
Additions	-	-	-			
Deductions	-	(1,022,233)	-			
Ending Cost	59,220,261	58,198,028	58,198,028			
Furniture and Equipment						
Beginning Cost	8,132,790	8,132,790	8,592,070			
Additions	-	459,280	-			
Deductions	-	-	-			
Ending Cost	8,132,790	8,592,070	8,592,070			
Construction in Progress						
Beginning Cost	-	6,828,645	7,424,964			
Additions	-	596,319	-			
Deductions	-	-	-			
Ending Cost	-	7,424,964	7,424,964			
Debt Service						
Principal	97,813	94,392	105,222			
Interest						

* Most recent fiscal year for which audited financial statements are available **Budget for Current Year

Briefly describe the nature of the projects under way and / or anticipated (e.g., dormitories, classroom facilities, auditorium). Also, indicate sources of funds for the project (i.e., fund raising programs, debt).

PHYSICAL RESOURCES

INSTRUCTIONAL AND SUPPORT FACILITIES

South Seattle Community College—Main Campus

The main campus of South Seattle Community College is located on eighty seven acres in West Seattle and has been in operation since fall 1970. The West Seattle site features twenty-two facilities; eighteen are instructional buildings with general purpose classrooms and specialized labs, while the remainder house student support services and administrative offices. The college website includes a map of the main campus at this address: <http://www.southseattle.edu/campus/campmap.htm>.

Recent improvements at the main campus include:

- Robert Smith Building renovation- student services area and the administrative wings
- University Center—new 15,828 square foot instructional building which replaced portable facilities
- Major roof repair and siding replacement project on the Technology Center (the TEC building)
- Pastry and Baking Arts building renovation project
- Automotive Collision Repair renovation project
- Judge Warren & Nobie Chan Education Center —instructional facility shared with the Seattle Chinese Garden Society
- Olympic Hall—new 46,000 square foot instructional building
- Seattle Chinese Garden initial courtyard construction
- Rainier Hall upgrades—classroom remodels and addition of two new nursing labs.
- New campus main entrance stairway and plaza
- Updated Campus Facilities Master Plan
- Culinary Arts Renovation—Alhadeff Grill, cafeteria and instructional kitchen upgrades

Georgetown Campus

The Georgetown Campus of South Seattle Community College, formerly called the Duwamish Apprenticeship Center, operates in partnership with the main campus. The apprenticeship programs at the Georgetown Campus train 25 percent of Washington State's apprentices. The Georgetown Campus is located on thirteen acres. The facilities at the Georgetown Campus have been dramatically transformed over the last five years. This transformation began with a strategic planning process which raised awareness of the needs of the local community. The strategic plan indicated that not only is the Georgetown Campus an exceptional site for providing high quality apprenticeship training, it is also well-positioned to serve the needs of the Seattle industrial and business community. This new, expanded focus for the Georgetown Campus helped enable the college to acquire seven acres of additional property on a long-term lease arrangement, to trade some property with the Washington State Department of Transportation, and to realize a new facilities' Master Plan.

As a result of this new strategic thrust, the college has been successful in re-making the campus facilities to meet the needs of the apprenticeship and business communities. Three of the four college-owned buildings at Georgetown are new, and the older Building B is currently undergoing an extensive HVAC upgrade. Of the new facilities, Building A was completed in 2005, the Gene J. Colin Education Building opened in February 2008, and the Trowel Trades Training Center opened in May 2008. Buildings removed from the site included WWII quonset huts, chicken hatcheries, and

a number of portables which were more than thirty years old. Additionally, the college leases a portion of the campus to the Allied Trades Training Trust. This Trust has constructed “The Finishing Trades Institute” on the site. This facility was constructed by, and is owned by the Trust and is used in partnership with the Trust by the college for apprenticeship training in the finishing trades.

King County Airport/Boeing Field Facility

The college leases a facility from King County at King County Airport which contains an airplane hangar and two classrooms. This facility is in poor condition. To address this situation, the college has developed a partnership with a private investor who will build a new facility which the college will lease from them at a below market rate. This new facility is anticipated to be completed in 2010.

NewHolly

The college offers instructional programs in the Rainier Valley portion of its service area at the NewHolly Neighborhood Campus. This campus was developed by the Seattle Housing Authority as part of a Hope VI project, funded through the U.S. Department of Housing and Urban Development, which remodeled and revitalized a former public housing community. The college is the owner of the second floor of the Learners’ Building on the campus. The Seattle Public Library has a branch on the first floor of the building. The college offers an array of programs and courses serving the needs of the surrounding community including those for English speaking and non-English speaking adults and youth seeking to improve their literacy and employability skills in order to transition to college or entry-level employment at this site. Information about NewHolly can be found at <http://www.newhollycampus.org/> and about the college’s program at NewHolly at <http://www.southseattle.edu/programs/holly.htm>.

Other Locations

The college also offers programs at additional off-site locations. These include apprenticeship training in the following off-site programs:

- IAM/Boeing Joint Programs
- SEIU Healthcare NW Training Partnership
- Greater Puget Sound Electrical Workers
- Pacific Northwest Ironworkers and Employers Apprenticeship and Training Trust
- JATC N.W. Line Construction Industry
- Puget Sound Electrical Apprenticeship and Training Trust
- Seattle City Light Apprenticeship and Technical Training

Also, the college offers continuing education classes at the Delridge Community Center, the West Seattle Senior Center, a local welding studio, and a local bakery and is currently negotiating for a classroom to be used for Basic & Transitional Studies at a new development in the High Point neighborhood just west of the main campus. College administrators regularly visit each of these off-campus locations to ensure they are of adequate quality for instruction.

Facility Support

The college takes pride in its facilities and grounds and has made a concerted effort at providing an attractive and supportive environment for students and staff. In response to recent growth and emerging needs, five custodians and two new grounds crew members have recently been added to the facilities’ staff. The 2007 climate survey results indicate that 64% were satisfied with the quality of buildings, sidewalks and grounds. Additionally, in 2005, the college conducted a survey of the community and although no direct questions were asked about the quality of the facilities, many respondents reported qualitatively that when they think of South Seattle Community College, they think of it as very nice campus with beautiful grounds.

A recent analysis of Instructional Program Review materials confirmed that the capital improvement projects undertaken in the Nursing, Autobody, Culinary Arts, Pastry and Baking Arts, apprenticeship, and science programs have been well-received by the Technical Advisory Committees' members. Furthermore, these committee reports recognize that there will always be a need for newer equipment in specialized technical programs and acknowledge that the college has made great strides in providing appropriate facilities for its instructional program areas.

The college recognizes the needs of the physically disabled and provides equal access to all facilities on campus. A disability advisory committee meets as needed to discuss obstacles and barriers and creates a plan and timeline to address those issues. Campus ADA features include curb cuts, unobstructed walkways, elevators, automatic door openers, Braille room and building identification signs and restrooms with accessible stalls. In the student services and cashier's offices there are accessible counters and ample room to access offices and information areas. Buildings with stairways have emergency evacuation units and the campus security office has wheelchairs and crutches available. Auditoriums and classrooms have FM systems available to individuals with hearing difficulties. Ramps are provided as needed.

EQUIPMENT AND MATERIALS

Since 2000 the College has been methodically improving its multimedia capabilities in classroom spaces. The number of general purpose classrooms equipped for multimedia presentation has increased from zero to forty seven. In addition, there are seven science labs and seven computer labs equipped with multimedia capability. A standard classroom design was developed in 2004 that now serves as the model for all additions and upgrades. Overall, eighty four instructional spaces now have some multimedia capacity. Additionally,

five large meeting spaces with multi-media capability can also be used for instruction. Remaining classrooms have whiteboards, overhead projectors and stationed TV/VCR/DVD carts. Support of these older technologies continues. The college's Instructional Technology Committee continues to review the needs for technology in the classroom and makes recommendations to the vice president of instruction as appropriate for inclusion in the annual budget process.

Over the past eight years, the college's overall information technology strategy has become more ordered, planned and transparent (https://inside.seattlecolleges.com/southnet/it_services.html). Wherever possible, virtualization of computer equipment is used to reduce equipment and maintenance costs. The college is also striving to incorporate sustainability principles and green operating practices into its information technology practices. In keeping with green principles, South is embracing wireless technology because it is more effective, more flexible and it eliminates the dependence on copper cabling. Having wireless equipment allows rooms to adapt to multiple uses and to easily accommodate changing demands each quarter.

In the professional/technical programs, the need for updated instructional equipment, procedures and facilities is assessed at least once every three years by South's 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 and technology is coordinated and reconciled with the district office data base. Semi-annually, the district office hires a firm to conduct a full-scale inventory of the campuses' equipment.

The college has begun to embrace the concepts of sustainability in its facilities' practices. One significant piece of evidence of this is the

fact that the College continues to improve its use, storage and disposal of hazardous products and wastes. In 2005, as a result of an unsatisfactory inspection report from the Washington State Department of Ecology, a half-time manager for environmental health and safety was hired. Since her hiring, she has developed and implemented a robust pollution prevention plan, conducted annual environmental training for staff, worked with staff to lessen the amount of hazardous waste generated, and inspected hazardous waste generation and storage areas on a weekly basis. This weekly inspection report with its digital photographs has proven to be an invaluable resource for the faculty and administrators of technical programs. An inspection by the Washington State Department of Ecology in June 2006 noted “It is clear that the addition to your staff has created much needed consistency, body of knowledge and structure for better environmental management at the College. ...Impressively, the college had only two violations during this inspection (down from 15 two years ago)... and the speed at which these were addressed and corrected is commendable.”

Additionally, the college continues to improve the management of hazardous materials and wastes by coordinating which products are selected for purchase between departments which allows for the least hazardous option in the most effective container size possible to be purchased. All other improvement ideas are documented and tracked through the college’s Pollution Prevention Plan and Annual Progress Reports which are submitted to the Department of Ecology for review each September.

Other campus services staff also actively work towards helping the college in its sustainable practices. Campus services has recently converted diesel lawn mowers to a fuel that is 99 percent bio diesel, converted grounds carts from gasoline to electric power, built additional electric carts using donated parts, and purchased a new gas-electric hybrid fleet vehicle. Additionally, the college’s

grounds department has begun implementing integrated pest management practices, reduced irrigation and maintenance needs by selecting drought-tolerant and disease-resistant plants, and has adopted a “brown is green” attitude concerning lawns in the summertime. The custodial department has also switched to “green clean” cleaning products and retired its propane-powered floor polisher in favor of a battery powered model. Finally, the college’s recycling program includes the usual paper, cardboard, bottles and cans, but in addition, food waste from the kitchens is recycled into compost.

PHYSICAL RESOURCES PLANNING

The college’s capital planning is a strategically guided process. For major projects, this planning follows a statewide process that involves all thirty four community and technical colleges in Washington. This statewide capital budget process prioritizes projects to ensure that preservation of existing facilities is balanced with new construction to expand capacity and meet changing program needs. Each college develops a capital request shaped by program-based strategic planning and facility master planning. The needs of all thirty four colleges are then prioritized by the State Board for Community and Technical Colleges to form the system request, which totaled \$520.4 million for 2007-2009. The college has been very successful in this process over the last few biennia and received \$61.9 million dollars between July, 2001 and July, 2009 to support improved facilities. In response to its 2009-2011 capital budget request, the college was prioritized to receive funding for a \$36,338,230 construction project to replace the deteriorating Cascade Court with a state-of-the-art teaching facility for the nursing, adult basic education and ESL programs. When it is completed in 2014, this 59,000 square foot Integrated Education Center will include clinical training labs and classrooms as well as office space for faculty and administrators. In the same budget request, the college was also prioritized to receive funding for an

\$18,872,000 renovation project of the Automotive Technology Building. This project is also scheduled to be completed in 2014.

One of the major reasons that South Seattle Community College has been so successful in this process is because the Facilities Master Plan is tightly tied to the college's mission and goals. The Master Plan states: "The goals of the master plan are founded on the College's mission and Institutional Goals and represent ideals to strive for in the preservation, enhancement and improved development of the main campus. They provide the foundation and help direct the structure of the near-term and long-range master plans."

Master Plan Goals are as follows:

- 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.

This Master Plan was developed over a three year period following the City of Seattle's Major Institution Master Plan ordinance. During this time, extensive conversations were held with faculty, staff and the college's external communities. This thorough, long-term plan is intended to serve as a decision-making guide for many years to come. The college takes pride in this plan and has been invited to present the process and the result of the plan at a number of national, state, and regional conferences and symposia.

Additionally, every two years, a facility condition survey is performed by a consultant team hired by State Board for Community and Technical Colleges to identify and document deficiencies that

qualify as capital repair projects for the subsequent biennium, as well as deficiencies that would be targeted for funding in later years. The college uses this information along with the ten year plan information from the Facilities Master Plan to strategically plan its capital improvement program.

Smaller projects are also planned with the mission and goals of the institution in mind. Towards this objective, in 2007, the college instituted a new small capital request process. This process allows for the campus vice presidents to solicit small (\$10,000-\$150,000) project proposals from their divisions. These are presented to the President's Cabinet for prioritization. The list of prioritized projects is posted on the campus intranet, SouthNet, and is updated as projects are completed or reprioritized. All pending project proposals are re-examined and reprioritized every six months to ensure the priority remains focused on meeting the college's mission and goals. This list has served as a good barometer for assessing whether or not the instructional facility needs are being met through our existing classrooms, labs and other instructional spaces. Two years into this new formalized process it has become apparent that the college is meeting instructional needs since very few of the requests have been for new or significant renovations to instructional facilities. The majority of the requests have been fairly minor and have concentrated on offices spaces, student activity space and repair issues.

Finally, beginning in 2008, all improvement projects and repair orders are handled by a computerized maintenance management system. The college is now able to better monitor progress of work orders, track time and materials spent on a wide variety of repair and maintenance projects, and sort and report information such as staff hours, materials and vendors. This information has proven to be valuable when it comes to long term facility planning.

A much lower profile, but significant, example of how collaboration is used in facility planning is that after major construction projects are completed, the college conducts surveys of users

to improve planning for future projects. For example, the survey conducted following the completion of Olympic Hall indicated that faculty felt that clocks in the front of the classroom distracted students. So, in response to that comment, when the University Center was outfitted, clocks were moved to the back of classrooms.

Not only does the college do all that it can to ensure that facility plans fit the mission and goals of the college, it is also committed to campus-wide involvement when it comes to facility decisions both big and small. An example of that is the process which was used to help guide a decision on whether or not the college should build a residence hall. In February 2008, the President's Cabinet decided against building a residence hall at South. The cabinet came to this decision after a lengthy and thorough review of various options and a thoughtful series of discussions within the college community and with the local residential community. The college retained a consulting firm to study resident housing alternatives. Their analysis and the information gained through the college's internal study were presented to the college's communities for discussion and input. There was a high level of participation from faculty, students and neighbors throughout the process. The process for getting to the eventual decision not to build a residence hall at this time is held up by the College Council and other governance bodies on the campus as a "best practice" example.

INSTITUTIONAL INTEGRITY

This standard focuses on the college's policies and procedures and on how the college addresses a variety of situations that may affect its constituents. As a baccalaureate granting institution, all these standards apply to the Bachelor's of Applied Science (BAS) in Hospitality Management degree and its employees. South's Mission Statement and Community College Responsibilities provide the framework for its institutional integrity. South's Strategic Plan plays a key role in all decision making.

The college's classified employees and faculty are all represented by unions and Collective Bargaining Agreements (CBA).

CONTRACT PREAMBLES

The Preamble to the faculty CBA states:

"This Agreement sets forth the basic terms and conditions of employment for all academic employees of the District. The District and the SCCFT agree that the provisions of this Agreement and other District policies shall be applied uniformly to all faculty. The parties further agree that in all matters pertaining to the performance of their duties in the Seattle Community College District, they shall at all times conduct their business in a manner which assures fair, equal, and non-discriminatory treatment of all persons without respect to race, color, creed, sex, sexual orientation, age, marital status, national origin, disability or status as a disabled veteran or a Vietnam era veteran. In particular, the SCCFT and the Board/Administration will comply strictly with all requirements of applicable Federal, State, or local laws or regulations issued pursuant thereto relating to the establishment of non-discriminatory requirements in hiring and employment practices."

The Classified Collective Bargaining Agreement Article 2 Non-Discrimination states in part:

"Under this Agreement, neither party will discriminate against employees on the basis of religion, age, sex, marital status, race, color, creed, national origin, political affiliation, status as a disabled veteran or Vietnam era veteran, sexual orientation, any real or perceived sensory, mental or physical disability, or because of the participation or lack of participation in union activities."

ADHERENCE TO HIGH ETHICAL STANDARDS

Employee Perception—Climate Survey

Employee perception of the college's commitment to its mission, institutional values and priorities is reflected in the climate survey conducted every three or four years since 1992. This survey shows continued growth in satisfaction with the governance structure. These questions deal with employee involvement in institutional planning; the extent to which the college's mission is communicated and reflected in decision making; the effectiveness of the organizational structure; employee involvement in policy development; and the definition of institutional values. (See Table 9.1 on page 9-2.)

One measure of an institution's adherence or commitment to high ethical standards can also be assessed by the transparency of its decision making processes, including the way in which decisions and related information are communicated. South's administration continues to keep its decision making open and transparent to the college community through a variety of formal channels such as the College Council, the Institutional Effectiveness Committee, and the Curriculum and Instruction Committee, and it ties all budgetary decisions

Table 9.1: Employee Satisfaction with Planning, Decision Making, and Communication

	Percent Change	Percent Satisfied	
	1999 to 2007	2007	1999
The extent to which the college's mission is communicated	20%	72%	52%
The extent to which institutional values are clearly defined	20%	66%	46%
The extent to which the mission is reflected in decision making	13%	49%	36%
The extent to which institutional priorities are reflected in decision making	10%	45%	35%
Employee involvement in institutional planning	10%	50%	40%
The extent to which outcomes assessment is utilized in Institutional Planning	13%	43%	30%
The effectiveness of the organizational structure at the college	13%	41%	28%
The extent to which employee input is sought in the decision making process at the college	11%	38%	27%
Communication of policies and procedures	10%	38%	28%
College environment reflects the mission and goals	13%	54%	41%

to its strategic plan. South also communicates informally through college-wide meetings regarding various issues such as the college budget and issues forums. Minutes from the meetings of the President's Cabinet are distributed electronically to all employees.

Campus Communication

As reported in the 2005 Interim Report, an intranet—called SouthNet—was created to enhance internal communication for faculty and staff. SouthNet serves as a core location for information that ranges from essential to useful, with easy access for all. Users are able to log on with their unique logins and passwords. SouthNet has continued to expand while maintaining a simple, user-friendly format. SouthNet helps ensure collaboration and information transparency, such as with the annual college budget development process; all budget documents, meeting schedules and decision timelines are posted. SouthNet content includes the following: campus emergency communications information; contacts for computer help and campus services requests; campus forms and copy-and-paste college graphics; business card order forms; and past issues of the internal *Update* newsletter. SouthNet also is an archive, covering research data; strategic planning information; access to the college mission, goals,

learning outcomes, and college-wide priorities; campus committee membership and minutes; minutes from the President's Cabinet meetings; the Cabinet's plan of work; and past and current accreditation information.

The district office and the college have joint responsibility for sending out annual notifications regarding issues such as Whistleblower Protection Laws, Ethics Policies, and college closure procedures. In May 2008, the Washington State Executive Ethics Board began publishing Ethics Rules Tips of the Month. All employees have been notified that the monthly tips are available on the Ethics Commission website. District human resources is in early discussions about developing an online compliance training module for all employees which will cover, but not be limited to, such issues as sexual harassment, hostile work environment, and ethics laws.

To ensure that faculty and staff have the information they need about copyright and fair use, the college's Teaching and Learning Center, in cooperation with the library, presented a year-long series of workshops on copyright law in 2006-2007; these were conducted by an experienced online instructor who is also an attorney. Throughout the year, the presenter made the workshop content and accompanying information available online, and the college continues to have access to a copyright

blog created for the project. In spring 2008, the district faculty development office engaged the same presenter for a similar workshop as part of its Summer Institute focusing on technology and pedagogy.

South has several ways to ensure that it represents itself accurately and clearly to the public, prospective students and its employees. The public information office oversees official college publications and works with departments to insure accuracy. The SCCD communication directors collaborate to ensure that all legal requirements on district communications are accurate and up to date. The college public information office maintains contact with public information offices across the state system to maintain accuracy and consistency of information. South's section of the district catalog, which is published biennially at the district office, is reviewed on campus by the appropriate departments and divisions.

South has led the district in its emergency preparedness efforts from NIMS certification of key personnel to creating a campus-wide emergency notification system to alert both employees and students of emergency situations. In the event of an emergency, all campus computers will display a notice in a pop-up screen. Key phones throughout campus can broadcast the emergency message through their speakers, and all phones can receive a broadcast phone message. In addition, all students and employees who have registered their cell phone numbers for emergency alerts will receive a text message. South also has done table top emergency drills, one with the Seattle Police Department, and does quarterly evacuation drills and monthly testing of the notification system. *(See Standard Three for a detailed discussion of emergency preparedness and NIMS certification.)*

Equally important but not less challenging is communicating information such as upcoming deadlines and events to busy commuter students. The college has taken the following steps to close this communication gap. Every classroom, library and lab computer has an active desktop that highlights key campus information. In addition,

announcements for college programs and events are posted on screensavers that display on all student accessed computers as well as on a large wall-mounted monitor in the cafeteria. Finally, through a campus agreement with Google, student email accounts are now available through the college. The email address reflects affiliation with South: "studentaccount@southseattle.edu." Beginning in fall 2008, every student was issued such an account. This allows the college to contact all students in a consistent and timely manner. The district implemented email notification of registration and withdrawal deadlines in 2007, and those students who provide their personal email address currently receive these notifications. Universal student email will not only improve communication, it is expected to support students' competency with technology, one of the college's student learning outcomes.

The college also seeks ways to improve how it alerts students, staff and faculty in a timely manner regarding school closures due to inclement weather. In 2008, these systems were in use and worked well for a major snow emergency in December:

- information about closures and late openings was sent to the web-based SchoolReport.org system which forwarded it to media outlets
- the same information was posted to the college's website
- individuals could access the college's website and the web-based SchoolReport.org system (<http://www.schoolreport.org/>) from home
- the college's public information office recorded a message on the main college telephone number
- an alert was sent to personal email accounts and text messages were sent to cell phones for those who had subscribed

To promote the alignment of decision-making with mission and priorities, the President's Cabinet and the College Council link agenda topics and decisions with the college-wide priorities which are referenced on minutes and agendas.

The college has fostered a more open and inclusive culture by hosting forums open to the campus and, when applicable, the greater community, for

example, to meet and question the final candidates for the positions of vice president of instruction and vice president of student services; to review the annual budget proposals; and to look at the feasibility of on-campus student housing. The president meets quarterly with union representatives from the faculty and classified staff to discuss issues and concerns and also holds an annual forum with classified staff.

POLICIES AND PROCEDURES

The district's Board of Trustees is responsible for reviewing and updating the district's policies. Since 2007, district policies have been under review, with many either updated or rewritten.

Conflict of Interest

There are several district policies and procedures which all employees and the Board of Trustees are required to abide by. The policies relating to the Board are: the Legal Basis of the Board of Trustees (Policies 100-107); Mission, Values, and Objectives (Policy 110); Code of Ethics for the Board (policy 131); Tendering and Accepting Gifts for SCCD (policy 152). Policies for employees include: Ethical Conduct/Conflict of Interest Standards (policy 400); Employment of Relatives policy (410).

Academic Freedom

The college's commitment to Academic Freedom is contained in the SCCFT/SCCD Collective Bargaining Agreement in Article 6.9; in District Policy 365, Student Rights, Freedoms and Responsibilities and District Policy 370, Student Complaints.

Article 6.9 states in part:

"This institution is based on the illimitable freedom of the human mind. Here, we are not afraid to follow truth wherever it may lead, nor to tolerate error so long as reason is left free to combat it. To achieve this end, academic freedom is viewed as the freedom of speech guaranteed to all citizens by the First Amendment. Free inquiry and free discourse

shall not be abridged, whether directly or indirectly, by statute or community pressure."

Student freedom of inquiry is assured by District Policy 365 which states:

Seattle Community College District exists for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry, free expression, protection against improper academic evaluation, and protection against improper disclosure are indispensable to the attainment of these goals. Seattle Community College District's faculty encourage free discussion, inquiry, and expression, both in and out of the classroom setting

The student complaints procedure (370) provides further protections for academic freedom and states in part:

A student may formally grieve only the final grade received in a course, but that complaint may include any or all of the components of that final grade. For a grade complaint, the respondent(s) shall be, or include, the instructor who issued the grade.

Ordinarily the evaluation of course mastery is exclusively within the province of the instructor of a particular course, and so a grade change may be initiated only by that instructor. However, if a formal grade complaint is ultimately reviewed by the vice-president of instruction, and she/he finds that the grade was issued for an improper reason or was arbitrary and capricious or otherwise unlawful, that vice-president may change the grade in the records of the college.

Climate survey questions specific to standard nine yielded positive results with full-time faculty in 2007. Question 110, which addresses intellectual and academic freedom, saw an 18% increase in satisfaction from the full-time faculty, from 48% in 1999 to 66% in 2007. Part-time faculty

results showed a decrease of 9% in satisfaction, from 54% in 1999 to 46% in 2007. The percentage of part-time faculty who were neither satisfied nor dissatisfied in 1999 was 24% and 33% in 2007. In response to Question 111, which asks if the college abides by its stated academic standards in testing, placement and instruction, there was a 6% increase in satisfaction, from 44% in 1999 to 50% in 2007.

Student Perceptions

The college uses the Community College Student Experiences Questionnaire (CCSEQ) as a vehicle to obtain student input on a variety of areas including instruction, campus life, student services and readiness for further objectives, whether career or occupational employment or further education. The 2006 CCSEQ gives indication that South continues in its institutional goals to provide “responsive student services and programs which support the learning and success of its diverse student population,” as exhibited in Table 9.2 by the following “Additional Questions.”

Table 9.2: Additional CCSEQ Questions

	2006	1999
To what extent are you meeting your educational objectives as a result of your enrollment?		
Definitely/partially meeting	64.8%	54.8%
Not meeting/too early to tell	35.2%	45.2%
How satisfied are you with the quality of instruction at your college?		
Very/somewhat satisfied	70.3%	70.4%
Somewhat/very dissatisfied	29.7%	29.7%

Dealings with Students

An area addressed in the 2000 report and refined in 2007 is in regard to the student complaint process. The wording of the process has been revised and there is now greater access to the information. In addition to being published in the *Student Handbook* and the student newspaper, *The Sentinel*, an overview of the process is part of

the new student orientation program each quarter. Student life updated and renamed the student complaint procedure and form. Now called the student grievance procedure and the student grievance form, both are posted on the college website, shared at new student orientations, and included in a one-page information sheet mailed to all newly enrolled students with their new student orientation packet. The United Student Association has also added a Student Advocacy Committee, so any student with a grievance will have a peer advocate from student government to be with him/her throughout the process. The advocacy committee members receive close to ten hours of training on active listening, communication skills and grievance procedures.

Beginning fall 2008, the college hosted a student convocation on the first Friday of the quarter to welcome students to the new school year, to introduce key college staff as well as the traditions/rituals of academia, and to provide them with the opportunity to attend student development sessions. Session topics include study skills, campus resources and student advocacy. New student receptions are held quarterly on campus. New students are mailed student orientation packets within a week of registering for classes and follow up phone calls and campus tours are scheduled within two to three weeks of registering.

In the last five years, South has taken many steps to ensure the accurate placement of students, upon entry, in math and English. Previously many students were being placed into low level developmental math classes based on COMPASS test scores. In order for these students to reach the required math level for their chosen educational program, they had to take a series of math classes which often took several quarters. This was discouraging and costly for students and many would drop out. The math department, student services, and the assessment office took steps to address this issue and implemented the following strategies.

- The assessment office went to the area high schools to administer the COMPASS test to high school juniors. This allows the juniors to see their current level, so they can focus on math ahead of time to improve their scores.
- The assessment office, along with the counselors, are using the diagnostic tools provided by the COMPASS testing program to advise students as to which classes to take.
- The math department is now offering modular math classes as well as math labs which allow the students to focus on their weak areas and to skip areas where they are strong thus moving through levels more quickly to reach their goals.
- The assessment office and counselors are using the student demographics to help them advise students and to refer them to the appropriate math program, whether in basic & transitional studies or academic programs.

The English department is continuing to revise their approach to placement.

- Cutoff scores have been revised using national norms for entry.
- Students are allowed to challenge their initial COMPASS placement by writing an essay.
- Portfolios are used to gather evidence of accomplishment for instructors to promote students to other English courses or to skip English course levels.
- Transitional ESL courses have replaced developmental ESL courses and contain a newly revised curriculum that should allow ESL students to move more smoothly and quickly into 100 level English classes.

Both math and English placement will continue to be monitored and modified as necessary.

Each fall and spring quarter, the dean of enrollment and student services provides training on the Family Educational Rights and Privacy Act, or FERPA, for all college staff. This training is also provided to individual departments when requested.

PROFESSIONAL DEVELOPMENT

The climate survey showed that only 32% of employees were satisfied with the availability of orientation programs for new campus personnel. District human resources provides new employee orientation monthly for new district employees and discussions are underway about creating an online program. In response to the climate survey, the college implemented a new five-part orientation program, called South 101, in fall 2008. A part-time faculty orientation program was also offered in fall 2008. These orientation programs will be offered fall quarter of each year.

There are multiple recognition programs for staff such as the college's Service Recognition awards, the Board of Trustee's LifeLong Learning awards, and the National Institute for Staff and Organizational Development, or NISOD, awards for excellence in teaching. South has a classified staff development committee (CDAC) which offers mini-grants for training, a professional development day in the fall and an off-campus breakaway each spring. The Teaching and Learning Center offers training opportunities and college departments offer training in job-specific areas.

Exempt staff have a committee (EDAC) which offers a day-long workshop in the summer, quarterly training sessions, and topical brown bag lunches. Executive leadership opportunities are available for exempt staff as well as sabbaticals which may range from fourteen to ninety days.

Faculty development is administered through the district's full-time faculty development coordinator and through South's Teaching and Learning Center with a part time coordinator. Following a series of presentations at South on Universal Design for Learning, or UDL, the district faculty development incorporated a Universal Design for Learning workshop into its Summer Institute. In addition to the district and college faculty development programs, there are funding sources

for professional development for faculty such as Foundation grants, curriculum grants, college-sponsored workshops and department funds. Faculty sabbaticals are also provided ranging from one to three quarters.

Tuition waivers are available to all full-time staff and to part-time faculty who teach at least half time. Many of the state universities also offer tuition waivers to college employees for both graduate and undergraduate work, a professional development opportunity that is well utilized.

With the roll out of Office 2007, the Teaching and Learning Center offered a series of training courses to all employees during 2007-2008; this training continues to be updated. College and district workshops are offered each year on such topics as the collective bargaining agreements, performance evaluations, career path opportunities, preparing annual budget requests, and credit card reconciliation.

