

Year One Self-Evaluation Report

Submitted to the Northwest Commission on Colleges and Universities • September 1, 2011



South Seattle Community College

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INTRODUCTION

South Seattle Community College is pleased to present this Year One Self-Evaluation Report to the Northwest Commission on Colleges and Universities. This report follows the Commission's guidelines and includes a brief description of the institution, the response to Commission recommendations, and reaffirms the College's commitment to ongoing assessment and continuous improvement. The Year One Report focuses on the College's mission and four core themes—Student Achievement, Teaching and Learning, College Culture and Climate, and Community Engagement and Partnerships. For each core theme, the report briefly describes key objectives and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives.

The College began the process of mission review and core theme development during Spring Quarter, 2010. This process was led by the Institutional Effectiveness Committee, which includes representatives from faculty, classified staff, and exempt employees. Over the past decade the Institutional Effectiveness Committee, in collaboration with the President's Cabinet, has led the strategic planning process that focused on the College's meeting its goals and priorities. There was also recognition by the College that the revised accreditation focus on core themes and mission fulfillment provided the College with a unique opportunity to enhance the alignment between accreditation and strategic planning. The Institutional Effectiveness Committee began its work operating under the guiding principle that all planning should ultimately support the achievement of core themes and mission.

As a first step in the process, members of the President's Cabinet were asked to determine whether the campus should consider revising the College's current mission statement. Members of the President's Cabinet were unanimous in their belief that the current mission statement accurately reflects the character of the College and that revising the current mission statement was not warranted at this point—with the following caveat: given the College's recent accreditation as a baccalaureate granting institution, it was recommended:

- That the College add the words “applied baccalaureate” to the current mission statement to more accurately describe the students that we serve and
- That the College add the words “pre College” to the mission statement to more accurately reflect the comprehensive nature of the College's course and program offerings.

In June, 2010, the Institutional Effectiveness Committee submitted a draft of potential core themes to the President's Cabinet that, as Standard 1.B.1 describes, “individually manifest essential elements of its mission and collectively encompass its mission.” With only minor modifications, the President's Cabinet approved the draft core themes and circulated them, along with the recommended changes to the current mission statement, to the campus community during fall quarter, 2010 for response and critique. Campus feedback documented overwhelming support for the recommended changes to the mission statement. Campus responses to the original core themes draft were incorporated into a second draft that was circu-

lated to the campus community for additional review. Campus-wide open forums were also held during fall quarter, 2010 to further solicit feedback before the preparation of a final draft.

A final draft of the revised mission and core themes was presented to the College Council for review on December 1, 2010. The College Council is a representative body, with membership elected from all sectors of the College community: full and part-time faculty, exempt staff, classified staff, and students. It is an advisory body to the President and Cabinet, tasked to consider campus issues that cross department or program boundaries and recommend solutions. After a favorable review by the College Council, the final draft of the core themes was forwarded to President's Cabinet where it was formally approved. As a final step, in February 2011 the revised mission and core themes were presented to and approved by the Seattle Community College District Board of Trustees. (See Appendix 1.)

INSTITUTIONAL OVERVIEW

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 Seattle Community College District is the largest two-year district in the state, serving approximately 50,000 students each year at the three campuses, SVI, and specialized training centers.

The Seattle Community College District is governed by a five member Board of Trustees (appointed by the governor), who 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.

South Seattle Community College has served the community for over 40 years. When the College welcomed its first students in September 1969, classes were offered at several community locations, including a high school in West Seattle and an industrial building in South Seattle. One year later students were able to attend classes in just-constructed buildings on what became the College's 87-acre main campus in West Seattle overlooking downtown Seattle and Elliott Bay. The campus includes a six-acre Arboretum, and the adjacent Seattle Chinese Garden site.

Today, South serves approximately 15,000 students (unduplicated headcount) annually from the main campus in West Seattle, the New Holly Learning Center on Beacon Hill in South Seattle, and the Georgetown Apprenticeship & Education Center, located in Seattle's prime industrial sector and also the largest apprentice-training site in the Northwest.

South is located in one of the most culturally and racially diverse areas in Seattle. A high percentage of students are both low income and first in their families to attend College. While part of the College's service area includes a cluster of neighborhoods that form one of the lowest

income areas in the Pacific Northwest, another part includes one of the most affluent residential neighborhoods in Seattle. Of the nearly 7,700 individual students who attended in 2009-10, 60% were students of color, 55% were female, and 59% attended full-time. Other significant student characteristics include 51% who were the first generation in their family to attend College and 44% who were from families where the primary language spoken was not English. Over 35 first languages are spoken by students.

As a comprehensive community College, South offers educational pathways through an applied baccalaureate degree in Hospitality Management, five associate-level transfer degrees, degrees and certificates in more than 30 professional-technical and apprenticeship offerings. The College offers pre-College courses in English and mathematics, Adult Basic Education and GED preparation, English as a Second-Language (ESL) and High School Completion. In addition, the College operates a large non-credit program of continuing education classes enrolling over 2,000 students each year. In the 2009-10 academic year, 4774 state-funded student FTES were distributed among academic transfer courses (36 %), professional-technical and apprenticeship courses (42%), and basic education or developmental courses (22%). Enrollment in online classes has continued to increase over the past several years from 263 FTEs in 2006 to 523 FTEs in 2009-2010.

In recent years the College has experienced significant growth in both its international and Running Start programs. In fall, 2010, South served 326 international students with the majority enrolled in an A.A. transfer program. Approximately 27 countries were represented with the top four being Vietnam, China, South Korea, and Japan. Running Start—a popular program for high school juniors and seniors who can earn College credit while still in high school—served 266 students in fall quarter, 2010.

In terms of staffing, in fall quarter, 2010 the College employed 83 full-time faculty, 245 part-time faculty, 128 classified staff, and 71 “exempt” staff (managerial and/or technical personnel).

PREFACE

This section provides a brief update on institutional changes since the last accreditation report and a response to Commission recommendations.

South Seattle’s last full-scale accreditation visit occurred in October 2009. On February 26, 2010, South received notification from the Northwest Commission on Colleges and Universities that its accreditation had been reaffirmed at the associate degree level on the basis of the fall 2009 Comprehensive Evaluation. In addition, the Commission granted accreditation at the baccalaureate level to include the Bachelor of Applied Science in Hospitality Management.

INSTITUTIONAL CHANGES SINCE THE LAST ACCREDITATION REPORT

Leadership changes: Since the last regular ten-year accreditation visit, the College has experienced significant changes in key leadership positions. In January 2009, Dr. Jill Wakefield, the former President of South Seattle Community College, assumed the role of Seattle Community College District Chancellor. In August 2010, Gary Oertli was selected as the College's sixth president. Mr. Oertli previously served as interim President at the time of the accreditation visit in 2009.

There have been other significant changes in leadership since the 2009 accreditation visit.

- In July, 2010, Mark Mitsui, South's Vice President for Student Services was selected as the President of North Seattle Community College (Kim Manderbach named as the interim Vice President for Student Services replacement).
- In summer, 2010, Dr. Greg Gillespie, South's Interim Vice President for Administrative Services was appointed as the Executive Vice President for Instruction and Student Services at Yavapai Community College in Prescott Arizona. Due to budget constraints, it was decided that the Vice President for Administrative Services position would not be filled. The elimination of one vice president position resulted in an immediate saving of over \$100,000 to the College's current budget.
- At the end of fall quarter 2010, Dr. Jean Hernandez, South's Vice President for Instruction left South to assume the presidency of Edmonds Community College.
- In February, 2011, Dr. Kurt Buttleman was appointed to a newly-created position of Executive Vice President for Instruction and Administrative Services. Dr. Buttleman had served as South's Vice President for Administrative Services for ten years prior to his selection as the Seattle District's Chief Financial Officer in 2009. While serving as the District CFO, Dr. Buttleman also served as interim Vice President for Instruction at Seattle Central Community College until the permanent Vice President for Instruction was hired in Summer, 2010.
- In fall, 2010, Dr. Holly Moore was appointed to the newly created position of Executive Dean of the Georgetown Campus.

State Budget Reductions: South Seattle, together with all community and technical colleges in the state, is operating in a context in which state resources for higher education are steadily decreasing. As out-of-work individuals seeking retraining flood the colleges, the colleges are being asked to do more, with significantly less.

Over the last three years, the Seattle Community College District has experienced a \$15.7 million dollar reduction in state revenue. In the current year (2010-11), the College absorbed a 10 percent reduction, amounting to \$2,096,200. In addition, due to the state's current \$4.7 billion deficit, the Seattle Community College District will incur an additional reduction in state funding of approximately \$7 million for fiscal year 2011-12. Of this \$7 million, South Seattle Community

College will absorb approximately \$2.5 million. Preserving and maintaining the College's core mission and values and service to students has continued against a backdrop of very difficult realities.

RESPONSE TO COMMISSION RECOMMENDATIONS

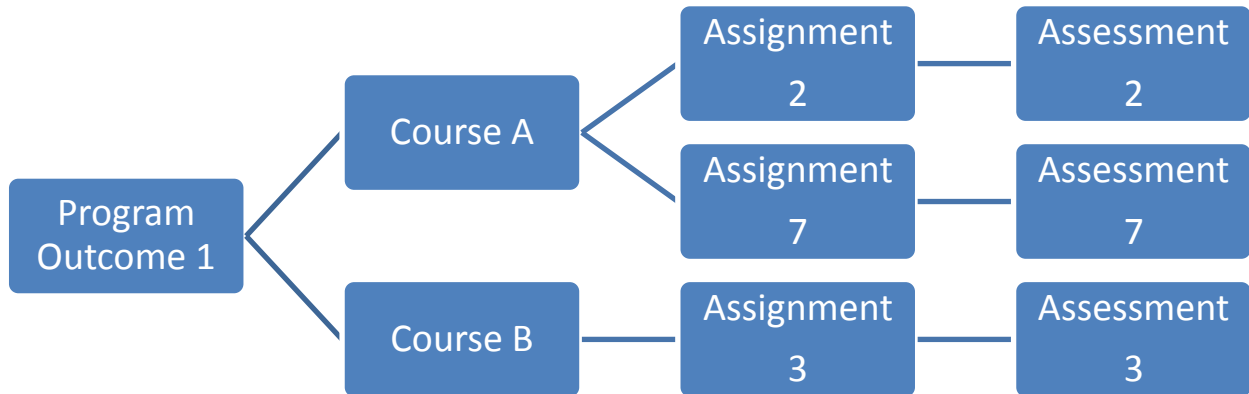
At the conclusion of the October, 2009 site visit, the Northwest Commission evaluation team made six recommendations. In a letter dated February 26, 2010, the Commission requested that South Seattle Community College respond to three of the six recommendations in the College's Year One Evaluation Report (recommendations 1,4 and 6) followed by a progress report in spring 2013 to address the three remaining recommendations (2,3 and 5).

What follows is the College's response to Recommendations, 1, 4, and 6 of the Fall, 2009 Comprehensive Evaluation Report.

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

Response to Recommendation 1: The three programs Networking, Drafting and Business/Accounting associated with recommendation 1 were assessed in the same systematic way that all other technical programs were assessed and have had three full program reviews since the 2000 accreditation visit. These program reviews are conducted by an outside evaluator and a team of industry experts. They are designed to assess multiple indicators including, program outcomes, program curriculum, and program completion and include student surveys. The report is reviewed and responded to by program faculty and the program technical advisory committee and the Executive Vice President for Instruction and Administrative Services.

In addition to the regular and systematic program reviews, all technical programs have mapped the program outcomes to the campus student learning outcomes and have also mapped the program outcomes to the program courses using a relational database. This database demonstrates that all program outcomes are achieved within the sequence of courses. Within the database each course has the program outcomes connected to the activities with the course that is designed to meet the specific program outcomes. It also shows how those outcomes are assessed. Therefore, by completing the course, the students have demonstrated by assessment that they have completed the program outcomes associated with that course. By completing the sequence of courses associated with the program, the College can demonstrate by assessment that the student has achieved all program outcomes associated with the Program. The chart on the following page shows how the system works. Program outcome 1 is addressed in two courses; in course A, two assignments cover the program outcome with corresponding program outcome assessments.



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

Two areas were cited as the reasons for this recommendation: Geology and Apprenticeship.

Response to Recommendation 4 regarding Geology: Geology courses are offered primarily as elective credits within a general pre-science A.S. curriculum, and do not represent an area of “major work” as described in Standard 4.A.1, in large part since all Geology courses are currently offered at the 100-level, and there is limited variety within those offerings. Furthermore, over the five year period 2006-2011, the College has offered an average of 2.35 sections of Geology per quarter, which does not reflect a sustainable workload for a full-time instructor, whose base teaching load would be three sections per quarter. During the period 2008-2011, the average number of sections per quarter has dropped to 2.17. In short, because of the small and variable number of sections offered, and because those sections do not represent major’s-level introductory courses, a full-time Geology instructor appears to be neither warranted nor feasible.

Given that the new standards for accreditation no longer include standard 4.A.1 but allow institutions to make a judgment on what constitutes appropriate levels of staffing (new standard 2.B.5), the College proposes not to hire a full-time Geology instructor at this time. The alternative would be to discontinue the limited offerings in Geology, which would serve neither the needs of students nor the needs of the College.

Response to Recommendation 4 regarding Apprenticeship: Based on the evaluation committee's recommendation, the College hired a temporary full-time position that is responsible for overseeing the apprenticeship programs and teaching in the Building Sustainable Management two-year degree program that the College began offering winter quarter, 2010. Budget constrictions have made it impossible to convert this position to a tenure track position. The College will continue to support the need for faculty continuity with revenue from grants and contracts. A conversion to a permanent faculty position will be re-evaluated as the budget improves and the hiring freeze is lifted.

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

Response to Recommendation 6: Effective with the Fiscal Year 2010-2011, the budget information presented to the Seattle Community College District Board of Trustees listed each campus' budget separately. The Board of Trustees approved these budgets in this new format at their meeting on September 9, 2010. The Seattle Community College District Office will continue to present the materials in this format in the future.

The Board of Trustees meeting agenda and material are attached as Appendix 2.

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS FOR MISSION FULFILLMENT

The first chapter of this report includes an executive summary of Eligibility Requirements 2 and 3, and reviews the College’s mission and core themes. It also describes South’s definition of mission fulfillment, based on the following core themes: Student Achievement, Teaching and Learning, College Culture and Climate, and Community Engagement and Partnerships. In addition, it describes and explains the core theme objectives and indicators which enable the College to monitor and evaluate mission fulfillment at South Seattle Community College.

ELIGIBILITY REQUIREMENTS

Eligibility Requirement #2—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, degree, or certificate under the rules of the State Board for Community and Technical Colleges that are appropriate to their mission.

Eligibility Requirement #3—Mission and Core Themes: The College devotes its institutional resources to achieving its mission of “providing quality learning experiences which prepare students to meet their goals for life and work” by providing comprehensive educational programs in a highly supportive learning environment. All College resources are devoted to student learning and success. The College has articulated the essential elements of its mission in four core themes—Student Achievement, Teaching and Learning, College Culture and Climate, and Community Engagement and Partnerships. The revised mission and four core themes were developed through a campus-wide, participatory process and approved by the Board of Trustees in February 2011.

SECTION 1: STANDARD 1.A—MISSION

INSTITUTIONAL MISSION STATEMENT 1.A.1

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:

- Applied baccalaureate, associate degree, college transfer, certificate, technical and professional, and pre-college 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.

The College's mission statement is reviewed periodically by the Board of Trustees and is published widely, appearing on the College's website, posted in classrooms, printed in the quarterly class schedule and included in a variety of reports that are distributed to the College's service area throughout the year. The current mission statement was approved by the Board of Trustees in February, 2011.

The College's mission also aligns with and complements the Seattle Community College District's mission to "provide excellent, accessible educational opportunities to prepare our students for a challenging future" (see Appendix 3).

INTERPRETATION OF MISSION FULFILLMENT 1.A.2

The College's definition of mission fulfillment is based upon demonstrating acceptable levels of performance on fourteen key performance indicators derived from the four core themes of Student Achievement, Teaching and Learning, College Culture and Climate, and Community Engagement and Partnerships. These 14 key performance indicators were selected from the 36 performance indicators for the 4 core themes identified in Section 2: Standard 1.B because the College considered them necessary and sufficient conditions for mission fulfillment.

KEY PERFORMANCE INDICATORS FOR MISSION FULFILLMENT

CORE THEME ONE: STUDENT ACHIEVEMENT

OBJECTIVE	KEY PERFORMANCE INDICATOR	EXAMPLE MEASURES
1.1 Student course and program progression	1.1.1 Student retention	First to second quarter (including rates for underserved students)
	1.1.2 Momentum points	Transition from BTS, developmental and College level math attainment, first 15 and 30 College credits
	1.1.4 Student satisfaction with goal completion	CCSSE, ACT, and SSCC Engagement Survey

CORE THEME TWO: TEACHING AND LEARNING

OBJECTIVE	KEY PERFORMANCE INDICATOR	EXAMPLE MEASURES
2.1 Students learn requisite knowledge and skills	2.1.2 Student self-reports of satisfaction	ACT, CCSSE, SSCC survey of Student Engagement
2.2 Students accomplish their educational objectives	2.2.1 Certificate and degree completion	For both academic and professional technical students
	2.2.2 Transfer rates	For academic transfer students
	2.2.3 Employment rates	For professional technical students

CORE THEME THREE: COLLEGE CULTURE AND CLIMATE

OBJECTIVE	KEY PERFORMANCE INDICATOR	EXAMPLE MEASURES
3.1 SSCC hires and retains a diverse and culturally competent workforce	3.1.2 Cultural competency of faculty and staff	CCSSE, CCSFE, SSCC student and SSCC faculty engagement surveys
3.2 SSCC provides opportunities for employees to learn, engage, and contribute to the campus community	3.2.3 Faculty and staff satisfaction with campus technology, facilities, security and safety	SSCC Climate survey

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OBJECTIVE	KEY PERFORMANCE INDICATOR	EXAMPLE MEASURES
3.3 SSCC practices fiscally responsible management of public resources and uses a transparent budget process	3.3.1 Efficient management of the budget and enrollment	Annual FTEs and expenditures within state allocations
	3.3.2 Outside resources generated	Grants, contracts, and auxiliary funds (e.g., Title III, RIA, International student)

CORE THEME FOUR: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

OBJECTIVE	KEY PERFORMANCE INDICATOR	EXAMPLE MEASURES
4.2 SSCC strengthens partnerships with high schools, university partners, and funders to create a seamless pipeline	4.2.1 Partnerships and articulation agreements	K-12, community Colleges, and 4-year institutions
4.3 SSCC enhances community enrichment and participation	4.3.1 Classes offered for personal enrichment, business and professional development	Sustainable enrollment in classes offered for personal enrichment, business and professional development indicate programs that are relevant and meaningful to the community.
4.4 SSCC strengthens community partnerships that are mutually beneficial to the College and the community	4.4.3 Customized training and education for workers and their employers	Sustainable enrollments for customized training and education for the business community through grants and contracts indicate responsiveness to workforce training needs in the community.

ACCEPTABLE THRESHOLD OR EXTENT OF MISSION FULFILLMENT 1.A.2

Each of the fourteen key performance indicators has targets for each year and biennium. Each year, the President’s Cabinet reviews quantitative performance outcomes against the benchmarks for each of the indicators and makes qualitative judgments (e.g., met or exceeded benchmark, approached benchmark, failed to meet benchmark) and a summary judgment of mission fulfillment (e.g., no more than one failure and at least nine out of fourteen met or exceeded their benchmarks).

For the past decade, the President’s Cabinet has chosen to focus its priorities on student success and financial health. The key performance indicators included in the definition of mission fulfillment reflect these historical priorities that are universally recognized and understood by the college community.

SECTION 2: STANDARD 1.B—CORE THEMES, OBJECTIVES AND INDICATORS

The College identified four core themes that individually represent the major, interdependent areas through which South fulfills its mission as a comprehensive community college-- Student Achievement, Teaching and Learning, College Culture and Climate, and Community Engagement and Partnerships.

In addition, the College’s core themes align with the key components of the Seattle Community College District Strategic Goals for 2010-15:

- Student Success – increase student learning and achievement
- Partnerships—build community, business and educational partnerships
- Innovation—increase innovation and improve organizational effectiveness

The following section describes the core themes, their objectives, and the indicators that have been selected to assess progress toward attainment of the objectives and core themes.

CORE THEME ONE: STUDENT ACHIEVEMENT

South Seattle Community College is committed to increasing the achievement of all students, inclusive of various abilities, backgrounds, and aspirations.

OBJECTIVES

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

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

INDICATORS	RATIONALE
1.1.1 Student retention (e.g. within the quarter, from term-to-term, and from year-to-year)	Retention drops most dramatically between a student’s first and second quarter, however measuring retention over various periods of time indicate that the College is successfully advancing progression.

INDICATORS	RATIONALE
1.1.2 Momentum point attainment (e.g. transition from BTS, College level math attainment, etc.)	These indicators measure a variety of gains made toward completion, providing a more nuanced snapshot of South’s support of progression.
1.1.3 Transition from level to level (e.g. Basic Skills, degree and certificate completion, College level math attainment, etc.)	These indicators illustrate that students are advancing along the College’s spectrum of offerings and meeting their goals.
1.1.4 Student satisfaction with goal completion (e.g. CCSSE, ACT, other national surveys)	Because students possess a variety of goals (beyond degree or certificate completion), this indicator will account for—through satisfaction ratings—a student’s own assessment of his/her goal completion.

1.2) South Seattle Community College students successfully navigate the College system.

South supports the needs of our diverse student population to successfully transition through the College system through effective dissemination of relevant information and an array of support services at critical momentum points.

INDICATORS	RATIONALE
1.2.1 Students fund their education through available resources (e.g. financial aid, scholarships, payment plan)	Successful navigation is dependent on a student’s ability to fund their education. Due to the variety of funding options and their varied processes, funding is often a barrier to successful navigation.
1.2.2 Retention rates for underserved student populations	First generation and other underrepresented groups demonstrate greater struggles in navigating College processes. This indicator will demonstrate South’s ability to support all students.

1.3) South Seattle Community College students are actively engaged in learning communities and develop strong financial literacy.

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

INDICATORS	RATIONALE
1.3.1 Students receive honors and accolades (e.g. scholarships, academic honors)	Measuring how many students receive scholarships, receive academic honors, and receive other positive recognition illustrates to extent to which the College has provided a rich, self-directed learning experience.

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INDICATORS	RATIONALE
1.3.2 Students engage in campus and community opportunities (e.g. CCSSE, SENSE, Student Life participation)	Student engagement in the campus community and in campus activities is a known indicator of student achievement.
1.3.3 Retention of students participating in financial literacy programs	Students who develop strong information and financial literacy are more equipped to persist and navigate the system.

CORE THEME TWO: TEACHING AND LEARNING

South Seattle Community College is committed to providing consistently high-quality educational experiences that prepare students to meet their goals for life and work.

OBJECTIVES

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

South faculty, staff, and administrators work collaboratively to ensure that students' diverse needs are met and that they are provided the opportunity to gain the knowledge and skills that they need to be successful. (See Appendix 4.)

INDICATORS	RATIONALE
2.1.1 Course/program-level assessment as SLO analysis (e.g. outcome mapping)	The analysis of Student Learning Outcomes, along with other learning assessment, yields insight into the type and extent of student learning, and provides input for any needed refinements or adjustments to the College's educational offerings.
2.1.2 Student self-reports of satisfaction (e.g. CCSSE and ACT Exit Survey)	Students are well-positioned to determine the value of their educational experience within the context of their particular backgrounds, goals, and aspirations.
2.1.3 SAI Momentum points (e.g. for College-level math course completion)	Momentum points indicate that students are learning requisite knowledge and skills to progress on their chosen educational paths.

2.2) South Seattle Community College students accomplish their educational objectives.

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

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INDICATORS	RATIONALE
2.2.1 Certificate/degree completion	For students who indicate their intent to earn a credential, completion of that credential is a strong indicator that the College is meeting its mission.
2.2.2 Transfer rates	For academic students, transfer is an important part of the College's mission.
2.2.3 Employment rates	For professional/technical students, gaining employment in their field is the hallmark of success and indicates that the College is fulfilling its mission.

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

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

INDICATORS	RATIONALE
2.3.1 Curriculum and program changes (collected from the Curriculum & Instruction Committee, and from the district's curriculum-tracking website)	The addition of new courses, updates to existing courses, and the creation of new instructional programs demonstrates responsiveness to the needs of students and a commitment to providing instruction that meets current standards in the various disciplines or fields of study.
2.3.2 Percent of faculty who engage in professional development opportunities	By providing professional development for instructors, the College indicates a systemic commitment to quality instruction.
2.3.3 Independent licensures, certifications/accreditation and awards	In professional/technical fields, certification by an independent agency (NATEF, the FAA, the Nursing Commission, etc.) indicates state-of-the-art curriculum and instruction.

CORE THEME THREE: COLLEGE CULTURE AND CLIMATE

South's Culture and Climate is the foundation of the College that provides the infrastructure for mission fulfillment and core theme attainment.

3.1) South Seattle Community College hires and retains a diverse and culturally competent workforce.

South recognizes the critical role of diversity in creating a successful educational environment for the 21st century. South endeavors to improve the diversity and cultural competency of employees to help prepare students for participation in the broader community.

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INDICATORS	RATIONALE
3.1.1 Diversity of faculty and staff (to include: race, national origin, ethnicity, and language spoken).	Having employees that reflect a global workforce is critical to the success of the College in the 21 st century.
3.1.2 Cultural competency of faculty and staff.	Multicultural competency improves the ability of faculty and staff to effectively perform their job responsibilities.

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

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

INDICATORS	RATIONALE
3.2.1 Participation in activities, committees, events, services, trainings and workshops	More opportunities for employees to learn increases the ability for them to adapt to change, lead innovative programs and services, improve their collaborations, and increases their involvement in campus governance.
3.2.2 Contribution by campus community through culture of philanthropy.	Employees that give their time, money, and efforts to contribute to the greater good help to create a sense of community, and reflect the College’s commitment to the greater community.
3.2.3 Faculty and staff satisfaction with campus technology, facilities, security, and safety.	Leading edge technology, updated grounds and facilities, and a safe and secure campus are conducive to positive attitudes about working and learning on campus.

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

South follows a conservative approach to operating the College, meets FTE targets within the budget, and preserves the quality of education.

INDICATORS	RATIONALE
3.3.1 Efficient management of the budget and enrollment.	Effective and inclusive process to manage the budget and enrollment ensure fiscal integrity, quality programs, and services.
3.3.2 Outside resources generated.	Financial resources from outside sources help to fund the College and enhance the educational process.

CORE THEME FOUR: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

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

OBJECTIVES

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

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

INDICATORS	RATIONALE
4.1.1 Business, labor and industry cash, equipment and in-kind donations	Program investments indicate strong support for professional-technical programs, resulting in increased or enhanced professional-technical program capacity (e.g., number of students served, additional sections, and new courses).
4.1.2 Employer placement rates resulting from student service learning and internships	Student service learning and internships in professional-technical programs that lead to direct employment are indicative of strong and relevant training programs.
4.1.3 Advisory group membership and participation	Active advisory group membership and participation reflect business and industry investment in the professional-technical programs to ensure programs are relevant to industry needs.

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

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

INDICATORS	RATIONALE
4.2.1 Partnerships and articulation agreements with K-12, community College, and four-year institutions	Creating strong pathways through direct articulation and other cooperative agreements with high schools and postsecondary institutions contributes to higher enrollment and completion rates.
4.2.2 College level placements	Successful partnerships with school districts ensure that community College placement requirements are well understood and integrated into curriculum development and instruction, resulting in higher rates of College-level placements.
4.2.3 Enrollments of graduates from local feeder high schools	Enrollment rates of graduates from local feeder high schools directly reflect the success of articulation and partnership agreements.

4.3) South Seattle Community College enhances community enrichment and participation

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

INDICATORS	RATIONALE
4.3.1 Classes offered for personal enrichment, business and professional development	Sustainable enrollment in classes offered for personal enrichment, business and professional development indicate programs that are relevant and meaningful to the community.
4.3.2 Community volunteerism and philanthropy	Community volunteerism and philanthropy indicate community investment in College programs and mission.

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

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

INDICATORS	RATIONALE
4.4.1 Student enrollment, progression and completion rates for distinct student populations	Collaboration with community leaders and organizations supports innovative training programs and recruitment initiatives for distinct student population needs, resulting in higher enrollment, progression and completion rates.

INDICATORS	RATIONALE
4.4.2 College engagement with the community	Active participation of faculty, staff and leadership on local boards and organizations is critical to ensure that the College is relevant and responsive to the community, and the community is actively engaged in supporting the College mission.
4.4.3 Customized training and education for workers and their employers	Sustainable enrollments for customized training and education for the business community through grants and contracts indicate responsiveness to workforce training needs in the community.

CONCLUSION

This Year One Report articulates the core themes inherent in South Seattle Community College’s mission statement, defines the objectives for each of the core themes, and identifies specific, assessable, and meaningful indicators that form the basis for evaluating attainment of the objectives. The College’s four core themes help operationalize the fulfillment of the College’s mission and are translated into action through the establishment of the objectives and corresponding key performance indicators. The core themes evolved out of a process that included broad campus-wide involvement and input, culminating in formal approval by the Seattle Community College District’s Board of Trustees in February, 2011. (See Appendix 5.)

The preparation of the Year One Report has provided an opportunity for the campus community to revisit and reaffirm South’s mission, reflect on the College’s effectiveness and strengthen the connection between accreditation and strategic planning. One of the more significant outcomes of the revised accreditation process is increased recognition that, ultimately, all planning supports the achievement of the core themes and the College’s mission. The centrality of the institution’s mission and core themes in both accreditation and strategic planning contributes significantly to meaningful institutional assessment and helps ensure a cycle of continuous improvement based on relevant and meaningful data.

Planning is currently underway to develop a revised strategic plan for the 2011-13 biennium that articulates the strategies for achieving the core theme objectives, aligns with the District strategic plan, guides resource allocation, and involves collaboration across the major units of the College (e.g. instruction, student services, administrative services). This institutional strategic plan also provides direction for divisions, units, and programs as they develop their own strategic plans that support the College’s mission and contribute to the accomplishment of the core themes, objectives, and indicators.

The model of mission fulfillment presented in chapter one helps to define the relationship between the mission, core themes, core theme objectives, and indicators. This model creates the framework for chapter two that will document the adequacy of our resources and our capacity to fulfill the mission and meet the benchmarks for the core theme objectives.

APPENDICES

MISSION STATEMENT

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:

- Applied baccalaureate, associate degree, college transfer, certificate, technical and professional, and pre-college 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.

APPENDIX 2

MINUTES OF THE SEATTLE COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES MEETING held Thursday, September 9, 2010 at North Seattle Community College, 9600 College Way North, Seattle, WA 98103

PRESENT

Trustees	Ms. Gayatri Eassey, Interim Chair Mr. Don Root Mr. Tom Malone Mr. Jorge Carrasco
Chancellor	Dr. Jill Wakefield
Presidents/Vice Chancellors	Mr. Mark Mitsui, NSCC Dr. Paul Killpatrick, SCCC Mr. Gary Oertli, SSSCC
Vice Chancellor	Dr. Carin Weiss
Chief Financial Officer	Dr. Kurt Buttleman
Chief Human Resources Officer	Mr. Charles Sims
Advisory Representatives	Dr. Norward Brooks

Mr. Derek Edwards, AAG

Mr. Rodolfo Franco, WFSE

Irene Malloch, NSCC Student

Secretary

Ms. Harrietta Hanson

ABSENT

Dr. Constance Rice, Chair

Dr. Lynne Dodson, AFT 1789

Mr. Gavin Fung, SCCC Student

Ms. Julie Rowe, SSCC Student

CALL TO ORDER

Interim Board Chair, Gayatri Eassey, called the meeting to order at 3:05 p.m.

2010-2011 FISCAL YEAR BUDGET

Dr. Buttleman presented the proposed 2010-2011 Fiscal Year Budget for approval. Overall information of the budget was presented to the Board at the July 8 Board meeting. Dr. Buttleman highlighted the change in format which provided more details than in the past. He indicated that in previous years the budget was presented as one for approval. This year the information presented is separated by colleges. This is in part due to the change in Accreditation Standards; each college's budget has to be approved by the Board. **Ms. Eassey asked for a motion to approve the 2010-2011 Fiscal Year Budget. Mr. Malone moved and Mr. Root seconded the motion. Motion passed unanimously (4-0).**

Dr. Constance Rice, Chair

Date

APPENDIX 3

The following 4 pages comprise Appendix 3, Strategic Plan.



2010–2015 DISTRICT-WIDE STRATEGIC PLAN

Mission

The Seattle Community Colleges will provide excellent, accessible educational opportunities to prepare our students for a challenging future.

Vision

The Seattle Community Colleges will be learning-centered...

- in providing high-quality and innovative education.
- in preparing our students for success and lifelong learning.

Values

We value teaching and learning

We promote commitment to a lifetime of learning; creation of a community of learners; imaginative, visionary, expert instruction; and use of innovative instructional technology.

We value students

We promote programs, services and activities that address students' needs and interests; student success through accessibility and support services; and student development through activities both inside and outside the classroom.

We value diversity

We promote respect for the abilities and interests of each individual; awareness and understanding of all people; and appreciation of the unique cultures of our campuses.

We value partnerships

We promote partnerships with business, industry, labor, government, education and organizations that expand educational and employment opportunities, increase our understanding of community educational needs, and foster cooperative use of resources.

Strategic Goals

GOAL 1: *STUDENT SUCCESS* – Increase student learning and achievement.

GOAL 2: *PARTNERSHIPS* – Build community, business & educational partnerships.

GOAL 3: *INNOVATION* – Increase innovation and improve organizational effectiveness.

GOAL 1: *STUDENT SUCCESS* – Increase student learning and achievement.

OBJECTIVE 1: IMPROVE STUDENT ACHIEVEMENT IN PRE-COLLEGE MATH AND ENGLISH AND COLLEGE-LEVEL MATH FOR ALL STUDENTS

Completion of math and English requirements are critical for students to obtain degrees and certificates. Many students who enroll in community colleges are not prepared for college-level work. At the Seattle Community Colleges, approximately three-fourths of the students who take math and English placement tests place into a pre-college level course. Progression through pre-college courses and completion of the first college-level math course is a challenge for many students. The target increases are based on past performance. In 2008-09, completions of pre-college math or pre-college English courses increased 20% over 2006-07. The completion of the first college-level math or quantitative reasoning course varied from a 9% annual increase to a slight decline. All of the colleges have major initiatives to address student success in pre-college and math courses.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Number of successful completions of a pre-college math or pre-college English course 	2008-09: 5,196 course completions*	25% increase by 2015 to 6,495 course completions
<ul style="list-style-type: none"> Completion of the first college-level math course 	2008-09: 3,558 course completions*	25% increase by 2015 to 4,448 course completions

* Course completions, measured by the State Board Student Achievement Initiative, may be influenced by enrollment fluctuations.

OBJECTIVE 2: INCREASE THE NUMBER OF STUDENTS COMPLETING DEGREES AND CERTIFICATES

Completion of community college degrees or certificates increases students' capacity to compete for jobs and achieve career success. Research shows that students who complete at least 45 college-level credits and earn a degree or certificate achieve significantly greater lifetime earnings. Research also shows that students who are engaged in college life tend to persist in their studies and achieve their educational goals. The target increases are based on past performance. In 2008-09, the awards for at least 45 college level credits and a degree or certificate increased 21% over the 2006-07 baseline year and all awards increased by 10% over the same time period. In addition, the colleges have initiatives under way to increase completions, including creating more short-term certificates. The colleges are also planning to administer the Community College Survey of Student Engagement (CCSSE) to assess institutional practices and their impacts on student learning and retention.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Awards for at least 45 college-level credits and a degree or certificate 	<ul style="list-style-type: none"> 2008-09: 2,393 degrees and certificates* 	<ul style="list-style-type: none"> 25% increase by 2015 to 2,991 degrees and certificates
<ul style="list-style-type: none"> All degrees and certificates awarded annually 	<ul style="list-style-type: none"> 2008-09: 3,075 awards** 	<ul style="list-style-type: none"> 25% increase by 2015 to 3,844 awards
<ul style="list-style-type: none"> Student engagement as measured by the CCSSE 	<ul style="list-style-type: none"> Baseline data will be developed in 2010-2011 	<ul style="list-style-type: none"> Target will be developed after collecting baseline data

* Degrees and certificates awarded, measured by the State Board Student Achievement Initiative, may be influenced by enrollment fluctuations.

** State Board for Community & Technical Colleges Student Completions Database.

OBJECTIVE 3: INCREASE ACADEMIC SUCCESS OF STUDENTS TRANSFERRING TO FOUR-YEAR INSTITUTIONS

The Seattle Community Colleges successfully prepare students to transfer to four-year institutions. Approximately 40% of our students are in the Academic Transfer program; in 2008-09 we transferred 1,600 students to four-year institutions. University of Washington data show that students transferring from community colleges are as likely to complete their baccalaureate degrees as students who enter directly from high school. Transfer education is also critical to meet the increased demand for students trained in science, technology, math and engineering (STEM). The colleges received grant funding from the National Science Foundation (NSF) to prepare students for STEM education at four-year institutions. The STEM baseline data and targets are from the grant.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Number of students receiving STEM degrees 	In 2007-08, 325 students received associate's degrees in STEM	29% increase in associate's degrees in STEM to 417 degrees
<ul style="list-style-type: none"> Number of STEM transfers to baccalaureate institutions 	691 STEM students transferred in 2007-08	12% increase in STEM transfers to 783
<ul style="list-style-type: none"> Transfer student achievement—degrees, GPA and other measures 	Baseline data will be collected in 2010-2011	Target will be developed after collecting baseline data

GOAL 2: PARTNERSHIPS – Build community, business & educational partnerships.

OBJECTIVE 1: INCREASE AWARENESS OF THE SIGNIFICANT ECONOMIC IMPACT OF THE SEATTLE COMMUNITY COLLEGES

The Seattle Community Colleges are major contributors to the economic health of the Puget Sound Region. Results from a 2003 economic impact study* showed that the colleges account for about \$700 million of all annual earnings in the regional economy due to annual spending by the college district, faculty, staff and students, which is roughly equal to more than 14,000 jobs. The same study found a cost-benefit ratio of 22, that is, every dollar of state tax money invested in the colleges will return a cumulative of \$22 over the next 30 years. New baseline data will be collected in fall 2010 to determine both the economic impact of the institution and community awareness of the Seattle Community Colleges. The economic impact target will be based on projected program expansion, grants, increased enrollment and student graduates over the next five years and will reflect budget constraints due to the economy. The target for awareness will be based on feedback received from the community.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Economic impact of Seattle Community Colleges 	\$700 million in 2003; new baseline data will be generated in 2010-2011	Target will be developed after collecting baseline data
<ul style="list-style-type: none"> Awareness of the Seattle Community Colleges role in economic development 	Baseline data to be collected in 2010-2011	Target will be developed after collecting baseline data

* CCBenefits Inc. *The Socioeconomic Benefits Generated by Seattle Community College District, February 2003.*

OBJECTIVE 2: INCREASE PROFESSIONAL-TECHNICAL PROGRAM GRADUATES TO RESPOND TO LOCAL INDUSTRY WORKFORCE NEEDS

The Seattle Community Colleges are key to preparing the trained workers needed by business and industry. Advances in industry technologies and practices over the next five years will require a more skilled workforce.

The target increase for degrees and certificates is based on past increases (an 8% increase in 2009 over 2008) as well as the college emphasis on creating new pathways. Data will be collected from industry to assess satisfaction with job preparation of professional-technical program graduates.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Professional-technical degrees and certificates awarded annually 	In 2009, 1,794 professional-technical degrees and certificates were awarded	25% increase to 2,242 degrees by 2015
<ul style="list-style-type: none"> Local industry satisfaction with students' job preparation 	Data to be collected in 2010-2011	Target will be developed after collecting baseline data

OBJECTIVE 3: INCREASE PRIVATE, FOUNDATION AND LOCAL FUNDING

The Seattle Community Colleges have been successful in securing grant funding from federal, state and private sources to support new programs and expand existing programs. Between 2005 and 2009, the District generated \$96 million in grants and contracts and more than \$102 million for capital projects. In 2006, the colleges launched a combined fundraising campaign, Power & Promise, and created a district foundation in addition to the three college foundations. The Campaign raised more than \$34 million, exceeding its goal of \$25 million.

Identifying and securing additional sources of funding, such as a tax levy, are critical given the current economic climate and reductions in state funding. In addition, the District will begin planning for the next district-wide campaign, including strengthening the Seattle Community Colleges Foundation and conducting a feasibility study.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Seattle Community Colleges Foundation Board infrastructure; feasibility study completed and campaign goals 	\$34 million raised from 2006-2010	Foundation Board appointed; study complete; campaign goals developed

GOAL 3: INNOVATION – Increase innovation and improve organizational effectiveness.

OBJECTIVE 1: INCREASE INNOVATIVE INSTRUCTIONAL OPTIONS FOR STUDENTS

The Seattle Community Colleges are characterized by creativity and entrepreneurship, particularly in the area of instruction. Students can take advantage of many innovative programs and courses to prepare for career success. Three areas of focus for the next five years are global studies, green and sustainable programs, applied baccalaureate degrees, eLearning and courses using advanced technologies. Targets are based on current offerings and projected student demand.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Number of course offerings which include cross-cultural/global competencies 	75 Global Studies courses	25% increase to 94 in the number of courses with the global studies designation by 2015
<ul style="list-style-type: none"> Programs with green curriculum 	25 green related and sustainable programs	30% increase to 32 in the number of green programs by 2015
<ul style="list-style-type: none"> BAS Degrees 	2 degrees (Hospitality Management, Applied Behavioral Sciences)	3 additional degrees developed by 2015
<ul style="list-style-type: none"> eLearning/Hybrid courses 	Fall 2010, 315 eLearning courses / 103 hybrid courses	25% increase to 394 eLearning/130 hybrid courses by 2015
<ul style="list-style-type: none"> Courses using advanced technologies, such as ebooks, eportfolios, blogs and online tools for management, assessment & tutoring 	Baseline data to be collected in 2010-2011	Target will be developed after collecting baseline data

OBJECTIVE 2: IMPROVE EFFECTIVENESS, EFFICIENCY AND RESPONSIVENESS OF ADMINISTRATIVE SYSTEMS

The Seattle Community Colleges are among the most efficient in Washington State. Based on a 2009 study, our colleges are ranked lowest in the state in administrative spending and in the top two in the state on the percent of the budget spent on instruction. In the current economic climate, the colleges are striving to become even more efficient and remain in the top 10% in the state on efficiency measures. A district-wide budget committee recommended two additional areas for increased efficiencies—information technology and sustainable practices.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> State Board efficiency measures 	In 2009, the District was ranked in the top three in Washington state on key efficiency measures	Annually, the Seattle Community Colleges remain in the top three in Washington state on key efficiency measures
<ul style="list-style-type: none"> Implementation of technology infrastructure improvements that are current, secure, reliable, cost-effective, and standards-based 	Baseline data to be collected in 2010-2011	Target will be developed after collecting baseline data
<ul style="list-style-type: none"> Carbon footprint including energy consumption, water usage and other measures 	Baseline data to be collected in 2010-2011	Target will be developed after collecting baseline data

OBJECTIVE 3: INCREASE RECOGNITION OF THE SEATTLE COMMUNITY COLLEGES AS AN OUTSTANDING PLACE TO WORK

The Seattle Community Colleges support the professional growth and recognition of employees. Each year the Board of Trustees presents Lifelong Learning Awards to recognize outstanding employees and encourage their continued intellectual and professional growth. Faculty have received international, national and regional awards and have been recognized with fellowships. The district plans to assess employee engagement and recognize employee achievement.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Employee level of engagement in the workplace 	Baseline data to be collected in 2010-2011	Target will be developed after collecting baseline data
<ul style="list-style-type: none"> Employee awards and recognition 	Baseline data to be collected in 2010-2011	Target will be developed after collecting baseline data

Student 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.

1. **Communication**
 - Read and listen actively to learn and communicate
 - Speak and write effectively for personal, academic, and career purposes
2. **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)
3. **Human Relations**
 - Use social interactive skills to work in groups effectively
 - Recognize the diversity of cultural influences and values
4. **Critical Thinking and Problem-Solving**
 - Think critically in evaluating information, solving problems, and making decisions
5. **Technology**
 - Select and use appropriate technological tools for personal, academic, and career tasks.
6. **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
7. **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.

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