

Seattle Central Community College
Evaluation Committee Report for
Northwest Commission on Colleges and Universities
Conducted April 16-18, 2012

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I. Introduction

Seattle Central Community College (SCCC) is an urban, public, two-year community college located in downtown Seattle, Washington. SCCC serves a racially and culturally diverse local population, in addition to students from several other states and 21 foreign countries. In addition to the main campus, SCCC has the Seattle Vocational Institute, a short-term training center, located about two miles from the main campus and Maritime and Wood Construction programs located the harbor and industrial areas. Historically, SCCC has had about half of its enrollments in technical training (including short-term) programs and half in traditional academic transfer programs. The college recently began offer a Bachelor degree in Applied Behavioral Science to prepare students for employment in governmental social service agencies.

Because the college is requesting approval for its first bachelor degree, this comprehensive evaluation is occurring only one year after the institution filed its Year One Report.

a. Assessment of Institution's Self-Study and Support Materials

The evaluation community found the self -evaluation to be well organized and candid. The materials provided in the Evaluation Committee room were comprehensive and well organized.

b. Brief Summary of Methods Used to Verify the Contents of the Self-Study

Prior to the campus visit, evaluators reviewed materials (Year Seven Report, appendices, catalog/addendum, and online supplementary materials). The site visit was conducted on April 16-18, 2012. Evaluators conducted interviews with all major administrators and substantial numbers of faculty, staff and students. Students, staff, administrators and faculty were candid in their responses and feedback to the evaluators. In addition to the self-study and the interviews, the evaluation Committee reviewed evidence provided by SCCC in the work room/online, and visited the Seattle Vocational Institute. Exceptional support was provided for evaluators in all areas (e.g., technology, scheduling, food, printing and directions to meeting locations).

II. Response to Recommendations from the Commission

a. May 2010 Interim Visit Recommendation

The evaluators recommend that the college clearly understand the profile of the student community served by Seattle Vocational Institute (SVI), and provide the necessary courses, pedagogical approaches and services that will promote the success of SVI students in reaching their educational goals (3.A.1). Finally, the evaluators recommend that the college periodically and systematically evaluate the appropriateness, adequacy, and utilization of SVI student services and programs, and recommends that the college use the results of the evaluation as a basis for change (3.B.6).

Evaluation of the Committee

The Evaluation Committee found ample evidence that SCCC has made serious and meaningful efforts to understand the needs of the community served by the Seattle Vocational Institute

(SVI). These efforts included surveys, town meetings and meetings with local high schools. The Evaluation Committee further found that the SVI's programs and offerings have been modified in creative ways to meet the local needs and to enlist the support of other similar regional institutions.

a. Year One Self-Evaluation Report

The college received two recommendations:

1. The evaluation panel recommends that Seattle Central Community college take the necessary steps to improve the use of the results of evaluation for change (Standard 4.B.2).

Evaluation of the Committee

The Evaluation Committee found evidence that SCCC has taken steps to incorporate their assessment and program evaluation results in decision making. Although the current processes are not completely integrated, the Committee concluded that substantial progress has been made in response to this recommendation. This issue is further discussed in section VI dealing with Standards 4.A.and 4.B.

2. The panel recommends that the College develop indicators of achievement that provide results that are meaningful and measurable for evaluating the accomplishment of the objectives for each core theme (Standard 1.B.2).

Evaluation of the Committee

The Evaluation Committee found evidence that SCCC has made meaningful modifications of their indicators of achievement in response to this recommendation. While further refinement still is needed, substantial progress has been achieved. There is further discussion of this issue in section III's review of Standard 1.B.

III. Standard One: Mission, Core Themes, and Expectations

a. Eligibility Requirements 2 and 3

Evaluation of the Committee

Seattle Central, a member of Seattle Community College District VI, has been authorized by state statute RCW 28B.50 to provide educational programs and services and to award degrees and certificates as a state-supported community college since 1966. The Board of Trustees, members of which are appointed by the governor, has authority over all three colleges in the district. As per RCW 28B.50.810, Seattle Central was further authorized in 2008 to offer an applied baccalaureate degree program in Applied Behavioral Science as approved by the Washington State Board for Community and Technical Colleges (SBCTC) and the State of Washington Higher Education Coordinating Board (HECB).

The Evaluation Committee found that the college's mission and core themes have been, adopted by its governing board and fully align with its district's mission statement and its strategic goals for 2010-2015:

b. Standard 1.A – Mission

Evaluation of the Committee

The Committee found that SCCC has a widely published mission statement that has been developed by the college community and adopted by its governing board. The Committee further found that the purposes enunciated in the mission are appropriate for the institution and give directions for its efforts.

c. Interpretation of Mission Fulfillment

The Committee found that SCCC has defined mission fulfillment in the context of its purposes and expectations.

d. Acceptable Threshold and Extent of Mission Fulfillment

Evaluation of the Committee

Although the Committee found that SCCC has defined mission fulfillment in the context of its purposes and expectations, it was concerned that the acceptable thresholds that have been identified appear to primarily reflect current levels of performance, rather than a more considered review of what might constitute appropriate levels of achievement.

e. Standard 1.B.1 Core Themes

Evaluation of the Committee

The Committee found the SCCC Core Themes to appropriately manifest and incorporate the essential elements of the mission statement.

f. Standard 1.B.2 Appropriate Objectives and Indicators

Evaluation of the Committee

SCCC has spent considerable effort in trying to identify appropriate, meaningful and sustainable objectives and indicators. They have struggled to find an appropriate number of indicators, having initially identified fewer than a dozen and now trying to maintain close to eighty. In several areas, the indicators appear to reflect easily obtainable, rather than meaningful and sufficient measures of achievement for the Core Themes. The value and propriety of the indicators will be discussed more fully in the discussion of Standard 4 in section XI.

Concern:

The Evaluation Committee is concerned that the College needs to carefully reconsider, realign, and where necessary, re-identify indicators that provide more meaningful measures of the fulfillment of the Core Themes and Mission. (Standards 1.B.2)

IV. Standard Two: Resources and Capacity

a. Eligibility Requirements 4 through 21

4. The Committee found that SCCC's programs and services are predominantly concerned with higher education and it has sufficient organizational independence to be held accountable for the Commission's standards and eligibility requirements.
5. The Committee found SCCC's programs and practices to be non-discriminatory.
6. The Committee found That SCCC adheres to high standards of integrity.
7. The Committee found that SCCC has a functioning governing board which consists of five members who have no contractual of financial interest in the institution.
8. The Committee found that SCCC employs a chief executive officer, appointed by the Board, whose full-time responsibility is to the institution.
9. The Committee found that SCCC employs a sufficient number of adequately prepared administrators to provide effective leadership and management for the institution.
10. The Committee found that SCCC employs and regularly evaluates a sufficient number of qualified faculty.
11. The Committee found that SCCC's educational programs have appropriate content and rigor , culminate in clearly identified learning outcomes, and lead to college-level degrees in recognized fields of study.
12. The Committee found that SCCC's baccalaureate program, associate transfer programs and applied technology programs have appropriate general education and/or related instruction in communication, computation, and human relations.
13. The Committee found that SCCC maintains a library that has resources of appropriate depth, currency and breadth to supports it programs of instruction.
14. The Committee found that SCCC has the appropriate physical and technological infrastructure to support its programs.
15. The Committee found that SCCC maintains an environment that supports academic freedom.
16. The Committee found that SCCC publishes and adheres to its admission policies.

17. The Committee found that SCCC’s public information includes its mission, core themes, admission and grading policies, names and preparation of its faculty and administrators, student rights and responsibilities and program descriptions with tuition and fee information.

18. The Committee found that SCCC is financially stable and has cash flow and reserves appropriate to its operation and that its financial planning reflects available resources and potential risks to ensure solvency.

19. The Committee found that SCCC has an audit conducted as required by Washington State Law and that the results are considered by appropriate administrators and policy makers.

20. The Committee found that SCCC accurately communicates all needed information to the Commission.

21. The Committee found that SCCC accepts the eligibility requirements and standards of the Commission and acknowledges that the Commission may make its accreditation status known to the public or any agency.

b. Standard 2.A – Governance

2.A.2 The Committee found That SCCC is governed by the district’s Board of Trustees whose five voting members are appointed by the governor. The district chancellor reports to the board, and the president of each college reports to the chancellor.

2.A.3The The Seattle district makes certain that each of its three colleges follows both system-wide and district-wide policies and procedures, including the monitoring of each college’s compliance with NWCCU’s accreditation standards, collective bargaining agreements, legislative actions, and external mandates. The three Seattle colleges are individually accredited by NWCCU.

1. Governing Board

2.A.4 The roles and responsibilities of the five-member Seattle District Board of Trustees are specified in the district’s policies, which specify the legal basis of the board, its power and duties, meeting guidelines and format, code of ethics, and other policies rated to the board’s functions. The board approves all policies governing the operation of the Seattle Community College District, which are published online and widely accessible to all employees and the public.

2.A.5 The board must act as a committee and that “no action shall be taken except by an affirmative vote of at least three members.” In addition, the board’s policy clearly indicates that no individual trustee ever has legal authority outside the meetings of the Board. Policy 128 (Exercise of Power) describes that no trustee “may hold or exercise as an individual the powers granted exclusively to the Board as a collective entity”

2.A.6 The board is responsible for maintaining and keeping the district policies and procedures current and for ensuring that they are reflected in the district operations

2.A.7 The Board delegates authority and responsibilities to the district chancellor, the Chief Executive Officer (CEO), who serves as the secretary of the board. The chancellor has full-time responsibility for implementing and administering district policies and operating the colleges. In turn, the chancellor delegates authority and responsibilities to the college presidents to administer the operations on their respective campuses

2.A.8 The Board of Trustees conducts regular evaluations of its performance. Over the past six years, the board has completed four self-evaluations.

Leadership and Management

2.A.9 President Paul Killpatrick has a Ph.D. and several years of experience as a president at two other colleges prior to joining Seattle Central. TSCCC also employs two vice presidents, two executive directors, four executive deans, 10 deans, two associate deans, three assistant deans, and 27 directors. All administrative personnel at the college are well prepared and serve full-time.

2.A.10 President Killpatrick has full-time responsibility for all operations at Seattle Central (2.A.10).

2.A.11 The administration of SCCC has four major administrative units:

3. The President's Unit – Led by the president, this unit includes the Office of Strategic Initiatives and Institutional Effectiveness (SIIR), the Public Information Office (PIO), and the Seattle Central Foundation.. Also reporting directly to the president are the executive dean for workforce education and SVI, who administers two SVI deans and one program director, and another executive dean who oversees the International Education Programs and supervises an assistant dean.
4. The Instruction Unit – Overseen by the vice president for instruction and student services, this unit includes two executive deans, five instructional division deans, two associate deans, and two assistant deans.
5. The Student Services Unit – Two deans and one associate dean report to the vice president for instruction and student services in this unit, which operates admissions, registration, testing, financial aid, veterans affairs, advising, counseling, career services, multiculturalism, Running Start, Student Academic Assistance (TRIO), College Success (former foster youth), women's programs, art gallery, the Mitchell Activity Center, and student leadership and development.
6. The Administrative Services Unit – Administered by the vice president for administrative services this unit comprises six directors for the business services, information technology services, safety and security, auxiliary services, facilities and plant operations, and mainstay

7. The Deans Group includes all instructional deans. Nine members of this group have doctoral degrees and six have master's degrees. From the non-instructional groups, two members have doctoral degrees, 10 have master's degrees and seven have bachelor's degrees.

Faculty, staff and students have representation on recommending councils and other representative structures.

Policies and Procedures

Academics

2.A.12 The instructional policies in Eligibility Requirement 500 of the *District Policies and Procedures* are widely accessible to all faculty, staff, and administrators online. These policies address the instructional calendar, instructional programs, district personnel standards, college awards, credit, grading system, use of human subjects, and body substance isolation. Policies related to teaching, services, scholarship, and artistic creation are found in the faculty agreement,

2.A.13 Policies regarding the use and access to the library information resources regardless of format, location, and delivery method are available online. The library's collection development policy guides selection and weeding of information resources in all formats and ensures appropriate levels of currency, depth, and breadth to support all instructional programs and services offered online and onsite.

2.A.14 A transfer-of-credit policy that facilitates the efficient mobility of students between institutions is available on the college's website along with the reciprocity designed to assist students in transferring courses that have met communication skills, quantitative skills, or distribution requirements from one Washington community or technical college to another

Students

2.A.15 Student services policies include admission policy, testing, enrollment, advising and counseling, services and activities fees, student government, student rights, freedom, and responsibilities, student records, student conduct, student complaints, right to privacy, reasonable accommodations to students with disabilities, fair use of copyrighted works for education and research and other related policies. Students are provided with a biennial *Student Handbook*, which specifies students' rights, responsibilities, and procedures for the appeals process. In addition, the college website provides a link to the district page on "Student Right-to Know" to assist students,

2.A.16 The policies and processes for admission and placement are widely published in the quarterly course schedules, biennial district college catalog and on the college website. These sources provide guidance, including general orientation, admissions, placement testing, course prerequisites, and enrollment. The website gives specific processes and directions for first time students, returning students, students with credits from other colleges, high school students,

students of ESL and ABE, international students, veterans, and students interested in distance learning.

2.A.17 Available co-curricular activities on campus are described in the *Student Handbook* to encourage involvement. Links on the “Student Right-to-Know” web page lead to the state’s current official policies and procedures relating to students in chapter 132F-121 of the Washington Administrative Code (WAC), which are applicable to students in the Seattle district. The 17 rules in this chapter cover student organizations; student rights, freedom, and responsibilities; conduct and discipline; complaints; and appeals. Rule number 040—journalistic freedom and responsibility, allows students at Seattle Central to publish. Students have formed the Student Website and Publications (SWAP) Team, to deliver fair, accurate, and inclusive reports of news and events on campus.

Human Resources

2. A.18 Human resources related policies and procedures are detailed in section 400 (Personnel) of the online district policies and procedures accessible by all employees in the district including student workers. Policies and procedures are regularly reviewed, updated, and maintained by the district following the criteria of consistency, fairness, and equitability

2. A.19 Section 400 of the district policies contains 44 policies, covering ethical conduct, leaves, work schedules, pay scales and salary schedules, employee performance evaluation, transfer/lateral movement/voluntary demotion, reasonable accommodation, work environment, and staff development. Rights and responsibilities are specified in the respective bargaining agreements for faculty and classified staff. Policy 409 states that all employees are evaluated on a regular basis. Performance evaluation processes and forms for faculty, classified staff, and exempt staff are provided in the district intranet.

2. A.20 The college district ensures the security and appropriate confidentiality of its employees. The district follows the provisions in RCW 42.17; consistent with state law, it maintains policies that guard the confidentiality and security of human resources records, including policy 254 (Access to Public Records), policy 257 (Release of a Name List), and policy 414 (Personnel Records).

Institutional Integrity

2.A.21 All college publications and announcements follow established policies and high ethical standards. The college is committed to making information about academic programs and services available to students and the public as accurately, clearly, and consistently as possible. This information is communicated in program brochures and web pages and other publications. The college also complies with current Department of Education requirement for posting “gainful employment” information for certificate programs on individual program web pages

Fair and Consistent Treatment

2.A.22 The college applies established policies to ensure that students, faculty and staff are treated fairly and consistently. Specific policies and procedures for handling complaints and grievances are stated in the following documents for the respective constituents:

- *Student Handbook, 2011--2013* page 38-39 (Seattle Central only),
- *Faculty Agreement* for July 2007 to June 2010 (extended to June 30, 2012), Articles 6.9 and 15 (district-wide),
- *Collective Bargaining Agreement by and between the State of Washington and Washington Federation of State Employees Higher Education, 2009-2011* (extended to cover 2011-2012), Article

Conflict of Interest

2.A.23 District policies and procedures include sections to address matters related to conflict of interest. The relevant policies are listed below:

- The Board of Trustees: code of ethics (Policy 131) and acceptance of gifts (Policy 152)
- Employees: faculty and staff conduct, conflict of interest (Policy 400.10-80), and prohibition of employing relatives (Policy 410)

Copyright Policy

2.A.24 The Seattle district has established a copyright policy, which states that the colleges adhere to all applicable laws governing the use of copyrighted works for education and research. The library at Seattle Central supports this policy by:

- Providing copyright information on its library web page
- Including relevant copyright information in library workshops for students
- Conducting copyright workshops for faculty

Information on copyright and fair use guidelines is included in the online *Faculty Handbook*. As required for schools that offer Federal Student Aid, the *Student Handbook* notifies students that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject them to civil and criminal liabilities.

Accreditation Status

2.A.25 Seattle Central accurately represents its accreditation status in all its communications with the public and students, including notices on the college website, quarterly course schedules, the college Catalog, and in communications with other specialized accreditation agencies for professional and technical programs.

Contractual Agreements

2.A.26 The college is required by state regulations to honor and adhere to contract agreements with vendors and service providers as part of its business operation to acquire products and services. The district purchasing policies and procedures reinforce compliance with contracts and ensure clearly defined terms of roles and responsibilities for all parties as specified by state regulations.

In information technology, the college provides information and resources to the extent that it complies with external service contract agreements as well as state and national standards for information technology and network security. To ensure security, students and employees use secure user names and passwords to gain access to the district Intranet and e-mail system, campus computer labs, licensed information databases, Wi-Fi, and the Internet.

Academic Freedom

2.A.27 Seattle Central promotes the spirit of academic freedom and respects faculty rights as specified in Article 6.9 (pages 28-29) of the faculty *Agreement*, covering classroom freedom, library collection, constitutional freedom, freedom of association, freedom of petition and silence, right to organize, and other rights. These faculty rights are essential to the college mission and are observed and practiced by both faculty and administration.

2.A. 28-29 The Publication Board meets quarterly to oversee compliance with the guidelines. This board is chaired by the dean of student life and engagement. The members include: the public information officer, the advisor to the student publication (*Central Circuit*), a faculty representative, the ASC executive of communication, the editor of the student publication, and one at large student representative (involved with neither the ASC nor *Central Circuit*).

Finance

2.A.30 The college's financial policies are stated in Eligibility Requirement 600—Financial Operation of district policies and procedure manual, The 27 policies in this section cover allocation and management of resources, financial records, cash control, student fees, accounting, purchasing, equipment inventory, reserve, grants and contracts, travel, internal control, and other related policies required by the state CTC system.

2.B Human Resources

2.B.1 Seattle Central Community College (SCCC) employs a sufficient number of qualified personnel to support the operations of the institution

Policies and procedures for the selection of personnel are well established and announcements for vacant positions are publicized on the college website. Job descriptions accurately reflect duties and responsibilities and are reviewed and updated as the need arises.

2.B.2 Classified staff and those serving in either an administrative role or a managerial/professional role are evaluated on an annual basis. Faculty are evaluated based on their employment status. Quarterly evaluations occur for tenure track faculty while post –tenured faculty and priority-hire faculty receive evaluations every three years. All employees are evaluated on the work duties and responsibilities stated in their job descriptions. All employees are given ample opportunities to discuss, review and respond to their evaluation document which is stored off-campus at the district office .

2.B.3 The committee found that faculty, staff, and administration are able to participate in professional development opportunities which contribute to their personal and professional growth. However, comments about the inability to close offices to conduct or attend group training sessions were numerous. The administration is counseled to evaluate the current professional development process to ensure equity, consistency, and attendance.

2.B.4 SCCC employs a large number of full-time faculty (150) and a significantly larger group of part-time faculty (325). As a group they are tasked with meeting the educational objectives of the institution. Both full-time and part-time instructors are qualified either through educational attainment, work experience, or content expertise .

2.B.5 Faculty workloads are in proportion to the needs of the institution and are defined in Article 11 of the faculty agreement. Faculty workloads suggest a student centered focus. A majority of their time is spent on campus where they are accessible to students. They balance their time performing instruction, duties associated with course preparation, and committee work.

2.B.6 Criteria exist for the systematic evaluation of the faculty within the guidelines of the standard. A review is conducted using multiple indices which are clearly stated in various Articles of the faculty agreement. Furthermore, peer observations, peer mentoring, and annual professional development reports are used to promote and enhance faculty teaching. Faculty, both tenured and non-tenured, are given ample opportunities to discuss, review and respond to their evaluation document.

Standard 2.C – Educational Resources

Seattle Central offers a variety of degree and certificate programs as well as non-degree programs such as basic skills. The degree programs include: 1) transfer degrees; 2) two-year professional and technical degrees (AAS) which provide students with workforce skills; and 3) a bachelor degree in Applied Behavioral Science (ABS). The college also provides one-year certificate professional and technical programs and short-term, self-contained programs that lead to jobs.

2.C.1 Seattle Central ensures program content and rigor through its Curriculum, Assessment, and Program Review Process; through adherence to state requirements for program approval and direct transfer and related program agreements; and through external accreditation of professional technical programs

2.C.2 Course, program, and degree outcomes are published in the college catalogue and on the web.

2.C.3 Credit and degrees are based on student achievement and many are assessed through capstone and portfolio projects, panel presentations, and licensure exams (

2.C.4 Admission and graduation requirements are clearly stated in the catalogue and on the web

2.C.5 Faculty are actively involved in the design, approval, and implementation of curriculum.

The primary vehicle is the Curriculum Coordinating Council. The council contains four standing committees - Course Approval (CAC) , Program Review (PRC), Instructional Assessment (IAC), and Learning Communities (LCC). Each committee is comprised entirely of faculty and the system is an excellent example of peer-to-peer program improvement and review models. Processes established by the Curriculum Coordinating Council and its four subsidiary committees provide the structure for faculty to propose curricular and course additions or revisions, and conversations with program and transfer faculty confirm that they are actively involved in curriculum development and implementation.

The Program Review Committee and the Instructional Assessment Committee have built solid groundwork for the College-Wide Student Learning Outcomes and are bringing faculty and programs on board systematically and patiently. Program evaluations focus on the inclusion of outcomes, on activities and instructional strategies that support the outcomes, and on faculty and institutional consistency in the definition and application of those outcomes. The CAC assures that new courses adequately address outcomes and that curricula are current and reflects district and institutional standards. The LCC is a college wide resource for faculty interested in integrated and/or theme based instruction, learning communities, and other forms of innovative instructional practices. The Council's efforts play a significant and central role in much of the work in core themes 1 and 2, and the Council is clearly engaged in work that is central to the ongoing revision and improvement of curricula and instructional strategies.

Faculty members take collective responsibility for fostering student achievement of course outcomes and engage in informal collaborations across courses to support student achievement and reinforce learning. However, formal assessment of student achievement toward college, program and course outcomes appears to be lacking with few structures in place to encourage review or reporting of assessment findings.

2.C.6 The library collaborates with faculty on the integration of library information resources into the learning process. Faculty teach sessions on library resources, and library faculty collaborate on learning initiatives, provide professional development, and pursue grant activities. One such grant resulted in the 'Reflect-Learn-Connect' research model. Other grant funds secured have had positive results and have strengthened the relationship between the library and faculty.

2.C.7 The college offers credit by exam for five courses. Guidelines are published in the college catalogue.

2.C.8 Transfer credit is awarded through transcript evaluation according to guidelines also published in the college catalogue

2.C.9 The 2010-2012 Seattle Community College Catalog and the college website clearly identify a core of general education for transfer degrees and for applied undergraduate degrees of 45 quarter credits or more.

In the case of the Associate of Arts transfer degree, 15 credits of basic requirements in English, mathematics and qualitative/symbolic reasoning are required. Additionally, 45 credits from the college's distribution areas are required, including courses from the humanities and arts, social sciences and natural and physical sciences. Courses within these distribution areas are tagged through a faculty led approval process via the Course Approval Committee. The Associate of Science degrees have similar general education requirements. In the case of all transfer degrees, specific learning outcomes are identified and included on the college website.

2.C.10 While the learning outcomes for all transfer programs are clearly identified, there is not a formal mechanism for assessing student achievement of the learning outcomes. Moreover, it is unclear how the college wide student learning outcomes (CWSLO's) tie into these general education and program learning outcomes. This lack of a formal assessment mechanism for degree-wide attainment of degree learning outcomes or CWSLO's limits the college's ability to determine the effectiveness of its general education efforts and its students' attainment of these general education goals.

2.C.11 In the case of applied undergraduate degrees and certificates the 2010-2012 Seattle Community College Catalog and the Comprehensive Self-Evaluation Report state that each Professional-Technical Certificate of degree of 45 credits or more includes related instruction addressing communication, computation and human relations. (2.C.9) However, a review of the program leaning outcomes listed on the college website for each of these programs and certificates shows the explicit listing of these requirements to be uneven. In some cases the general education requirements are clearly addressed via identified outcomes for each of the three areas while in other programs they are not addressed at all. (2.C.10) A review of documents and discussions with faculty show that in some programs and certificates the general education requirements are explicitly addressed though coursework from outside the program while in others the requirements are addressed by components embedded within the curriculum. Where the general education requirements are embedded, it is often difficult to find clearly identified content addressing each of the three areas.

As is the case with the transfer programs, assessment of general education learning outcomes in Professional Technical Programs ranges from uneven totally absent. Although annual program assessment activities are taking place, there is no formal process for evaluating program outcomes tied to communication, computation and human relations in professional-technical

programs, degree outcomes in transfer degrees or for the college-wide student learning outcomes.

Concern

Although the college has identified general education student learning outcomes, the Evaluation Committee could not find and required mechanism that ensures that appropriate and verifiable general education student learning outcomes are incorporated and assessed within each program. 2.C.2, 2.C.4. and Eligibility Requirements 11 and 22.

Seattle Central does not offer graduate programs. (2.C.12-2.C.15)

2.C.16 Seattle Central offers credit and non-credit continuing education programs that are compatible with the institution's mission and goals

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses Continuing education courses offered for academic credit are approved and assessed through the same processes as credit programs in the academic divisions and faculty representing the disciplines are appropriately involved in the planning and evaluation.

2.C.18 CEU's are granted according to guidelines developed by the International Association of Continuing Education Association.

2.C.19 The college maintains enrollment and other student records in its Student Management System.

2.D Student Support Resources

2.D.1 Seattle Central Community College (SCCC) has created appropriate programs and services consistent with the nature of its educational programs.

The philosophy of the college, especially within student services, is to give students the tools to control their own educational journey. Access to services is equitable and is made available through online and in-person processes

SCCC should be complimented for their development of programs designed to promote student success. Examples of this include the STAR (Success, Training, Advising, and Registration) orientation sessions and the TRIO program, Running Start, and the Bright Futures program. In addition, many innovative programs created at SCCC receive national recognition for their out-of-the-box approach to student success The College should be acknowledged for their work in this area which has proven successful

2.D.2 SCCC provides a safe and secure environment for students. Crime statistics, which are published in the Student Handbook and the college Website, show very little criminal activity. A

comprehensive campus Emergency Action Plan is currently in place and is updated on an as needed basis. The procedures associated with the Emergency Action Plan are available on the college website. The security force consists of eight full-time and four part-time officers who have a visible presence on campus. Provisions for the reporting of data associated with state and federal laws are outlined in section 200 of the district Policies and Procedures.

2.D.3 All students must apply for admission, however, SCCC does not charge an admission fee and since they are an open enrollment institution, no formal admittance process is needed. All students are required to take the COMPASS placement test or show competency in prerequisite coursework. Students are able to meet with an academic advisor after attending a STAR session. Graduation requirements and transfer policies are readily available to students through the class schedule, college Catalog, and other documents located at the student services office. New students are required to attend a STAR (Success, Training, Advising, and Registration) session either in person or online.

2.D.4. The committee found evidence that SCCC follows the guidelines set forth by the NWCCU in regard to elimination of programs. Although this isn't an issue that happens at SCCC with any regularity, operational policies were found that ensures SCCC make significant arrangements to ensure student success and satisfaction.

2.D.5 The Catalog produced by SCCC contains current and accurate information. The catalog is provided to students as requested. Information required by standard 2.D.5 is provided within the catalog with the exception of the core themes which will be included in the new catalog going to print in summer 2012. A PDF file of the catalog is accessible on the college website. Updates to programs between catalog printings are archived and included in the newest catalog edition.

2.D.6 Updates to professional/technical programs are updated through a systematic process and literature is made current and distributed to appropriate advisors. Requirements for licensure or entry into professional/technical programs are also made available to students both within the catalog, college website, and through the STAR sessions.

2.D.7 SCCC has adopted policies and procedures regarding the secure retention of student records. The paper records are rotated out after three years while the digital record remains in the system indefinitely. A backup of electronic files to an off-campus site is performed nightly. Guidelines set forth by the Family Educational Rights and Privacy Act (FERPA) are followed. Students are made aware of their rights concerning their educational records. Faculty and staff receive training which ensure policies regarding confidentiality are met. An official record documenting those individuals who have been trained is on file with the Associate Dean for Enrollment Services.

2.D.8, 2.D.9 Financial Aid at SCCC is provided to students through a variety of grants, jobs, and scholarships. The evaluation committee complements the College for its efforts to ensure that a majority of students graduate debt free. Information regarding financial aid is available through the college catalog, college website, and other publications available at the financial aid office

2.D.10 Academic advisement is provided for students during the STAR sessions; those that complete STAR online receive advising by email, drop in or appointment. . Students nearing graduation have first chance at classes that typically fill and are needed to meet graduation requirements. Adequate training is provided to ensure that advisors are knowledgeable of the curriculum and other academic and program requirements. A systematic approach to advising exists and students are informed of the process during STAR sessions and through college publications such as the college Catalog.

2.D.11 The Student Leadership and Activities Programs at SCCC are vibrant and inclusive. The Dean of Student Life and Engagement and the Associate Director for Student Leadership should be applauded for their work with students. Student clubs are numerous and diverse. Student representation on college committees is also extensive. The college should also be recognized for supporting and respecting a very active student body.

2.D.12 SCCC's auxiliaries listed in the comprehensive self-evaluation report included food service, housing, copy center and a college bookstore (2.D.12). Food service is provided at several locations around campus and because of the proximity of the campus to downtown Seattle, several commercial restaurants provide additional options for students. A recent remodel of the area used by the Seattle Culinary Academy provides food service Tuesday through Friday, further augmenting the cafeteria operated by Auxiliary Services. Hours of operation seem to handle student demand. The food service is run by the college and is not contracted out. Limited food service is provided at the Wood Construction satellite campus along with vending machines at SVI. The college bookstore is owned and operated by Barnes and Noble. Although procedures have been developed to ensure students have fair and equitable access to necessary materials, the committee sensed some dissatisfaction among the student body with some of the bookstore's business practices. The college does not own housing but does contract with the management of a nearby apartment complex which provides access to housing for approximately 80 international students.

2.D.13 Seattle Central does not offer intercollegiate athletic programs or other performance activities.

2.D.14 Identity verification for students enrolled in distance education courses is handled during the registration process. Confidential passwords and access codes are used by students registered for online courses. Specific policies concerning distance education do exist and are conveyed to students during the registration process.

2.E Library and Information Services

The Evaluation Committee found the SCCC library supportive of the college's mission, core themes, and student learning outcomes through offering responsive programs, services, and collections that promote information literacy and academic excellence.

The college benefits from a strong library team, including four full-time librarians, each with more than 12 years' experience at the college. In January 2012, the library was notified that it

had been awarded the Excellence in Academic Libraries Award 2012 from the national Association of College and Research Libraries (ACRL). ACRL selected the library for its “support for student learning through innovative information literacy offerings,”

2.E. 1 The SCCC library provides relevant, diverse collections & multiple access pathways to support students in gathering, interpreting, and evaluating information. The library engages students in the college-wide learning outcomes by encouraging them to reflect, learn and connect with information and ideas. The library has added a substantial number of online resources in recent years to support new curriculum, including the new bachelor degree. The library now provides access to over 39,000 e-books, including a large collection of online reference titles. In 2009-2010, online resources were accessed 416,086 times, an increase of 79 percent over 2005-2006.

2.E.2 The SCCC library incorporates data in making decisions about collections and services. The library incorporates feedback from all college constituencies into its planning. Library staff employ surveys and other assessment tools to gather data. Through active participation in campus councils and committees and engagement in significant external community and assessment activities, librarians and staff effectively plan and implement decisions that support academic research and expand students’ skills.

2.E.3 SCCC librarians have employed multiple strategies to promote information literacy. They provide an “Info in Action” hybrid course series; credit course options including LIB180, which is one of Washington state’s open courses that is shared worldwide and enjoys consistently high enrollment; and ABS330, a five-credit IL course developed for the college’s Bachelor of Applied Behavioral Science program.

Librarians serve on curriculum and faculty tenure committees, which expands their opportunities to influence curricular design. The library provides a chat reference service via the *QuestionPoint* platform that has increased by 358 percent since its first year in 2009.

The library offers quarterly professional development opportunities to showcase new information resources, services, IL strategies, and library technologies. The library is committed to providing a multicultural learning environment by infusing global issues into its instructional programs.

The library has received various local and statewide grants to develop new or revise library courses, update the online textbook, and promote IL in general. The “Reflect-Learn-Connect” research model and logo created an identity for the library that faculty and students recognize immediately.

2.E.4 The SCCC’s multicultural urban environment contributes the over 2,000 daily visitors to the library. That heavy demand and the changing nature of information delivery have required the library to engage in ongoing reassessment of its services. Recent budget cuts have required the library to reduce some service hours, but the reduced schedule was designed to minimize student impact.

Since summer 2011, the library computers have provided the same access to student software as the college computer center, a change that vastly reduced confusion and improved service. Student Leadership has provided financial assistance from the Universal Technology Fee funds for library computers and online database subscriptions, and for purchasing textbooks for the reserve collection to assist students who cannot afford to purchase textbooks. Students have also helped the library establish a list of student rights and responsibilities.

The library team regularly evaluates resources and services through district-wide efforts to create efficiencies in joint areas of focus, including shared digital and print collections, centralized technical services, and coordinated copyright practices.

Compliment: The receipt of the Excellence in Academic Libraries Award 2012 from the national Association of College and Research Libraries (ACRL) justly rewards the hard work of the library.

2.F. Financial Resources

2.F.1 Seattle Central Community College has demonstrated financial stability by maintaining reserves above 5% of their total annual operating budget which meets their Goal 1, objective 1.1. They are to be complimented in their commitment to being fiscally conservative, and working together to reduce expenditures which in 2011 resulted in a \$1 million carryover balance. Their ability to maintain this is dependent upon the impact of further state budget reductions in the current fiscal year as well as sustained enrollment and their ability to leverage tuition and other on-going revenue sources. Examples of implemented programs that are developing on-going revenues that at a minimum cover program costs are International Education and Running Start.

2.F.2-3 Resource planning is tied to the strategic plan through Board adopted financial policies, setting recruitment and retention as the two top strategic priorities for the 2009-2011 biennium, and building in efficiency, accountability and innovation for the budget allocation process. The College uses an inclusive Budget Advisory Committee process that reviews all budget requests against the available budget funding and the College's strategic plan.

2.F.4 The College utilizes a statewide Community and Technical Colleges Financial Management system which provides a system of internal controls based on generally-accepted accounting principles. There are cross-controls between the Business office staff and the Financial Services Office staff to provide internal controls and ensure timely and accurate financial information.

2.F.5 The College is in the process of implementing the last of a series of projects totaling \$100 million for capital replacement and renovation, including a major replacement project that will start construction in 2013. A new long-term facilities master plan is being developed to support core them objectives and mission. State funding for these projects has not been secured due to current state funding issues. However, the College is seeking other funding sources including public-private partnerships. The College does not carry any debt.

2.F.6 The Auxiliary Services programs currently and historically have been self-supporting. Net profits have been used for one-time expenditures primarily for capital projects. Due to recent budget cuts, some Food Service revenues have been used to fund two general fund positions (ongoing expenditures).

2.F.7 The last completed financial audits occurred for the period ending June 2009. No audits were completed for fiscal year 2010. Audits for 2011 have occurred but the official reports have not been released. The audits are conducted by the State which has cut back their funding for auditors.

2.F.8 Seattle Central Community College has an agreement with the Seattle Central CC Foundation outlining the responsibilities of each entity for the purpose of maintaining, developing, increasing and extending facilities and services of the college.

2.G Physical and Technological Infrastructure

Physical Infrastructure

2.G.1 The College is using the results from two surveys taken in 2011 to develop and implement better cleaning standards to ensure healthful learning and working environments that support the mission, programs and services. Additionally major building upgrades and improvements as well as several maintenance and repair projects have occurred in several campus buildings. An energy audit was conducted in 2008 from which a contract was awarded and several energy and resource conservation projects have been completed (others will be completed in 2012) which will improve comfort and efficiency while saving energy and water.

2.G.2 Information on the Hazardous Materials Management program is provided by a coordinator who publishes information on-line, publishes weekly inspection reports, and provides staff training. Lab technicians within the classrooms help implement and enforce policies and procedures for healthful and safe learning and working environments.

2.G.3 The proposed new Facilities Master Plan as of 2012 includes a 10-year plan for capital funding requests from 2015-2025. Currently there are no state funds available for new projects. The plan aligns with the College's mission, core-themes and long-range educational plans. There is some research being done into private-public partnership projects but nothing has been solidified to date.

2.G.4 Technology equipment is sufficient to meet the needs of both students and staff. Non-technology equipment is purchased primarily within regular instruction and department budgets. Facilities equipment is supplemented from one-time funding requests.

Technological Infrastructure

2.G.5 Universal technology fees provide adequate funding for new and replacement student related technology equipment – computers and support equipment such as servers. Management and operational equipment is covered within existing budgets as well as utilizing re-use of student computers. The College utilizes Citrix (virtual desktops/servers) which has significantly reduced the on-going replacement costs for computer equipment.

2.G.6 The Information Technology department is to be complimented on its customer service, “human element” focus for training and meeting the service needs of students and staff. They not only provide resources for training, but also provide the personal touch as much as possible which enhances customer satisfaction.

2.G.7 A faculty and staff survey was conducted in 2010-11 and a 2012 survey is planned for April. Student surveys were conducted in fall and winter quarters. Winter data is not yet published.. The IT Council provides guidance, priorities and communication to the college departments and includes representatives from all major divisions and departments, including student services, faculty and staff.

2.G.8 Student computers are on a 3-4 year replacement cycle and are primarily funded from the student technology fee. The “used” student computers are then redistributed as replacement computers for administrators. These have been reviewed and determined to provide an adequate replacement schedule. Other equipment is replaced as needed with funding coming from a combination of one-time funding, occasional state funding, and an \$85,000 annual budget for infrastructure.

V. Standard 3 - Institutional Planning

a. Eligibility Requirements 22 and 23

22. Student Achievement

SCCC has identified student learning outcomes at the institution level, degree/program level and course level. The college-wide learning outcomes, as well as program/degree outcomes, are published in the catalog and course outcomes are included on class syllabi. The college uses a database software program to crosswalk course outcomes with college-wide outcomes. The database also helps faculty track outcomes assessment, record benchmark levels of student achievement, and document areas requiring improvements. As new programs and courses are developed, a curriculum committee reviews department plans and ensures that course and program outcomes are identified and a plan for assessment is in place.

Evaluators found regular, inclusive, and systematic assessment of learning outcomes across many areas of the college. However, identification and documentation of plans for improvement are less consistent. Plans for change in some courses were clear. Others were not.

Further information about student learning outcomes assessment can be found in the core themes sections.

23. Institutional Effectiveness

SCCC has a systematic process for institutional effectiveness and uses the process in determining the extent to which it is fulfilling its mission. Within the discussion of each of the core themes, evaluators identify the places where institutional effectiveness processes are used. Standard Five includes comments about the overall institutional effectiveness process.

Standard 3.A Institutional Planning

Seattle Central Community College has worked to integrate the Accreditation Core Themes into the institutional planning process. The Core Themes reflect the Mission successfully. The majority of the objectives, outcomes and indicators correspond to the Core Theme with which they are identified, but a few leave questions about whether attainment of the outcome really reflects satisfaction of the Core Theme's intent. For example, Objective 1.B is "quality and effective teaching." Outcome 1.B.2 is "faculty incorporate program and college-wide learning outcomes in courses." Outcome 1.B.2.a is "students' mastery of college-wide learning outcomes" and Outcome 1.B.2.b is "Students meeting 'Academic challenges' that incorporated [sic] the concepts of" the college wide learning outcomes. The indicators for Outcomes 1.B.2a and 1.B.2.b are students' self-reported perceptions about their improvement in their understanding concerning the college-wide student learning outcomes. The indicators are troublesome for a couple of reasons. First, they require an inference that the students' perceptions of improvement in their cognitive skills are a result of effective teaching. Second, they assume that students' perceptions correspond with fact.

A similar problem data concerning the mastery of college-wide learning outcome through a response on the goals that cover the broad domain for a theme, prescribed Indicators of Performance, and recorded Desired Outcomes and a Rationale for the inclusion of the particular set of indicators selected.

The systematic planning process for improving SCCC's effectiveness in the long-term includes: Environmental Scan of external social, education, technological, economic, demographic and political trends; Statement of Mission defining the major areas of service the college provides; Statement of Vision focused on the aspirations of performance the college aspires to achieve; Values that guide the college in the focused areas of emphasis; Strategy that outlines the concerted approach taken to accomplish the Mission and Values; a set of three to five year Strategic Goals; and Action Plans providing details for achieving desired outcomes.

The college planning process allows input from a broad range of constituent groups including the Board of Trustees, administrators, faculty, staff, students and community members.

3.B Core Themes (The Core Themes are presented individually and include 3.B analyses, a description of library impact, where appropriate, and 4A and 4B analyses)

Core Theme 1: RESPONSIVE TEACHING AND LEARNING

The responsive teaching and learning core theme ties directly to the portion of the college's mission addressing educational excellence. It is clear that meeting the educational needs of Seattle Central Community College (SCCC) students is a primary focus of the faculty and administration at the college and that a passion for teaching runs deep throughout the college. This core theme has three objectives: Innovative and relevant programs and curricula; quality and effective teaching; and, quality and effective learning.

3.B.1 Core Theme One: Responsive Teaching and Learning, ties directly to Objectives A, B and C within Goal 1 of the Seattle Central Community College 2011-2016 Strategic Plan. The Comprehensive Self-Evaluation Report and discussions with administrators and faculty show a genuine commitment to meeting the educational needs of students at SCCC in a responsive and innovative manner.

3.B.2 Because of the compressed timeframe under which SCCC has operated while developing and implementing its core themes, the planning processes have been equally compressed. This has limited the college's opportunity to engage in deliberate and intentional planning in some areas. Nevertheless, many changes have been implemented in recent past that feed directly into the planning and assessment loop within this core theme.

A prime example is the realignment of the curriculum revision and approval process and the program review process within the Curriculum Coordinating Council (CCC). This change has more clearly delineated instructional assessment processes on campus. The creation of the Course Approval Committee (CAC), Instructional Assessment Committee (IAC), Program Review Committee (PRC) and Learning Communities Committee (LCC) has all been guided by and is directly tied to the planning of this core theme. After meeting with representatives from all four committees, it is apparent that the college has positioned itself to use these four committees to plan, implement and assess responsive teaching and learning strategies at the college. Additionally, the college has recently created college wide student learning outcomes (CWSLO's) which can also be used to assess student learning and to inform planning processes for the future improvement of student learning. Finally, indicators have been established for each outcome and objective within the core theme and it is clear that the college has given thought to using the data from these indicators to inform future planning about the core theme. The college should be proud of its efforts in this area.

3.B.3 At the same time, the college must continue to work to formalize a "closing of the loop" within this planning process. The pieces seem to exist but it is unclear how the college will put the pieces together and use them to ensure that future planning is implemented in an intentional manner. For example, while CWSLO's are now widely distributed across campus, there is no mechanism by which they are inserted into college courses as measurable learning objectives or assessed. Even if these assessment processes did exist, there appears to be little discussion at this point of how the results would be used to inform future planning at SCCC. While this is only one example, it appears to be a systemic issue throughout the core theme.

3.B.1; 3.B.2; 3.B.3 While many of the planning issues can be tied to the shortened timeframe with which the college was forced to work, the college is still encouraged to work to crystallize this process to ensure that data collected are used to inform decision making and to lead the attainment of the responsive teaching and learning core theme and, ultimately, to mission fulfillment

Contributing Programs and Services from the library to Core Theme 1

There have been additions and/or improvements of media equipment in classroom teaching. Elmos have been added to those classrooms that have high need for that document imaging tool. There is an Elmo that can be checked out from the library if one is needed. Other equipment has been purchased that remains in the classroom to simplify the logistics.

QuestionPoint platform is a valuable service that provides a choice for students when they aren't able to get into the library. It helps those who are remote and need assistance as well as those students simply prefer to do their inquiries online.

A significant change in the last year is that students will now find the same computer setup in the library as they will find in the computer lab. In addition, technical staff will be on site and available to provide computer support. Both of these changes have added more time back to the library and given the students a familiar environment.

Standard 4 Analysis of Core Theme 1

4.A.1 Data have been collected and used to measure the level of accomplishment throughout the core theme.

4.A.2 The college's four-year cycle of peer-review for instructional programs does have the potential to aid in the assessment and implementation of core theme one. Each of the college's academic divisions is represented by faculty on the Program Review Committee (PRC) and approximately four programs per quarter are reviewed by the committee. A review of the PRC reports posted on the Curriculum Coordinating Council's (CCC) website shows that these program reviews are taking place in a timely fashion. It is clear that the Program Review process is collegial and provides programs with valuable information that can be used to improve programs and to aid in the college's quest to have innovative and relevant programs and curricula but there does not seem to be a clear method of tracking what done with the results of the program review process. While conclusions are shared with the program and with appropriate administrators, there is no institutionalized method of tracking how those suggestions are used to meet the objectives and the core theme. At the same time, faculty indicate that the conversations that take place in and around program review are extremely valuable both for the program being reviewed and the faculty members on the PRC who are engaged in the review process. While it is clear that faculty and administration feel that this review process is moving the college toward fulfillment of core theme one, the college is encouraged to continue to work to find meaningful indicators that measure the positive impacts of this process as an outcomes measure rather than simply on participation as an input measure.

4.A.1, 4.A.2 and 4.A.3 The data are assessable and verifiable but the level of meaningfulness varies. While the link between the core theme, objectives and outcomes is clear, the relevance and meaningfulness of the indicators is more suspect. For example, Objective 1.A measures “Innovative and relevant programs and curricula.” The single outcome under this objective states that “curricula are reviewed and updated regularly to stay current.” The intended link between responsive teaching and learning (core theme), innovative and relevant programs and curricula (objective), and the regular review and updating of curricula (outcome) is apparent. Moreover, the use of the Program Review Committee and the program review process to aid assessing this core theme is also apparent within indicator 1.A.1.a. However, indicator 1.A.1.a simply measures the percentage of programs that participate in the program review process. There is no measure of the quality of that participation or whether any changes are made to programs based upon the program review process. Moreover, there is no means to track whether those changes led to curricula being updated in an effort to stay current, which in turn would lead to the program being more innovative and relevant.

A similar observation can be made regarding indicator 1.A.1.b which uses an “increase in number of courses revised or created to improve quality” to measure the same outcome and objective. Once again, the indicator simply measures the number of courses created or revised via the Course Approval Committee (CAC) rather than the quality of those creations or revisions. No indication is given regarding the percentage of the total number of courses at the college that have been newly created or revised, whether they come from a cross-section of programs, or how these course creations and revisions tie into the overall goal of creating innovative and relevant program and curricula.

4.B.1; 4.B.2 In short, both indicators 1.A.1.a and 1.A.1. measure compliance and participation rather than quality. This reliance on input based indicators rather than outcomes based indicators exists throughout the core theme. There seems to be a disconnect between the data being measured by the indicators in objective 1.A and the meaningfulness of that data when being used to measure core theme attainment.

Objectives 1.B and 1.C also have clear objective and clear outcomes but, again, the meaningfulness of the indicators is unclear. Success (passing) rates of students in CSP and I-BEST courses and programs are used to show that “faculty use a variety of innovative pedagogies.” While the data show that the students in these groups are meeting the benchmark for indicator achievement, the number of students and faculty in these CSP and I-BEST courses and programs is relatively small when compared to the total college population. This data may be meaningful for CSP and I-BEST courses, but using just these indicators to measure “quality and effective teaching” within this core theme seems to be of limited use for assessment and future planning when considering the entire college instructional community. This should certainly not diminish the impact that these and other learning community projects have on students and student success at SCCC. It is clear that these types of innovative programs are very relevant to students at the college. But measuring pass rates of this limited population provides data is less meaningful when attempting to measure teaching excellence across campus.

As mentioned above, the college has developed five college-wide learning outcomes (CWSLO). They are clearly posted throughout campus and are also published in the college catalog. “Student mastery of college-wide student learning outcomes” and “Students meeting ‘academic challenges’ that incorporated the concepts of CWSLO’s” are both indicators of achievement used to demonstrate that faculty are incorporating program and college-wide learning outcomes into courses. However, the CWSLO’s do not seem to have been formally adopted into any specific set of courses at the college. There is no evidence that specific CWSLO’s are being addressed in any specific class with any intentionality and there is no college-wide method for assessing achievement of the CWSLO’s at the course or program level. At the college level, the only assessment of the SLO’s is done via selected student participation in the Community College of Student Engagement in 2011 and in two graduate surveys that have been conducted. In both cases, the assessments relied on students’ own perceptions of their attainment of the objectives based on their responses to specific questions in the graduation survey and to CCSSE questions dealing with similar topics when compared to a national peer group. This measurement of attainment of the CWSLO’s at the college level is underdeveloped and calls into the question the meaningfulness of the data when assessing the outcomes, objectives and, ultimately, the core theme. In short, the fact that the benchmarks for indicators 1.B.2.a and 1.B.2.b have been achieved does not seem to give the college any useful information about student learning or effective teaching.

4.A.3 Student learning outcomes are clearly defined in all programs and outcomes are made available on each program website. The college’s Instructional Assessment Committee (IAC) is primarily charged with ensuring that program level learning outcomes are established and assessed. Each program is required to submit a Program Learning Outcome Assessment Report annually. These reports are reviewed by the IAC and the results of that review are shared with the program and with the appropriate dean. This review process is also in place at the degree level. Because full-time faculty in programs are responsible for compiling these annual reports, the reports are missing in some programs where a single full-time faculty member is not responsible for the report. The college is encouraged to work to ensure that each program is assessed in a manner that meets college policy.

While it is clear that the work of the IAC and PRC is designed to aid in the evaluation and continuous revision and improvement of degrees and programs, it is not always clear whether and how data are being used to inform program revision and improvement and called for in core theme.

Assessment programs exist in varying stages throughout core theme one, but the use of these processes to inform planning, decision making and allocation of resources and capacity needs to be formalized. Given more time to fully implement the processes that have been set established and set in motion around core theme one, the college is encouraged to work to ensure that the impacts of these processes are meaningfully assessed so that they can be used for continuous improvement. (4.B.1; 4.B.2)

4.A Library Assessment for Core Theme 1

The library looks to several sources for assessment and feedback information:

- Participation in Library Instruction Program Review (as part of a cycle)
- Participation in Program Analysis and Viability Study (as part of a cycle)
- Faculty Library Survey and Student Survey were both administered in Spring 2011 – will be doing annually, first time in this format, prior to this were email follow-ups
- Feedback after interaction with the faculty member, questions asked such as what worked/what didn't work, looking primarily for program improvement
- Planning Meetings, most recent was in Fall 2011
- Very active participation in committees by Librarians (primarily) and other staff
- Resource and usage statistics

4.B Library Improvement Associated with Core Theme 1

The library takes the results of assessment and feedback very seriously. They prioritize items for timely attention and take action. They look for opportunities for program improvement, realizing the need for more resources and more staff time. Especially with recent cuts in staff, the library takes great care in deciding which projects they undertake.

Core Theme 2: Catalyst for Success and Opportunities

3.B, Core Theme Planning

The Catalyst Core Theme was identified in a well-documented mapping process that broke the mission into key components. Those key elements are "opportunities for academic achievement; and workplace preparation". Those components were reviewed by 90+ staff and faculty members, and were then crafted into the existing core theme. Objectives, outcomes and indicators were added and the final draft was approved by the Board of Trustees 2/10/11. Additionally, the college states that the Catalyst core theme relates to the strategic plan as "a gateway to student achievement" and through "strategic innovations and initiatives". The college reports that the goals in the Strategic Enrollment Management Plan also provided direction and informed the work related to the Catalyst core theme. As a whole, the Catalyst core theme is well aligned with the stated mission and strategic goals of the college.

Preliminary responsibility for planning for the specific Catalyst core theme activities seems to reside primarily with the Accreditation Steering Committee with continuing support from the college council.

The planning time frame was significantly compressed and as a result, the planning does feel somewhat disjointed and in some cases, unfinished. Additionally, although there is strong alignment between the core theme, objectives, and most outcomes, the selected indicators at times do not align with or adequately address the expressed outcome. Outcomes 2.A.1 and 2.B.2 seem particularly problematic and will be discussed in more detail in the assessment section. Selection of data indicators appears to be driven more by availability and collectibility, than by direct correlation to the stated outcome.

Nevertheless, faculty and management commitment to the values - the big picture - of the core theme, and to planning instructional activities that serve as a catalyst to learning, is clearly evident. Faculty hold themselves accountable to their students and seem willing to commit both the time and the emotional energy needed to engage students in learning. Although the indicators did not overtly reflect it, the faculty seemed quite passionate about serving as a catalyst for student achievement and growth. As faculty described activities, answered questions, and provided examples of instructional strategies, their commitment to the core theme as a guiding principle was clear. Several key examples stand out.

First, the Curriculum Coordinating Council, with its four subsidiary committees, has a consistent and appreciable focus on program and course outcomes. The group has built solid groundwork for the College-Wide Student Learning Outcomes and is bringing faculty and programs on board appropriately and patiently. The Council is comprised entirely of faculty and is an excellent example of peer-to-peer program improvement and review. Program evaluations reflect serious focus on both the inclusion and assessment of outcomes, on activities and instructional strategies that support the outcomes, and on faculty and institutional consistency in the definition and application of those outcomes. The Council's efforts play a significant and central role in the core theme work, and the Council is clearly engaged in work that is central to the core theme objectives. In particular, the evaluator would like to *compliment* the Council's persistent and progressive attention to effective instruction.

The college's commitment to its culture of diversity is also a key support for the core theme. The focus on inclusivity and student community has a well-supported and research-based connection to student completion and retention... both important components of the Catalyst core theme. Student groups spoke passionately about the sense of community and inclusion, and in particular about the evident and consistent support from the faculty. In short, students stay engaged in both the learning and social cultures of the college because they feel part of the community.

Faculty and management reflected that the resources available to them, although tight, adequately support the instructional practices and activities in the core theme work. It was expressed that the college appears to be nearing or nearly at capacity, however, and that growth or expansion of the existing work would require additional resources.

Additionally, in interviews some faculty report being spread thin, feeling that there is a shortage of full time instructors, and that the needs of students are being met - but at a genuine cost in stress and over-extension of staff. They are concerned about their capacity to continue operating

at the pace needed to remain highly effective (which they very much seem to be) with students. This does seem to pose a potential conflict with the core theme emphasis on growth goals ... a potential that is exacerbated by the complexities of a dwindling budget, state enrollment targets, and limited opportunities to expand part-time faculty.

3.B Library Planning for Core Theme 2

Contributing Programs and Services:

- Faculty Learning Communities (FLC) grants – funding of \$18,000 for three faculty learning communities to enhance integrative assignments, information literacy, and chemistry.
- Open Course Library grants – Funding of \$64,000 to design five online courses in chemistry, biology, and library research.
- LSTA Information Literacy (IL) grant – A statewide four-year grant of \$690,000 for the CTC managed by Seattle Central.

4. A, Core Theme 2 Assessment

4.A.1 The Catalyst core theme contains two primary objectives: 2.A – *Gateway to student achievement*; and 2.B – *Strategic innovations and initiatives*. Each objective is supported by several outcomes (for a total of 5) with 22 indicators of achievement.

Assessment of the objectives and outcomes was based on a set of indicators with targeted achievement points. Targets were established from clearly identified baselines from the strategic planning cycle (primarily from 2006-2007 with well-explained and documented exceptions). Success on outcomes was determined by exceeding the target. Target percentages were not qualified by growth goals or specified amounts (ie degree completion will increase by 5%) and did not appear to be tied to any external comparators (ie ESL gains will exceed state averages by 7%). Success on the majority of the outcomes determined successful achievement of the objective. In the core theme review, the college reports that 21 of the 22 indicators were met, and as a result, the college determined it met each outcome.

Objective 2.A is supported by three outcomes. The first, 2.A.1, *Students have access to a variety of viable instructional programs*, includes 6 indicators. Each indicator is a measure of enrollment in a broad category of programs (ie transfer, PTE, etc). The college showed increases in enrollment in each category with a resulting determination of successful completion of the objective. Although the college has shown demonstrable successes on the indicators, the correlation between enrollment gains and “student *access to a variety of viable instructional programs*” is difficult to support. Student enrollment data (especially when it’s reported in broad categories) does not directly support the assertion that there is variety of programs, nor does it show the viability of those programs. Rather, it shows how many students are enrolled in several broad categories. Additionally, the link between enrollment and *access* is tenuous. Access is focused on the front door and is a “who gets in” question. Enrollment is the answer to how many

students got through that front door. The evaluator is *concerned* about the apparent mismatch between the outcome/objective and the selected indicators.

In outcomes 2.A.2 – *Students complete programs and certificates*, and 2.A.3 – *Students transfer, obtain employment, and attain educational goals*, indicators are directly tied to and support the outcomes. In 2.A.2, the use of completion indicators as a whole lend support to the assessment that the objective has been met. The one category the college indicated as not successful was the student employment rates of SVI (63% vs the overall CTC rate of 72%). Although this is lower than the college aimed, the complexities of both the job market and the current economy make it somewhat difficult to draw a direct correlation between SVI efforts and the employment rate of their students.

Objective 2.B was assessed based on two outcomes. Both outcomes and the selected indicators that support them are aligned with the Objective and the core theme. College efforts on Outcome 2.B.1, “*College uses external funding for new and effective ongoing initiatives to support student achievement*” seem particularly effective. The college showed significant gains in both the number of externally funded initiatives (116% increase from 19 to 41) and in the increased dollar amount of external grants for those initiatives. The college showed a 189% increase in grant funds in the last 5 year period. Of particular note, the college was successful in securing significant STEM program funding such as the Statway project funded by the Carnegie Foundations, and multiple, large NSF grants. The evaluator sees this as a genuine strength and would like to compliment the college on this achievement.

The assessment of Outcome 2.B.2., “*External funded initiatives increase student achievement*”, is less clear and the determination of success is problematic. The four indicators for 2.B.2 are each focused on the relative success of students in Achieving the Dream gatekeeper courses. Students had an overall passing rate in the AtD English, Math, and Sociology courses of 77% versus the the non-AtD student pass rate of 74%. The differences between the passing rates of the identified AtD population and the general population vary from 2% - 6%. Although the indicators show positive growth, the indicators reflect only one of the reported 41 externally funded initiatives. From data on that one initiative, the college determined that it had successfully met the outcome *external funded initiatives increase student achievement*. Without indicators/data relating to the other 40 externally funded initiatives’ impact on student success and some more explicit comparisons with non-initiative student achievement data, it is difficult to endorse that determination. The evaluator is *concerned* that the selected indicator, even though it has positive scores, does not represent a broad enough sample of initiatives to adequately justify the successful completion of the outcome.

4.B Improvement under Core Theme 2

The use of assessment results for improvement seems at this point somewhat challenging. In our interviews, the college faculty and management acknowledged that there is additional planning and focused revision work needed on the core theme plan and assessment indicators. As stated previously, the evaluators sincerely recognize that the compressed timeline resulted in

incomplete or truncated work. The college's commitment to continue that work was evident in each interview and appeared ongoing even as we were meeting with faculty. With that in mind, the current indicator set does not seem aligned enough with the stated core theme outcomes and objectives to effectively inform college-wide improvement models. For example, if enrollment in transfer programs increases, it will be difficult for the college to determine if improvements, and what kind of improvements, should be made to further impact Outcome 2.A.1. There are too many variables at play in enrollment to make a correlation to student access to viable instructional programs.

The foundation work that has been done in program evaluation systems, in the definition and inclusion of college wide outcomes, and on the clear inclusion of strongly held values in the Catalyst core theme, will serve the college well as it moves forward in its work. As indicators become more aligned with outcomes, and as the college fleshes out the remaining systems and assessment models, the college improvement planning should be both straightforward and more measurable.

Core Theme 3 - Diversity in Action

Standard 3.B Planning

Diversity exists everywhere on the SCCC campus. It is clear that SCCC supports a multicultural learning environment that reflects the diversity of the community in which they serve. There is a culture of inclusion and collegiality that appeals to students, faculty, and staff. To fulfill the outcomes and objectives associated with CT3, SCCC attempts to support diversity among its student body, its faculty, staff, program mix and modes of delivery.

The work being accomplished at SCCC in regard to Diversity is extraordinary. The faculty, staff and student interactions create a learning community that is free from injustice and discrimination. The student body reflects the diverse reality that exists in Seattle. The faculty and staff also reflect a good mix of racial backgrounds and academic training. Hiring practices attempt to maintain a diverse mix of personnel that can mentor and interact with the student body and who share common backgrounds and heritages.

Standard 4.A Assessment

The college has established benchmarks and targets identified that ensure fulfillment of the core theme. However, the committee felt the targets were easily achievable and would counsel the college to set targets that are not so easily attainable. Given the fact that all but one of the indicators were achieved and the significant increases in participation and completion rates SCCC would be well served to continue to challenge themselves to achieve higher rates of success based on their most recent data outcomes.

Standard 4.B Improvement

The college is slowly moving in the direction of online delivery. The committee supports this effort and would encourage the college to grow in this area at a rate that is sustainable.

Core Theme 4 - Communities Engagement

The Communities Engagement core theme was developed as part of the Core Theme Development and Approval Process, which included a review of the college's mission and strategic plan. This process took place between February 2010 and November 2011, with participation of faculty, staff, students, and administrators. The Communities Engagement core theme emphasizes active engagement with both internal and external communities. There are two objectives, four outcomes, and 14 indicators. A variety of data sources and measures are used, resulting in a multi-faceted view of Communities Engagement at Seattle Central Community College.

Standard 3.B Planning

Communities Engagement core theme planning at Seattle Central Community College is based on existing academic, student leadership, and community education programs, as well as other college activities reflecting engagement with internal and external communities. Objective 4.A is "Enrichment of Internal Communities" and 4.B is "Building External Partnerships." These objectives reflect the mission and strategic goals of the Seattle Community College District, as well as the mission and strategic goals of Seattle Central Community College.

Objective 4.A, "Enrichment of Internal Communities," is broken into two outcomes: "Students, faculty, and staff engage across program and disciplinary boundaries" (4.A.1) and "Students actively participate in college committees and councils as well as student organizations" (4.A.2). Indicators for Objective 4.A.1 are based on student and faculty participation in interdisciplinary learning communities and the number of learning communities offered. Indicators for Objective 4.A.2 are based on the numbers of students participating in student leadership training, college committees and councils, and student clubs and organizations.

Objective 4.B, "Building External Partnerships," is also broken into two outcomes: "Community education and non-credit course offerings meet community demand" (4.B.1) and "College strengthens and expands partnerships with employers and community groups" (4.B.2) Indicators for Objective 4.B.1 are based on enrollment, completion, and satisfaction rates in community education and non-credit courses. Indicators for Objective 4.B.2 are based on a variety of measures, including employers participating in cooperative education and service learning, programs providing services to the community, articulation agreements, and scholarship donations.

The college had significant participation in its development of its core themes and has established measurable indicators related to its Communities Engagement core theme.

Standard 4.A Assessment

As noted, this standard points to two objectives, four outcomes, and 14 indicators. The indicators are measurable and verifiable; indeed, the college has met or exceeded its targets in 13 of the 14 indicators. The college is to be complimented on its commitment to engaging students in meaningful interdisciplinary learning and student leadership experiences, and its strong connections to its external community through its Technical Advisory Committees and other activities. However, lack of alignment between objectives and outcomes (4.A.1) and between outcomes and indicators (4.B.2) make it difficult to assess whether the college is fulfilling its mission relative to this core theme.

For example, the indicators for Outcome 4.A.1, “Students, faculty, and staff engage across program and disciplinary boundaries,” are based entirely on faculty and student participation in learning communities, including I-Best, CSPs, and integrative assignment projects, such as the Water Project. These programs have a rich history at Seattle Central Community College and continue to provide both faculty and students with valuable interdisciplinary learning opportunities perhaps greater than numbers alone can suggest. The numbers have grown significantly since baselines were established in 2006-07; however these numbers represent less than 10% of the total number of faculty and students. To what extent these numbers alone can represent a significant indicator of enrichment of internal communities is unclear.

Similarly, there is also misalignment between outcomes and indicators in Outcome 4.B.2. Strengthening and expanding partnerships with employers and community groups is an essential component of the college mission and strategic plan. In addition to the indicators articulated here, there are multiple community outreach and service activities not captured in the self-study, as well as the significant feedback the 15 Technical Advisory Committees provide in the Program Review Process, industry panels reviewing students’ business plans and capstone projects, and the funding of workforce development programs.

Standard 4.B Improvement

This standard points to the importance of using core theme assessment results in improvement of planning, decision making, and resource allocation. How data from these objectives, outcomes, and indicators will or can be used in planning, decision making, and resource allocation is unclear.

The self study also refers to Goal 3 of the college’s new 2011-2016 Strategic Plan, which states “that in adopting a responsive, forward-looking educational business model, the college is committed to:

- Develop and expand community partnerships including those with businesses, industries, alumni, other organizations and educational institutions, locally and internationally.

- Enhance and engage community support for the college's mission, strategic directions, and programs.

The Strategic Plan will provide the strategic directions the college needs to expand its on-going efforts to build strong partnerships both internally within the college and externally within the greater community it serves.

Establishing outcomes and indicators better aligned with Core Theme objectives and the college's Strategic Plan will make core theme assessment results more meaningful in planning, decision making, and resource allocation.

VII. Standard 4 –Assessment and Improvement

a. Eligibility Requirements 22 and 13

Eligibility Requirement 22

All degree and certificate programs that require 45 or more credits have identified program learning outcomes to articulate expected student achievement. These program learning outcomes are published in the college website on each program's web page. Annual assessment reports for program learning outcomes from 2006-2008 to 2010-2011 are published on the college's Instructional Assessment Committee web page .

Eligibility Requirement 23

To improve institutional effectiveness, a college-wide workgroup uses the evaluation results each year to update the strategic goals and objectives for the following year. In 2010, Seattle Central engaged the college in developing four core themes and 10 objectives in preparation for the comprehensive self-evaluation. The college began evaluating its achievement of these core themes in 2011, and the evaluative results were shared with all college constituencies in winter 2012. The results under this requirement were previously discussed under each Core Theme.

VIII. Standard 5 -Mission Fulfillment, Monitoring, Adaptation and Sustainability

a. Eligibility Requirement 24

The Evaluation Committee found that SCCC has appropriately maintained its operational scale to fulfill the college's mission and achieve core themes. Despite significant decline of approximately 20 percent in state funding since 2008, the college has effectively restructured its human and financial resources. While the college has to rely increasingly on tuition revenue to offset the decline in state appropriations, it has also been expanding local revenue sources, including the International Education Programs, Running Start, and grants, to ensure fiscal stability. The College has continued to maintain a financial reserve account, with the current balance exceeding five percent of the total annual operating budget.

Standard 5.A – Mission Fulfillment

Ongoing, Regular, Systematic, Participatory, Self-Reflective, and Evidence-Based

Assessment of Accomplishment

5.A.1 The college collects data at multiple levels to assess indicators of achievement to support the accomplishment of outcomes and core theme objectives. These data are also used to evaluate the status of goals and objectives for various operational plans.

Much of the college level data is derived from statewide reports. In addition, many of SCCC's departments, programs, and divisions collect monthly, quarterly, and annual data to ensure continuous review and improvement. These include surveys to assess student needs, service satisfaction, and feedback.

Analysis of Extent of Mission Fulfillment

The college's data indicates that the college has accomplished all but five of the 80 indicators of achievement, all 20 outcomes, and all 10 core theme objectives. Their internal calculation indicates a mission fulfillment of 94 percent. While that result is laudable, it also put the question for Evaluation Committee of whether the threshold levels had been set at a level high enough to encourage continuous improvement..

Concern

At SCCC, the results of the mission fulfillment analysis have been shared and discussed at meetings of the President's Cabinet, Executive Leadership Council, Deans Group, as well as managers, directors, and deans of student services and administrative services. These groups have reported that the review offered them the opportunity to provide suggestions for improvement, so perhaps the thresholds are not discouraging change, but it was a concern for the Committee.

The Evaluation Committee recognizes that there is a natural tension between establishing threshold levels that ensure success, with thresholds that may reflect greater aspiration. As one of the SCCC faculty reflected in an open meeting, "no institutions wants to say or report anything that would limit their ability to be accredited," but that obvious recognition appears to sidestep the premise in the new NWCCU standards of using the data to identify areas of need change. Since this is a discussion that is occurring throughout the Northwest as all institutions try to understand what a threshold is intended to reflect, the Committee did not feel that it was appropriate to develop a recommendation addressing this issue, but urges the college to reconsider its threshold and the incentives or disincentive that they create for change.

Standard 5.B – Adaptation and Sustainability

Regular Evaluation of Adequacy of Resources, Capacity, and Operational Effectiveness

5.B.1 The Evaluation Committee found that the college has established structures and processes to ensure the ongoing and regular evaluation of adequacy of resources, capacity, and operational effectiveness. While not all processes appear to be fully functioning, the college appears to be very sincere in its efforts to integrate its planning processes, including the Core Theme and strategic planning activities to get a data-informed understanding of the needs and challenges of the institution.

5.B.2 The college has documented its extensive planning efforts which include annual review of the strategic plan, developing a new strategic plan every five years, a three to four year cycle of program reviews and an effort to integrate the planning processes with budget allocation.

As noted other places in this report, SCCC has had a very accelerated cycle into the new standards and its associated changes in planning and assessment, and the Committee recognizes that this cycle has not allowed for all new assessment and planning efforts to become fully mature and precisely evaluated. The Committee is satisfied that the college will continue to make improve the integration and effectiveness of these processes.

5.B.3 The Committee found that SCCC understands the dynamic nature of the internal and external college environments. The college has made great strides, in the midst of administrative changes and economic challenges, to ensure that it has remained sensitive to the needs and issues of those environments.

The Committee observed a great deal of openness in campus communication and a genuine interest in understanding and responding to needs evidenced in a number of ways across the campus. The students, who had some issues this past year with how “Occupy Seattle” which set up its tents on campus property, ought to be treated. In the discussion with the students, they made clear that whatever differences they had with decisions, they never felt that they were not being listened to. That openness was also reflected comments made by faculty and community members.

The campus is systematically gathering information about the communities that it serves and appears to be using that data effectively, in several areas, such as the SVI, to make significant changes. That information gathering includes, tracking and analysis of enrollment trends, and program demands, surveys and regular meetings with student and community groups.

IX. Bachelor of Applied Science

In addition to the comprehensive review of SCCC’s compliance with NWCCU Standards, the Evaluation Committee reviewed SCCC’s bachelor degree in Applied Behavioral Science (BAS).

History

In 2008, a substantive change request was filed with NWCCU to extend SCCC's accreditation to the Bachelor of Applied Science degree. In 2009, NWCCU granted candidacy status and SCCC opened the program to admission.

Rationale

This degree was developed in response to community and student needs for a continuing educational and professional pathway for students with the Associate of Applied Science. It is designed specifically for people in the human services professions such as:

- social services
- early childhood education/child welfare
- chemical dependency counseling
- family support services
- public/community health
- prevention and early intervention
- interpreting/translation services

Planning & Implementation

The BAS is the outcome of multi-year planning processes. To assess needs, SCCC utilized multiple sources of information including program-specific research on the workforce needs of the college's service region. Educational and demographic trend information suggested the need for more bachelor's level graduates in the regional workforce; this trend was supported by the statewide strategies and the program's needs assessment for developing an applied baccalaureate degree to enhance workforce development. Assessment

Program Goals and Description

The student learning outcomes for the BAS include::

- using systematic methods to acquire, analyze, and apply relevant information
- integrating knowledge from relevant disciplines
- applying ethical practices based on internalized professional values
- applying relevant skills qualifying them for a broad range of professional roles
- providing culturally relevant services and challenge individual and institutional discriminatory practices

The program is a cohort-based program with capacity for 60 students. Currently, there are 45 students enrolled. The placement of the graduates has been excellent, in part, because many are in the program to improve skills for their current job. The program has graduated two classes and several graduates are now pursuing graduate degrees at the University of Washington.

Mission Alignment

The BAS degree is tied deeply to the mission of SCCC and aligns with the Responsive Teaching and Catalyst for Opportunity core themes. The development of the BAS Program began as a response to a State Board of Community & Technical College (SBCTC) initiative, but was soon formalized as a SCCC strategic goal to provide access to baccalaureate education for students that have completed a two year degree.

Resources

The BAS faculty include appropriately qualified faculty and a full-time program administrator. As the program is new and has been developed during a time of fiscal retrenchment, many of the classes are taught as overload by current SCCC faculty. In addition, the program has recruited a cadre of qualified adjunct faculty to teach in the program, all are reviewed and approved by the program director. The program adheres to the SCCC curriculum approval process; since the development of the program, additional courses have been approved allowing new electives for program students. The BAS program follows many of the administrative and assessment processes used for other workforce programs.

The BAS curriculum and course offerings are supported financially by a FTE funding formula and program revenues (tuition/fees) which are also returned in full to the program. The BAS program utilizes existing classroom and education technology. The director reports that program capacity is sufficient to meet current level of student demand and to support the enrollments as planned for an annual cohort admission cycle.

The BAS has behavioral science and general education course requirements designed to achieve both depth and breadth in learning outcomes appropriate for a baccalaureate degree. Syllabi for BAS program courses identify student learning outcomes.

Concern

While the Evaluation Committee felt that SCCC is in a position to continue to offer a quality applied baccalaureate program, it is concerned that the college ensure adequate future funding and appropriate involvement of teaching faculty in program and curricular decisions.

X. Commendations

1. The Evaluation Committee commends Seattle Central Community College for its commitment to restructure its planning and evaluative systems to conform to the new NWCCU accreditation standards under an accelerated timeline.

2. The Evaluation Committee commends the College for response to difficult fiscal realities while fulfilling its commitment to serve its urban population.
3. The Evaluation Committee commends the College for its development of a culture of inclusion in its interdisciplinary programs, clubs and organizations student leadership and involvement.
4. The Evaluation Committee commends the College and the associated Seattle Vocational Institute for their successful identification of articulation programs and for their innovative approaches for meeting local industry needs.
5. The Evaluation Committee commends the College and its IT department for its “human focus” in implementing and distributing its services.
6. The Evaluation Committee commends the College and its Curriculum Coordinating Council for its persistent and progressive attention to effective instruction.

Recommendations

1. While SCCC has developed new planning and assessment approaches, they do not appear to be fully implemented nor did the Evaluation Committee find strong evidence that they are completely integrated into the decision-making and resource allocation processes. The Evaluation Committee recommends that the College fully implement the new planning and assessment systems and that those systems be meaningfully integrated into decision-making and resource allocation processes. (Standards 3.B.2; 4.A.1; 4 A.2; 4.A.3; 4.A.4; 4.B.1; 4.B.2)
2. SCCC has spent considerable effort in identifying appropriate, meaningful and sustainable objectives and indicators. However, in several areas, the indicators appear to reflect easily obtainable, rather than meaningful and sufficient measures of achievement for the Core Themes. The Evaluation Committee recommends that the College carefully reconsider, realign, and where necessary, re-identify indicators that provide more meaningful measures of the fulfillment of the Core Themes and Mission. (Standards 1.B.2)
3. Although SCCC has identified general education student learning outcomes, the Evaluation Committee could not find a required mechanism that ensures that appropriate verifiable general education student learning outcomes are incorporated and assessed within each program. (Standards 2.C.2 and 2.C.4 and Eligibility Requirements 11 and 22)
4. The Evaluation Committee recommends that the college review their resource allocation to ensure adequate support for the Applied Baccalaureate in Behavioral Science. The college should also review policies and procedures to involve teaching faculty in all appropriate decisions associated with the degree. (2.C.5)