SEATTLE CENTRAL COLLEGE

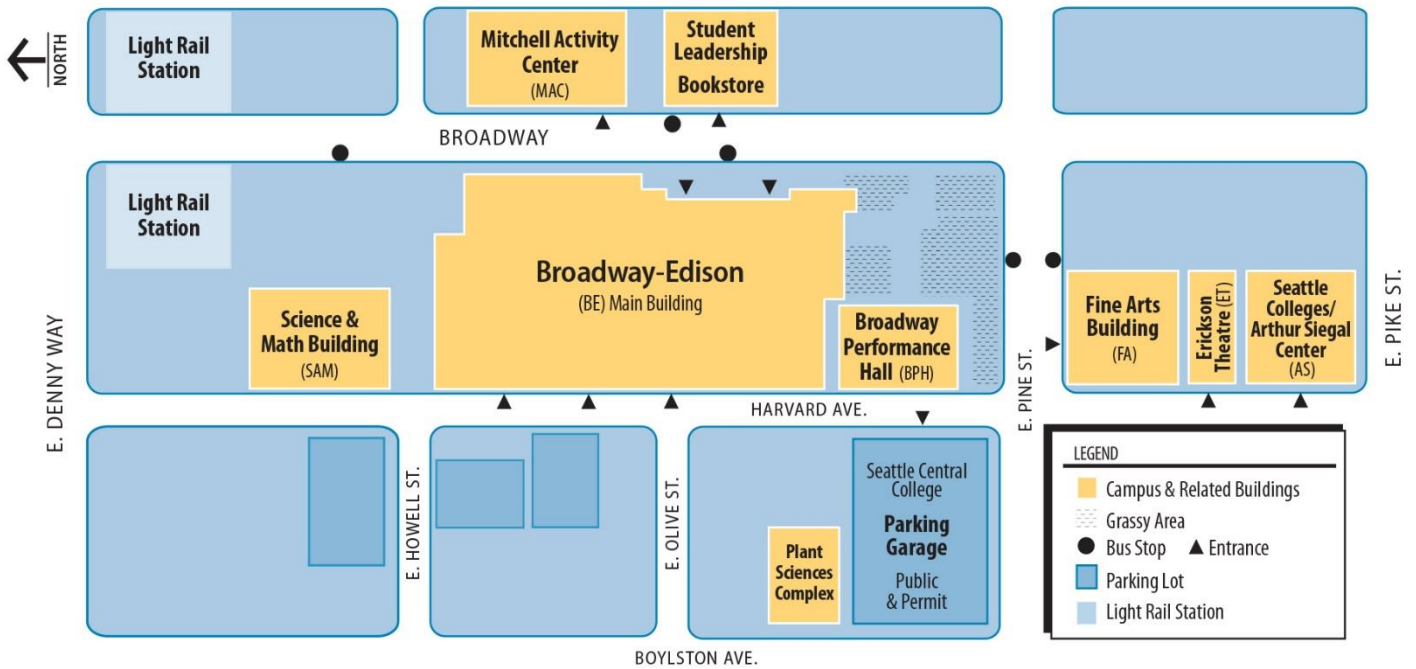## Mission Fulfillment Self-Evaluation Report

Fall 2019

Prepared for the Northwest Commission on Colleges and Universities

SEATTLE CENTRAL COLLEGE

1701 Broadway | Seattle, WA 98122 | 206.934.3800
Info.Central@seattlecolleges.edu

NORTH ←

Light Rail Station

Mitchell Activity Center (MAC)

Student Leadership Bookstore

BROADWAY

Light Rail Station

E. DENNY WAY

Broadway-Edison
(BE) Main Building

Science & Math Building (SAM)

Broadway Performance Hall (BPH)

HARVARD AVE.

E. PINE ST.

Fine Arts Building (FA)

Erickson Theatre (ET)

Seattle Colleges/ Arthur Siegal Center (AS)

E. PIKE ST.

E. HOWELL ST.

E. OLIVE ST.

Seattle Central College

Plant Sciences Complex

Parking Garage

Public & Permit

BOYLSTON AVE.

LEGEND

- ■ Campus & Related Buildings
- ░ Grassy Area
- ● Bus Stop ▲ Entrance
- ■ Parking Lot
- ■ Light Rail Station

NORTH ↑

North Seattle College

Ballard

University District

Seattle Maritime Academy

Magnolia

99

I-5

520

Queen Anne

Lake Union

Capitol Hill

Lake Washington

Bellevue

Downtown

Seattle Central MAIN CAMPUS

Central District

Elliott Bay

99

Wood Technology Center

I-90

Mercer Island

Health Education Center

West Seattle

I-5

Southeast Seattle

South Seattle College

SEATTLE CENTRAL COLLEGE SATELLITE LOCATIONS

Health Education Center
1200 12th Avenue S
Seattle, WA 98144
206.934.4347
AlliedHealth.Central@seattlecolleges.edu
healthcare.seattlecentral.edu

Seattle Maritime Academy
4455 Shilshole Avenue NW
Seattle, WA 98107
206.934.2647
SMA.Central@seattlecolleges.edu
maritime.seattlecentral.edu

Wood Technology Center
2310 South Lane Street
Seattle, WA 98144
206.934.5460
WoodTech.Central@seattlecolleges.edu
woodtech.seattlecentral.edu

SEATTLE CENTRAL COLLEGE

YEAR 7
MISSION FULFILLMENT
SELF-EVALUATION
REPORT

Prepared for the Northwest Commission on Colleges and Universities

Seattle Central College

September 2019

Table of Contents

List of Acronyms

AA	Associate of Arts
AAS	Associate of Applied Science
AAS-T	Associate of Applied Science-Transfer
ABE	Adult Basic Education
ABS	Applied Behavioral Science
AFT	American Federation of Teachers
AHSS	Arts, Humanities, and Social Science (Division)
AS	Associate of Science
ASI	Achieving System Integration
BAS	Bachelors of Applied Science
BSN	Bachelors of Science in Nursing
BTS	Basic and Transitional Studies (Division)
CAC	Course Approval Committee
CCC+	Curriculum Coordinating Council
CE	Continuing Education
CLIPS	Communities of Learning, Inquiry, and Practice
COSI	Conversations on Social Issues
CSP	Coordinated Studies Program
CTC	Community and Technical Colleges (Washington state)
CWSLO	College-Wide Student Learning Outcomes
DOC	Department of Corrections
DSS	Disability Support Services
DTA	Direct Transfer Agreement
EDGE	Education + Design = Excellence

EDI	Equity, Diversity, and Inclusion
ESL	English as a Second Language
FERPA	Family Educational Rights and Privacy Act
FMS	Financial Management System
FTES	Full-time equivalent, Student
FQE	First Quarter Experience
FYE	First Year Experience
GED	General Education Development
GPA	Grade Point Average
HEC	Health Education Center (Instructional location)
HECB	Higher Education Coordinating Board
HHS	Healthcare and Human Services (Division)
IBEST	Integrated Basic Education and Skills Training
IA	Indicator of Achievement
IAC	Instructional Assessment Committee
iDeans	Instructional Deans Group
IEP	International Educational Programs
IT	Information Technology
LCC	Learning Communities Committee
MESA	Mathematics, Engineering, Science Achievement (grant-funded program)
MIMP	Major Institution Master Plan (also known as the Facilities Master Plan)
MRP	Major Related Program
OIE	Office of Institutional Effectiveness
OSP	Office of Strategic Partnerships
PAVS	Program Analysis and Viability Study
PRC	Program Review Committee

PTK	Phi Theta Kappa
RCW	Revised Code of Washington
RST	Ready! Set! Transfer! (grant-funded program)
SAM	Science and Mathematics (Building)
SBCTC	State Board for Community and Technical Colleges
SCC	Seattle Central College
SCCC	Seattle Central Community College
SCD	Seattle Colleges District VI
SCIE	Seattle Central Institute of English
SEM	Strategic Enrollment Management
SMA	Seattle Maritime Academy (Instructional location)
SMS	Student Management System
SPC	Strategic Planning Committee
STEM	Science, Technology, Engineering, and Math
STEM-B	Science, Technology, Engineering, and Math + Business (Division)
SVI	Seattle Vocational Institute (Instructional location)
TAC	Technical Advisory Committee
TLC	Teaching and Learning Center
VPAS	Vice President of Administrative Services
VPI	Vice President of Instruction
VPSS	Vice President of Student Services
WABERS+	Washington Adult Basic Education Reporting System
WAC	Washington Administrative Code
WACTC	Washington State Community and Technical Colleges, Presidents' Group
WTC	Wood Technology Center (Instructional location)

Institutional Overview

Introduction

Welcome! Seattle Central College has undertaken a comprehensive self-study in order to demonstrate its compliance with the eligibility requirements and standards of the Northwest Commission on Colleges and Universities (NWCCU), the accrediting body charged with oversight of the college. The self-study allows Seattle Central to demonstrate fulfillment of its mission satisfactorily over the last seven years and to reflect on areas where improvement is needed. The study offered Seattle Central a chance to highlight the variety of degree and certificate programs, organizations, clubs, and activities the college offers students in Seattle. Faculty, staff, administrators, and students from across the college contributed to the production of this report as a means to share their experiences. The life of the college is diverse, energetic, and vibrant. Seattle Central College is proud of the work that all members of the college accomplish and believes this self-study conveys the energy and determination at Seattle Central to make a positive difference in the lives of all members of the community.

Seattle Central College (SCC) is one of three colleges in Seattle Colleges District VI (SCD). The college has five locations in the city of Seattle. The main campus is situated about 10 blocks from downtown Seattle, and four satellite sites are located within a radius of approximately five miles from the main campus. The Seattle Vocational Institute (SVI) and the Wood Technology Center (WTC) are in residential areas to the south, and the Seattle Maritime Academy (SMA) is on the city's ship canal. The Health Education Center (HEC) is located in the Pacific Tower on Lower Beacon Hill just south of the city center.

Since 1966, the college has served the higher education and workforce training needs of more than half a million students. Located in the heart of Seattle's vibrant Capitol Hill neighborhood, Seattle Central actively promotes a culture of inclusion. The college embraces the themes of equity and diversity and strives to promote social justice and understanding through its course offerings as well as its extra-curricular programming. The college is well recognized locally and nationally for its highly diverse student population and rich learning environment.

From 2012-2019, a total of 67,184 students enrolled at the college. Current enrollment trends at Seattle Central reflect the nature of the college and the population it serves:

- ❖ 67.6% of students are students of color
- ❖ 2.8% of students are students with disabilities
- ❖ 36.7% of students hold employment in addition to attending college
- ❖ 15.6% of students are students with children
- ❖ 52.7% of students are enrolled part-time

Table 0.1 below shows the Fall 2018 enrollment by program type as well as degrees and certificates offered as of 2018-2019.

Table 0.1 – Program Enrollment

Program	Enrollment %	Degree / Certificate
Academic Transfer	33.5%	Associate of Arts (AA), Associate of Science (AS), Associate in Business
Professional-Technical (workforce education) Bachelor of Applied Science	22.0%	Associate of Applied Science (AAS), Associate of Applied Science-Transfer (AAS-T), certificates BAS Degrees (6): Applied Behavioral Science, Community Health and Education, Dental Hygiene, Health Care Services Management, Respiratory Care, IT Networking.
Basic Skills	16.9%	GED, High School Diploma, English as a Second Language (ESL)
Continuing Education/Other/ Unspecified	27.6%	International Intensive English Program, Business & Management, Computer Technology, Healthcare Career Training, Industrial Certification, Marketing & Communications, Paralegal, Medical Marijuana Consultant Certification

Total FTEs in the fall quarter 2018 were 6127, a number that has decreased in the last five years from 7,238 in fall quarter 2013. Two important student enrollment statistics have been in flux recently. Until 2016, enrollment in the International Education Programs (IEP) grew significantly but has since decreased. In the 2014-2015 academic year, 2171 students were enrolled in the Seattle Central International Education Program, ranked fourth in the United States according to size. By fall quarter of 2018, enrollment had dropped to 1,218 students, a decline of 44%. On the other hand, enrollment in Running Start programs has grown recently, reaching 573 FTEs (678 headcount) in fall quarter of 2018, a 220% increase since the program's inception in 2012. Both IEP and Running Start contribute significantly to the fiscal health of the college, so these trends are noteworthy.

For additional enrollment data, see Supporting Document – Enrollment Trends (2012-2013 to 2018-2019).

Supporting Documents: Institutional Overview

Enrollment Trends (2012-2013 to 2018-2019)

Seattle Central College reaches 50 year mark

Seattle Central College celebrated 50 years of service and education in 2017, hosting a series of community events that highlighted the college's history, achievements, and its continuing role as a catalyst for equity and social justice in Seattle.

The commemoration started with a march through campus that recreated marches and protests of the past. Students, faculty, staff and community members carried "protest" signs and placards bearing 50th anniversary messaging, giving the event the feel of a real protest.

The celebration that followed featured five booths outlining key social movements advanced by the college's students and employees over its five-decade existence. Each booth featured period-specific classroom furniture, technology and memorabilia, along with a special display highlighting major events and social movements from the college's student newspaper during a particular decade.

The second event was a mentorship fair featuring more than 60 business leaders and professionals from diverse industries throughout the Seattle area. Using a speed-mentoring format, they met nearly 300 students at "transformation stations" for 15-minute mentorship sessions. The mentors gave valuable career advice and spoke about their career paths.

The college's Foundation leveraged the 50th anniversary to elevate its annual gala to share the impact of Seattle Central College with more sponsors and donors. More than 450 people attended the event that featured work by students from multiple programs. The event raised nearly $400,000 in one night.

The 50th celebration concluded with a year-end student showcase and open house that drew community members, alumni, students and employees. The highlight of the evening was the work of Seattle Central's talented students, who presented their research projects, posters, demonstrations and other work, representing nearly every program offered at the college.

Basic Institutional Data Form

(See Supporting Documents – Basic Institutional Data Form)

Supporting Documents: Basic Institutional Data Form

Basic Institutional Data Form
Financial Reports

Preface

Brief Update on Institutional Changes

Change of College Name

In April 2014, to better reflect program offerings, including Bachelor of Applied Science degrees, the college's name was changed from Seattle Central Community College (SCCC) to Seattle Central College (SCC), and the Seattle Community Colleges District (SCCD) became the Seattle Colleges District (SCD). Similarly, sister colleges in the district became North Seattle College and South Seattle College.

New District Leadership

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

Dr. Pan centers his leadership and management practices on fulfilling the college mission and promoting student and community success. He places emphasis on working with institutional and community stakeholders in formulating a common vision and building consensus on strategic and operational decisions.

Integration within the Seattle Colleges District

In July 2016, Dr. Shouan Pan assumed leadership as chancellor of the Seattle Colleges District. Under Dr. Pan's leadership, Seattle Central College is undergoing a process called Achieving Systems Integration (ASI), in which the mission, vision, values, and strategic plan are aligned across the Seattle Colleges District. Achieving System Integration extends beyond the shared mission and strategic planning that now serve all three of the Seattle Colleges. For instance, as part of the systems integration, Human Resources and Information Technology functions at Seattle Central are now served by a centralized office, managed by the district office. This change allows greater efficiencies and more consistency among the three colleges. Further, the Seattle Colleges are now served by a unified Seattle Colleges Foundation that works to promote the work of the Seattle Colleges in the community.

New Seattle Central College Leadership

Dr. Sheila Edwards Lange started her tenure at Seattle Central College in August 2015 as interim president and was named to the permanent position in May 2016. Dr. Edwards Lange has a wide range of experience in higher education administration and has been a leading advocate for diversity and inclusion throughout her career. Prior to coming to Seattle Central College, she served as Vice President for Minority Affairs and Vice Provost for Diversity at the University of Washington. Before joining the University of Washington, Dr. Edwards Lange had worked for the Seattle Colleges District and at North Seattle College in education and planning. Additionally, she has held positions in academic and student services at the University of California, Irvine; Western Washington University; and the University of Washington.

Other Changes in Institutional Leadership

In the same time period, as a result of departures and career changes, Seattle Central has welcomed a number of other educational professionals to its leadership team. This team includes the following new appointments:

- ❖ Vice President for Instruction
- ❖ Vice President for Student Services
- ❖ Vice President for Administrative Services

Seattle Pathways

Seattle Pathways is a framework based on the principles of Guided Pathways. As a Seattle Pathways college, Seattle Central is committed to serving students better through an equity-based orienting of its student services, instructional programs, and business operations. Seattle Central's Pathways initiatives clarify pathways for students, help students enter academic pathways, support students staying on track, and ensure students are learning. Examples of initiatives include, but are not limited to, cohort advising, structured career exploration, academic planning, clear course scopes and sequences, program maps, learning communities, student support programs, and outcomes assessment.

Seattle Promise

In November 2017, in cooperation with the City of Seattle's mayor, the Seattle Promise College Tuition program was implemented as an extension and enlargement of the already existing 13th Year program. When fully implemented, the Seattle Promise program will provide up to 90

credits of tuition for students who graduate from any one of 17 Seattle public high schools. The Seattle Promise program is designed to provide the financial support and personal guidance that matriculating high school students need to succeed in college. The program is open to all students of eligible Seattle Public High Schools regardless of GPA, income, or background.

Seattle Promise Scholars are eligible for the following services: support applying for financial aid and completing college applications; full coverage of any tuition expenses remaining after other scholarships and financial aid have been applied to tuition costs; assistance with choosing and registering for classes; preparation for the transition to college; guidance and mentorship through the first two years of college.

Significant time and energy have been spent at Seattle Central to prepare for the advent of the Seattle Promise, particularly in order to provide the guidance and support this young cohort of students will require.

New Degrees: Bachelor of Applied Science (BAS)

At the beginning of the seven-year cycle, the college had offered only one Bachelor of Applied Science degree. Currently the college offers six BAS degrees. The newest degree programs, Dental Hygiene and Respiratory Care, were implemented in winter quarter of 2015 as Bachelor of Applied Science programs in Allied Health. The complete list of BAS degree programs at Seattle Central College now includes Applied Behavioral Science, Community Health and Education, Dental Hygiene, Health Care Services Management, IT Networking, and Respiratory Care.

Campus and Infrastructure Projects

Broadway Edison Main Campus

The Broadway Edison campus has benefited from the creation of new transportation infrastructure in the City of Seattle. Light rail and streetcar lines, which opened in 2016, have made it easier for students, faculty, and staff to access Seattle Central College. As a result, planning is underway at the Broadway Edison campus to reorient the focus of campus in the direction of both new transit stations. Agreements have been approved to transfer Seattle Central property holdings south of the main campus along Broadway in exchange for a parcel of land directly to the north of the Broadway Edison building. When this property exchange is complete, the college will move forward with plans to construct a new STEM center on this location, close to the main campus building. The new STEM center will be convenient to the Capitol Hill Link light rail station and located directly in front of the Seattle Streetcar terminus, offering outstanding public transport access.

Within the Broadway Edison main campus itself, the college is currently working to establish improved security measures and modernized facilities at entrance and exit locations that will help the college assure the community's safety in the case of emergency.

Health Education Center

In 2016, the Health Education Center was established in the Pacific Tower on South Beacon Hill. At this location students attend classes in Healthcare and Human Services degree and certificate programs. The Bachelor of Science in Nursing (BSN) program has been approved, and curriculum development is currently underway. The first cohort of BSN students will begin in fall quarter of 2020. Four of the six existing BAS programs are based at the Health Education Center, supported by satellite library services.

Seattle Vocational Institute (SVI)

Seattle Central continues to evaluate SVI facilities and determine with state authorities the ultimate disposition of the SVI property. At the time of this Self-Study, Seattle Central is in the process of transferring ownership of the SVI building to a newly-created Community Preservation and Development Authority for the Central District and relocating its programs to the other four college locations. The programs that had been hosted at the SVI site are now successfully relocated and integrated into the Seattle Central main campus and other instructional locations. Medical Assistant and Dental Assistant programs have moved to the new Health Education Center. Pre-Apprenticeship Construction Training (PACT) is housed at the Wood Technology Center; and High School 21+ and Learning Community Seattle have re-located to the Broadway Edison campus. SVI students are now able to take advantage of the centrally located support services and learning resources at Seattle Central.

Overview of Responses to Topics Previously Requested by the Commission

Seattle Central College has satisfied all recommendations given to the college at both the conclusion of the 2012 Comprehensive Peer Evaluation Report and the 2013 Year One Comprehensive Peer Evaluation Report.

2012 Comprehensive Peer Evaluation Report

Following the May 2012 Comprehensive Peer Evaluation, Seattle Central Community College (SCCC) received four recommendations. The second of these recommendations related to Standard 1.B.2 was then rewritten as Recommendation 2 in the following year's 2013 Year One Peer Evaluation Report. (See Response to Recommendations)

Following is a list of the recommendations received by Seattle Central College as a result of the 2012 Comprehensive Peer Evaluation Report and the 2013 Year One Peer Evaluation Report.

> May 2012 Comprehensive Peer Evaluation Report, Recommendation 1: "While Seattle Central Community College has developed new planning and assessment approaches, these 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 the 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, and 4.B.2)."

On July 21, 2015, Seattle Central Community College received a letter from the NWCCU stating that the expectations of the Commission have been met in regard to this recommendation.

> May 2012 Comprehensive Peer Evaluation Report, Recommendation 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 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 (Standard 1.B.2)."

In correspondence dated July 21, 2015, the NWCCU communicated that the Commission had accepted Seattle Central's Spring 2015 Mid-Cycle Report and that SCC had successfully responded to Recommendations 1, 3, and 4 of the Spring 2012 Comprehensive Peer Evaluation

Report, as well as Recommendations 1 and 2 of the 2013 Year-One Peer Evaluation Report, thus satisfying Recommendation 2 of the May 2012 Comprehensive Report.

In a follow-up email from November 20, 2015, the Commission clarified that the Year One Peer Evaluation Report had effectively rewritten Recommendation 2 from the Comprehensive Peer Evaluation and that "…according to the letter of July 21, 2015, the Commission's expectations regarding Recommendation 2 of the 2013 Year One have been met." This email from Les Steele, Executive Vice President, NWCCU, concludes, "Thus there is no need to address Recommendation 2 of the 2012 Comprehensive Peer Evaluation Report…" The Commission's expectations for this standard had been met, as was expressed in the letter of July 21, 2015.

> May 2012 Comprehensive Peer Evaluation Report, Recommendation 3: "Although SCCC has identified general education student learning outcomes, the committee could not find a required mechanism that ensures that appropriate verifiable general education student learning outcomes are incorporated and assessed within each program (Standard 2.C.2, 2.C.4, and Eligibility Requirements 11 and 22)."

On July 21, 2015, Seattle Central College received a letter from the NWCCU stating that the expectations of the Commission have been met in regard to this recommendation.

> May 2012 Comprehensive Peer Evaluation Report, Recommendation 4: "The committee recommends that the College review its 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 (Standard 2.C.5)."

On July 21, 2015, Seattle Central College received a letter from the NWCCU stating that the expectations of the Commission have been met in regard to this recommendation.

2013 Year One Peer Evaluation Report

Following the May 2013 Year-One Peer Evaluation visit, Seattle Central Community College received two recommendations.

May 2013, Year One Peer Evaluation Report Recommendation 1: "The Evaluation Committee recommends that SCCC continue its comprehensive work to create a clear quantitative statement of mission fulfillment related to benchmarked achievement levels of institutional effectiveness Indicators." Subsequently, in a letter on July 25, 2013, the Commission revised this recommendation from the spring 2013 Year One Peer Evaluation Report as follows: "The evaluation committee recommends that SCCC continue its comprehensive work to create a clear statement of mission fulfillment related to acceptable thresholds (Standard 1.A.2)."

May 2013, Year One Peer Evaluation Report Recommendation 2: "The Evaluation Committee recommends that SCCC continue the work it has undertaken to refine Core Theme Performance Indicators (Standard 1.B.2). Progress has been made but significant work remains to:

1. Look across the core themes to eliminate redundancy of Indicators and find a common voice for descriptions of Indicators, Objectives, and Outcomes;

2. Define terms clearly so that Performance Indicators are measurable and can be reliably assessed over time;

3. Refine Indicators that are designed to assess "quality" to clearly establish if they are measures of the quality of inputs or the quality of outcomes."

On July 21, 2015 SCCC received a letter from the NWCCU stating that the expectations of the Commission have been met in regard to Recommendations 1 and 2 from the Year One Peer Evaluation Report. Subsequently, on November 20, 2015 Seattle Central Community College received an email acknowledging that Recommendation 2 of the 2013 Year One Peer Evaluation Report had rewritten Recommendation 2 of the 2012 Comprehensive Peer Evaluation Report. Thus, the receipt of the November 20, 2015 email signaled that Seattle Central had successfully met the expectations for Standard 1.B.2, which had been the subject of recommendations from both the 2012 and 2013 reports.

In the same letter of July 21, 2015, the Commission also requested that the college submit an Ad Hoc report in fall 2015 to address the progress and implementation of the Bachelor of Applied Science (BAS) degree program in Allied Health.

In February 2016 the Commission indicated that it had received and accepted the Ad Hoc report that had been requested and commended the college on the progress and implementation of the BAS degree in Allied Health and on the quality of the report.

For a detailed explanation of action steps taken by Seattle Central College to satisfy the recommendations of the 2012 Comprehensive Peer Evaluation Report and the 2013 Year One Peer Evaluation Report, please see Response to Recommendations. Copies of the NWCCU letters referenced above appear in Supporting Documents for the Preface.

Supporting Documents: Preface

Response to Recommendations
Letter from NWCCU – July 21, 2015
Email from NWCCU – November 20, 2015
Letter from NWCCU – February 5, 2016

Eligibility Requirements

Eligibility Requirement 2

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

Authority: District | **Compliance:** College and District

Seattle Central, a member of Seattle Community Colleges 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. As per RCW 28B.50.810 Seattle Central was further authorized in 2008 to offer applied baccalaureate degree programs as approved by the [State Board for Community and Technical Colleges (SBCTC)](#) and the [Higher Education Coordinating Board (HECB)](#). The Seattle Colleges' Board of Trustees, members of which are appointed by the governor, has authority over all three colleges in the district.

Eligibility Requirement 3
Mission and Core Themes. The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interest of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Authority: District | **Compliance:** College

Seattle Central College's mission and Core Themes are clearly defined. Seattle Central operates with a mission and strategic plan that are aligned to a Board of Trustees-adopted [District-wide Strategic Plan](#). Approved in 2018, this plan includes mission, goals, and strategies and is shared by all colleges in the Seattle Colleges District. The college is committed to applying all state and local resources to support its mission and Core Themes, which are designed to serve students' educational interests. The section for [Standard 1.A](#) below details how the district-wide mission and its four strategic goals align closely with the college's Core Themes.

Eligibility Requirement 4

Operational Focus and Independence. The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational

and operational independence to be held accountable and responsible for meeting the Commission's Standards and Eligibility Requirements.

Authority: District **| Compliance:** College and District

Seattle Central has been operating as a community college since 1966. The college's governance structure, leadership, and administrative team allow independent operation with accountability to the Seattle Colleges District chancellor, Board of Trustees, State Board for Community and Technical Colleges, and Washington State Legislature. The college is responsible for meeting the Commission's standards and eligibility requirements.

Eligibility Requirement 5

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

Authority: District **| Compliance:** College and District

The college is an [Equal Opportunity institution](#) committed to the concept and practice of equal opportunity for all its students, employees, and applicants in education, employment, services, and contracts. As is stated in [Policy 419](#), the college does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, Vietnam-era or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level. In order to respond to violations, the Seattle Colleges District enforces [Procedure 419](#) which outlines the process through which people can report issues of discrimination or harassment. The procedure also lists out the individuals on each campus who can be contacted in order to report a complaint. Recently, the Chancellor's Executive Cabinet approved a change to Procedure 419: Seattle Colleges District Discrimination and Harassment Complaint Procedure to include a revised definition of "bullying." Reasonable accommodations are made for known physical or mental limitations for all otherwise qualified persons with disabilities. Source: [WAC 132F-148-010](#), [Public Law 101-336](#), [American with Disabilities Act (ADA) of 1990](#), [29 CFR Part 37](#).

Eligibility Requirement 6

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

Authority: District | **Compliance:** College and District

The college has established policies and procedures that ensure institutional integrity. These include The Board of Trustees' code of ethics ([Policy 131](#)) and Seattle Colleges District policy regarding the acceptance of gifts ([Policy 152](#)). Seattle Central College also adheres to established policies regarding faculty and staff conduct and conflict of interest ([Policy 400.10-80](#)). [Policy 410](#) relates to the prohibition of employing relatives. In particular, the college provides fair and consistent treatment of students and employees and applies high ethical standards in its operations, avoiding conflict of interest at all levels. See [Standards 2.A.21-2.A.26](#) for additional information.

Eligibility Requirement 7

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

Authority: District | **Compliance:** District

The Seattle Colleges District's five-member governing Board of Trustees oversees all three colleges in the district and is responsible for ensuring that the institution's mission and core themes are achieved. As stated in district policy, no trustee may be an employee of the community and technical college system, a member of the board of directors of any school district, or a member of the governing board of any public or private educational institution. [Standard 2.A.4](#) contains more information on the Governing Board.

Eligibility Requirement 8

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

Authority: District **| Compliance:** District

As appointed by the Board of Trustees, the chancellor is the chief executive officer for the Seattle Colleges District, which delegates authority and operational responsibilities to the college president at Seattle Central. The chancellor's qualifications and experience are included as a supporting document of Standards 2.A.9-2.A.11 in this report.

Eligibility Requirement 9

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

Authority: College and District **| Compliance:** College and District

In addition to the president, the college's strong management team collaborates across various functional areas to support students and faculty and to fulfill the college's mission, Core Themes, strategic goals, and objectives. Please see Standard 2.A.9-2.A.11 for additional details.

Eligibility Requirement 10

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

Authority: College and District **| Compliance:** College

The faculty at Seattle Central are highly qualified in their respective disciplines and programs. They value program quality and innovative pedagogies and provide leadership for program and curriculum design and improvements, participate in developing academic policies, and initiate

changes in instructional delivery using a variety of approaches. See Standard 2.B.4 for more information about the range of terminal degrees held by Seattle Central College faculty.

Eligibility Requirement 11

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

Authority: College | **Compliance:** College

The college has developed responsive instructional programs with rigorous content that meets the standards of relevant state and national agencies and industries for collegiate-level degrees in recognized fields of study. Program curricula are reviewed regularly to ensure overall quality and currency and to review student learning outcomes for clarity and consistency with degree and employment (or employer) requirements. See Standard 2.C.1 for additional information.

Eligibility Requirement 12

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

Authority: College and District | **Compliance:** College

Academic transfer degrees include General Education in communication, mathematics, English, social sciences, and science, appropriate for the field of study. Professional-technical certificate and degree programs of at least 45 quarter credits contain related General Education instruction in the areas of communication, computation, and human relations, specific to program outcomes. BAS programs incorporate General Education by using course distribution requirements from academic transfer and as prerequisites for a given program. Course and

program learning outcomes measure the attainment of General Education skills and abilities. See Standard 2.C.9 for additional information.

Eligibility Requirement 13

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

Authority: College | **Compliance:** College

The library provides a wide variety of information resources to support student learning, and librarians work with faculty to incorporate information literacy skills in class assignments. Library users have access to a wide variety of online and print resources and to reference assistance both online and onsite. These information resources are regularly evaluated for currency, relevance, and appropriateness to support the instructional programs. More information about library services at Seattle Central is contained in Standard 2.E.

Eligibility Requirement 14

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

Authority: College and District | **Compliance:** College and District

The college's main campus houses most of the instructional programs. Four satellite locations serve specialized programs. The network infrastructure is based on a high-speed network which links to the internet via a fiber-optic backbone. This infrastructure includes physical and virtual servers and is maintained and upgraded to keep up with changing needs. For more information about physical and technological infrastructure, please refer to Standard 2.G.

Eligibility Requirement 15

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

Authority: College and District | **Compliance:** College

Academic freedom in the classroom is highly valued and supported to encourage intellectual independence and creativity in the teaching and learning process. Details of the academic freedom policy are specified in the faculty collective bargaining agreement. For more information, please see Standards 2.A.27 through 2.A.29.

Eligibility Requirement 16

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

Authority: College and District **| Compliance:** College

The college follows an "open door" admission policy. The specific admissions procedures and steps are explained clearly on the college website and in the Student Handbook. For more information on Admissions at Seattle Central College, please see Standard 2.A.16.

Eligibility Requirement 17

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

Authority: College and District **| Compliance:** College and District

The college uses multiple methods to provide basic information related to identified public information requirements listed above. This information is disseminated through the college website, college catalog, class schedules, Student Handbook, and other various policies and publications. Pubic information is reviewed annually for accuracy and to ensure compliance with district, state, and federal mandates.

Eligibility Requirement 18

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

Authority: College and District | **Compliance:** College

College policies and practices ensure the availability of adequate financial resources to sustain academic programs and other college operations over the long term. These policies provide for maintaining a contingency reserve, seeking external grants and contracts to support innovative initiatives to improve student learning and support services, and using a sound budget planning process to adjust programs and services based on careful reviews and analyses. For more information on financial resources, see [Standards 2.F](#) and [2.G](#).

Eligibility Requirement 19

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

Authority: District | **Compliance:** District

Seattle Central College is audited as part of the Seattle Colleges District. The District undergoes an annual financial audit conducted by the Washington State Auditor's Office (SAO) in accordance with Governmental Auditing Standards. Audit results are reviewed by the college presidents and presented to the Board of Trustees. As directed by the Board of Trustees, findings and letters of recommendations are addressed in a timely manner. See [Standard 2.F.7](#) for further details.

Eligibility Requirement 20

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

Authority: College | **Compliance:** College

Seattle Central discloses accurate information to the Commission on a systematic and periodic basis. Such information includes both self-study documentation as well as required applications for changes in college leadership, programs, or academic operations.

Eligibility Requirement 21

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

Authority: College **| Compliance:** College

The college accepts and agrees to comply with the accreditation standards and related policies of the Commission. The college also agrees "that the Commission, at its discretion, may make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or member of the public requesting such information."

Eligibility Requirement 22

Student Achievement. The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Authority: College **| Compliance:** College

All degree and certificate programs at Seattle Central College have identified program learning outcomes to articulate expected student achievement. These program learning outcomes are published through the college website on each program's web page, such as the program outcomes for the Specialty Desserts and Breads program within the Culinary Academy. Program outcomes for AA degrees are listed on webpages offering program overview descriptions. According to an established calendar of review, the Instructional Assessment Committee and the Program Review Committee, committees of the Curriculum Coordinating Council, complete systematic and clearly defined evaluations of the college's learning outcomes. The system of review and assessment is well-understood and widely published. Program reviews and Instructional Assessment reports are published on the Curriculum Coordinating Council web page. For more information on student achievement of learning outcomes, please see Standard 2.C.2.

Eligibility Requirement 23

Institutional Effectiveness. The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Authority: College | **Compliance:** College

To improve institutional effectiveness, Seattle Central College assesses its achievement of mission by systematically evaluating indicators of achievement related to the four Core Themes. Results of program reviews are published for constituencies on the college website. Seattle Central College has appointed a Core Theme team for each of the four Core Themes. These teams are responsible for monitoring the indicators of achievement associated with each Core Theme. Results are shared with constituencies through various forums, meetings, and retreats, and published on the college website. Core Theme teams issue recommendations to the Accreditation Steering Committee based on their analyses. Vice Presidents are responsible for making changes as appropriate in order to ensure Seattle Central's viability and sustainability in the future. For more information about Seattle Central College's assessment of mission accomplishment and changes made to ensure institutional viability, please see Chapter 4.

Eligibility Requirement 24

Scale and Sustainability. The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Authority: District and College| **Compliance:** College

Seattle Central maintains its operational scale to fulfill the college's mission and achieve Core Themes. Despite a continuing decline in state funding, the college restructured its human and financial resources and improved physical and network infrastructure, using careful, effective, and systematic planning approaches that include divesting the college of buildings that have reached the end of their useful life. As the college relies increasingly on tuition revenue to offset the decline in state appropriations, it is also expanding local revenue sources, including the International Education Program, Running Start, and grants, to ensure fiscal stability for the college as a whole. The advent of the Seattle Promise, offered in cooperation with the City of

Seattle, will allow the college to increase its outreach and broaden its revenue sources. The college has continued to maintain a financial reserve account, with the current balance exceeding 10 percent of the total annual operating budget. In addition, the college continues to upgrade infrastructure with local revenue sources to better serve students. The college maintains sufficient resources to perform and fulfill its mission and achieve its Core Themes in the foreseeable future. See Chapter 5 for more information on sustainability.

Supporting Documents: Eligibility Requirements

Strategic Plan
Student Handbook
District catalog

Chapter One: Mission, Core Themes, and Expectations

Standard 1.A – Mission

Seattle Colleges Mission

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

Design and Implementation of the Mission Statement

The Seattle Central mission, which the college shares with the other two colleges of the Seattle Colleges District, is the product of work involving college constituencies, district-wide planning groups, and members of the community. During the 2016-2017 academic year, after engaging in a process that involved careful coordination and shared purpose, Seattle Central began operating under a district-wide mission, which aligns closely with the four Core Themes that had previously been articulated by Seattle Central. The process that generated the current district-wide mission was integrative and collaborative.

The mission statement expresses the college's purpose and its commitment to deliver and meet the diverse educational needs of its various constituencies, particularly in the context of a community distinguished by its urban and multicultural characteristics. As a state-supported public community college, Seattle Central is committed to providing a range of educational programs and services for students seeking associate transfer degrees, professional-technical training (bachelor's degrees in applied science, associate degrees, and certificates), precollege preparation, basic skills, and continuing education. The Seattle Central College mission, vision,

and values are published widely on the college website, on materials published by the college, and on a series of posters displayed prominently along college hallways and in classrooms.

1.A.2

The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishment or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Definition of Mission Fulfillment

From 2012 to 2019, Seattle Central College has defined mission fulfillment as the extent to which the college has been able to realize the indicators of achievement, outcomes, and objectives related to its four Core Themes. The assessment of these core themes, closely aligned to the college's mission statement, constitutes the most meaningful measure of the institution's success in fulfilling its mission.

Table 1.1 – Relationship of Seattle Central's Core Themes to the Mission Statement	
Core Themes	*Key Elements in Mission Statement*
1 – Responsive Teaching and Learning	"…Seattle Colleges prepares each student for success in life and work,"
2 – Catalyst for Opportunities and Success	
3 – Diversity in Action	"As an open-access learning institution …fostering a diverse, engaged, and dynamic community."
4 – Communities Engagement	

The above table shows the relationship between the four Core Themes and components of the mission statement. Taken together, the college's Core Themes provide an accurate reflection of the mission.

Each of the Core Themes is supported by a Core Theme Team, whose work it is to monitor and assess the institution's progress towards mission fulfillment in the areas governed by their Core Theme. Over the course of the seven-year cycle, these teams, and others at the college, have worked to refine and articulate Core Theme objectives, outcomes, indicators of achievement, benchmarks, and the definition of mission fulfillment. In particular, discussions have centered on how to best reflect the complexities of the college's many programs and the diversity of the student population.

The college evaluates mission fulfillment by measuring Indicators of Achievement (IAs). These IAs support and align to Core Theme outcomes and objectives. In 2013, the Accreditation Steering Committee established benchmarks for each IA based on the average of the three years previous to the beginning of this seven-year cycle, 2010-2011 to 2012-2013. In some years, this data was not available, as noted.

For measuring each IA, the college uses the following criteria to rate progress:

Table 1.2 – Criteria for Mission Fulfillment	
Progress Rating	Evaluation Criteria
1	Achievement is below 95% of the benchmark
2	Achievement is meeting at least 95% of the benchmark
3	Achievement is at least 10% higher than the benchmark
Benchmark = average of the three years previous to the beginning of seven-year cycle (2010-2011 to 2012-2013) when available.	

Mission

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

Vision

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

Values

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

Interpretation of Mission Fulfillment

In order to determine the extent of mission fulfillment, the college has determined what will constitute an acceptable threshold. Seattle Central sets 70 percent as the minimum threshold for mission fulfillment and uses the following criterion:

• **Mission fulfillment has been accomplished when 70% of all Core Theme indicators of achievement (IAs) are achieved.**

All indicators of achievement are equally weighted and of equal importance in their assessment of the topics measured. For this reason, Seattle Central uses the attainment of Core Theme indicators of achievement as the standard that most accurately depicts the college's degree of mission fulfillment.

Seattle Central will also examine the achievement of outcomes, objectives, and Core Themes according to the following guidelines:

• **An outcome will be considered achieved when 70% of the IAs under the outcome are rated 2 or 3.**
• **An objective will be considered achieved when 70% of the IAs under the objective are rated 2 or 3.**
• **A Core Theme will be considered achieved when 70% of the IAs under the Core Theme are rated 2 or 3.**

Among the 19 Core Theme outcomes, some are supported by more indicators of achievement than others. For this reason, Core Theme outcomes are not equally weighted. The same case is true for the ten Core Theme objectives, which are not represented by equal numbers of outcomes. Core Themes themselves are also not supported by equal numbers of Core Theme objectives. Reviews of Core Theme objectives and outcomes are important; but the college believes that Core Theme indicators of achievement provide the most accurate assessment of mission fulfillment.

Standard 1.B – Core Themes

1.B.1

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

1.B.2

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

Seattle Central College's Core Themes

Core Theme 1: Responsive Teaching and Learning	Core Theme 2: Catalyst for Opportunities and Success
Core Theme 3: Diversity in Action	Core Theme 4: Communities Engagement

Seattle Central's four Core Themes represent essential elements of the college that collectively reflect and support the mission and strategic plan.

Core Theme Planning

Seattle Central College began the current seven-year cycle with its four Core Themes in place. These four themes had been adopted in 2010 after a comprehensive process that involved participants from across the college. Since fall 2012 the college has taken a number of specific actions to improve the achievement of its Core Themes. In winter 2013 Core Theme Teams

reaffirmed or revised the Core Theme objectives, outcomes, and Indicators of Achievement (IAs), resulting in the current framework, depicted in Table 1.2.

Table 1.3 – Core Themes, Objectives, Outcomes, and Indicators			
Core Theme	# of Objectives	# of Outcomes	# of Indicators
1. Responsive teaching and learning	3	5	18
2. Catalyst for success and opportunities	2	5	19
3. Diversity in action	3	6	20
4. Communities engagement	2	3	11
Totals	10	19	68

At this time, the college confirmed its method of evaluating the achievement of Core Theme objectives, outcomes, and IAs in order to measure the extent of mission fulfillment, as explained in Standard 1.A.

The college's four Core Themes are presented below along with rationales for each indicator of achievement. Data for many of the indicators was retrieved using the SBCTC Student Management System, abbreviated in the tables below as SMS.

Core Theme 1: Responsive Teaching and Learning

Core Theme 1 covers the component of the mission that describes the college's aim to provide a wide range of high quality and effective instructional programs that respond to the various educational needs of constituents and to changing market demand.

For Core Theme 1, the college has identified three objectives, five outcomes, and 18 indicators of achievement. Responsive teaching and learning is needed in order to match the dynamic nature of knowledge. Curriculum must be continually updated to offer instructional content and methods of delivery that are relevant to the latest developments in each area of study. Such attention also ensures that the design of instructional programs is consistent with expected market trends or requirements to transfer to other baccalaureate institutions. Effective teaching and learning also requires ongoing course and program evaluation, assessment of learning outcomes, and pedagogy that responds to diverse student needs and learning styles. Academic performance and engagement in learning are reflected in indicators attuned to student achievement.

Table 1.1.A – Objective 1.A: Dynamic and relevant programs and curricula			
Indicator	Method/Source	Bench-mark	Rationale
Outcome 1.A.1: Curricula are reviewed and updated regularly to stay current.			
1.A.1.a. Program reviews achieving annual target level based on review criteria in a 4-year cycle	# of programs reviewed meeting or exceeding benchmark set for each year of the 4-year cycle	75%	To maintain instructional program quality and rigor, instructional programs are regularly reviewed. Reviews focus on assessment of learning outcomes, relevancy of program content, and implementation of strategies that increase teaching effectiveness. The four/five-year review cycle helps ensure program responsiveness to changes in market demand.

1.A.1.b. Courses revised or created meeting new criteria	Increase in # of revised or new courses meeting new criteria requiring alignment to CWSLOs and PLOs as shown in the district Automated Course Approval System (ACAS)	50	The increase in new and revised course proposals demonstrates faculty's effort and commitment to provide effective courses that improve or sustain overall program quality.
1.A.1.c. Programs that require external specialized accreditation achieved, reaffirmed, or approved accreditation status	At least 70% of the technical-professional programs that require external accreditation achieved reaffirmation or approval	88%	Reaffirmations by external accreditors demonstrate program quality and indicate program ability to meet required standards for the area of study.

Table 1.1.B – Objective 1.B: Quality and effective teaching			
Indicator	**Method/Source**	**Bench-mark**	**Rationale**
Outcome 1.B.1: Faculty use a variety of innovative, student-centered pedagogies.			
1.B.1.a. Success rates of students in coordinated study programs (CSPs)	Passing rate (2.0 or better) of students in CSPs [Source: SMS]	75%	Seattle Central faculty apply various teaching approaches to improve program quality. Student success rates in courses known for innovation (i.e. Coordinated Studies, IBEST, and Integrated Assignments provide a meaningful assessment of teaching quality and effectiveness.
1.B.1.b. Success rates of IBEST students	Passing rate (2.0 or better) of students in IBEST courses [Source: SMS]	32%	
1.B.1.c. Success rates of students in courses that use integrative learning pedagogies	Passing rate (2.0 or better) of students in courses that use integrative learning pedagogies [Source: SMS]	79%	

1.B.1.d. Proportion of faculty continuously updating pedagogy to improve teaching effectiveness	% of full-time (FT) and part-time (PT) faculty reported updating pedagogy to improve teaching [Source: Annual Employee Survey]	FT: 96% PT: 88%	Faculty continuously improving their pedagogies and curricula is critical for quality and effective teaching.
1.B.1.e. Faculty reporting improvement in student learning after pedagogy and/or curriculum change (Within the same class/In subsequent classes)	% of full-time (FT) and part-time (PT) faculty reported improvement in student learning after changing pedagogy and/or curriculum [Source: Annual Employee Survey]	<u>Within</u> FT: 78% PT: 82% <u>Subsqnt</u>: FT: 73% PT: 83%	
Outcome 1.B.2: Faculty assess program and college-wide student learning outcomes (CWSLOs) in courses.			
1.B.2.a. Faculty aligning course learning outcomes (CLOs) to college-wide student learning outcomes CWSLOs in assessment	% of programs entering CLOs aligning to the CWLSO [Source: Canvas or database]	26%	Course learning outcomes (CLOs) should align with Program Learning Outcomes (PLOs) and to college-wide student learning outcomes (CWSLOs) to demonstrate the achievement of all levels of learning outcomes.
1.B.2.b. Faculty aligning course learning outcomes (CLOs) to program learning outcomes (PLOs) in assessment	% of programs entering assessment data aligning CLOs to PLOs [Source: Canvas or database]	26%	

Table 1.1.C – Objective 1.C: Quality and effective learning			
Indicator	**Method/Source**	**Bench-mark**	**Rationale**
Outcome 1.C.1: Students are responsible and engaged learners.			
1.C.1.a. Students participating in "active and collaborative" learning	% of students reported participating in active and collaborative learning [Source: Student Survey]	94%	An annual student survey is conducted to evaluate student participation in active and collaborative learning, as well as

1.C.1.b. Students demonstrating "student effort" in learning	% of students indicated their effort in learning [Source: Student Survey]	73%	overall engagement in learning at the college.
1.C.1.c. Persistence rates of degree seeking students participating in tutoring supported by the Learning Support Network (LSN)	Persistence rates of students who participated in LSN - fall to winter (FW) and fall to spring (FS) [Source: SMS]	FW: 87% FS: 78%	The persistence rates of students who use services of the college's tutoring center provide evidence of responsible and engaged learners.
Outcome 1.C.2: Students persist and make progress in their chosen programs.			
1.C.2.a. Persistence rates of all students	Persistence rates of all students - fall to winter (FW) and fall to spring (FS) [Source: SMS]	FW: 68% FS: 58%	
1.C.2.b. Persistence rate of Academic Transfer students	Persistence rates of Academic Transfer students - fall to winter (FW) and fall to spring (FS) [Source: SMS]	FW: 70% FS: 60%	
1.C.2.c. Persistence rates of Professional-Technical students	Persistence rates of Professional-Technical students - fall to winter (FW) and fall to spring (FS) [Source: SMS]	FW: 70% FS: 60%	Positive persistence rates and educational gains reveal student learning commitment and progression toward goals.
1.C.2.d. Persistence rates of BAS-ABS* students	Persistence rates of students in the ABS program - fall to winter (FW) and fall to spring (FS) [Source: SMS]	FW: 86% FS: 80%	
1.C.2.e. Educational level gains of ABE/ESL students	Educational level gain of ABE/ESL students [Source: National Reporting System (NRS) of the U.S. Dept of Education]	38%	

Note: When original indicator was created, Seattle Central only had 1 BAS program. This indicator has now been expanded to include all 6 BAS programs.

Core Theme 2: Catalyst for Opportunities and Success

Core Theme 2 supports the mission's intention to provide innovative programs to support students in their future endeavors.

For Core Theme 2, the college has identified two objectives, five outcomes, and 19 indicators of achievement. Core Theme 2 focuses on the college's role as a catalyst in providing access and opportunities to education for students to: 1) succeed in their first quarter and pass gatekeeper courses, which are key requirements for degree and certificate programs; 2) complete degree and certificate programs; and 3) attain educational goals of transferring to four-year institutions, transitioning to college level courses, or finding employment. This theme also encompasses creative and innovative initiatives that improve student persistence/retention and offer greater opportunities for students to succeed.

Table 1.2.A – Objective 2.A: Gateway to student achievement			
Indicator	*Method/Source*	*Bench-mark*	*Rationale*
Outcome 2.A.1: Students succeed in passing first quarter courses and program entry requirements.			
2.A.1.a. First quarter students succeed in passing course taken in first quarter	Passing rate (2.0 or better) of first quarter students [Source: SMS]	32%	Passing rates are predictive of future student success in finishing educational programs.
2.A.1.b. Overall passing rate of students in developmental math	Passing rate (2.0 or better) of students in developmental math [Source: SMS]	71%	
2.A.1.c. Students pass English 101	Passing rate (2.0 or better) of students in English 101 [Source: SMS]	74%	
2.A.1.d. Students who began in developmental math pass at least one quantitative reasoning course	Passing rate of students who began in development math passing one quantitative reasoning course [Source: SMS]	29%	

Outcome 2.A.2: Students complete programs, degrees, and certificates.			
2.A.2.a. Degrees and certificates awarded as a percentage of enrollment	Rate of awards of degrees and certificates as a % of FTE enrollment [Source: SMS]	29%	The number of degrees and certificates awarded each year is a key indicator of student success in completing programs.
2.A.2.b. Program completion rate – Academic Transfer	Rate of completion of students in Academic Transfer programs [Source: SMS]	40%	Program completion (graduation) rates as a percentage of those who initially enrolled in each program category signify the levels of student achievement in their respective areas.
2.A.2.c. Program completion rate – Professional-Technical	Rate of completion of students in Professional-Technical programs [Source: SMS]	35%	
2.A.2.d. Program completion rate – BAS-ABS programs*	Rate of completion of students in BAS-ABS program [Source: SMS]	62%	
2.A.2.e. Program completion rate – GED/H.S. diplomas	Completion rate of students in GED/H.S. diploma programs [Source: SMS]	17%	
2.A.2.f. Student passing rates in professional licensing exams	Rate of students passing professional licensing exams	86%	For professional-technical programs, professional licensing passing rates are critical measures of student readiness for industry.
Outcome 2.A.3: Students transfer, obtain employment, and attain educational goals.			
2.A.3.a. Students transferring to four-year institutions	Rate of students transferring to 4-year institutions as a % of academic transfer enrollment [Source: National Student Clearinghouse]	29%	The transfer of students from AA, AS, and AAS-T programs to four-year institutions reflects the strength and effectiveness of the Academic Transfer Program.

2.A.3.b. Student employment rates	Rate of student employment [Source: Seattle Colleges scorecard]	71%	The employment rates used for this indicator reflect job status nine months after completion of programs. This measure is based on a a comparison with the Washington State Board for Community and Technical Colleges (SBCTC) system average instead of employment rates over a period of time because overall unemployment rates fluctuate from year to year in the Seattle area.
2.A.3.c. Students attaining their educational goals	Rate of students indicating attainment of their educational goals [Source: Graduate Survey]	83%	This indicator measures student assessment of their educational goal attainment based on results from the annual Graduate Survey.
2.A.3.d. Basic skills students transitioning to college level courses	Rate of basic skills students transitioning to college-level courses [Source: SMS]	12%	Basic skills students comprise between 10 and 20 percent of the college's enrollment. Measuring the ability of students to transition to college level courses helps to gauge these students' ability to make progress toward their unique educational goals.

Note: When original indicator was created, Seattle Central only had 1 BAS program. This indicator has now been expanded to include all of 6 BAS programs.

Table 1.2.B – Objective 2.B: Strategic innovations and initiatives			
Indicator	*Method/Source*	*Bench-mark*	*Rationale*
Outcome 2.B.1: Innovative initiatives improve student persistence/retention.			
2.B.1.a. Integrated assignments – students persist to complete their courses	Rate of students participating in "integrated assignments" who persisted to complete courses [Source: SMS]	86%	Successful educational initiatives, such as integrated assignments* and the strategies used in productive persistence*, improve student success in completing current courses and/or re-enrolling in following quarters.
2.B.1.b. Productive persistence – students re-enroll in three successive quarters	Re-enrollment rate of students who participated in "productive persistence" courses [Source: SMS]	50%	
Outcome 2.B.2: Innovative initiatives improve student opportunities and success.			
2.B.2.a. Success rates of students in initiatives passing gatekeeper courses	Success rate of students who participated in innovative initiatives passing gatekeeper courses [Source: SMS]	82%	The success rates of students who participate in innovative initiatives (TRIO, MESA, RST, LSN, ISP, and CSP) will be measured in terms of students' success in passing English and math gatekeeper courses (ENGL&101 and MATH098) and earning their first 45 college credits.
2.B.2.b. Success rates of students in initiatives attaining 45 college-level credits	Success rate of students who participated in innovative initiatives attaining 45 college-level credits [Source: SMS]	68%	
2.B.2.c. Success rate as demonstrated in Student Achievement Points Per Student (SBCTC)	Annual achievement points per student as determined by the SBCTC [Source: SMS]	1.55	Measuring achievement points per student, rather than the total points earned per college, allows the measurement of student achievement while controlling for college size and other factors.

*Note: Integrated Assignments are groups of students from two or more different courses working with faculty from diverse disciplines to collaborate as they explore issues related to their life experiences and specific course topics in one or more shared assignments.

*Note: *Productive Persistence* describes the productive mindsets and academic strategies students need to be successful. This initiative develops, tests, and incorporates activities into classrooms and student supports shown through research to increase completion and improve student learning. Several Seattle Central faculty members served on the staff at the *Carnegie Foundation for the Advancement of Teaching* in developing the model for Productive Persistence.

Core Theme 3: Diversity in Action

Core Theme 3 speaks to the part of the mission that supports a diverse environment that is openly accessible to the community.

For Core Theme 3, the college has identified three objectives, six outcomes, and 20 indicators of achievement. The college defines Diversity in Action as providing a rich multicultural learning environment that reflects the diversity of the communities it serves. The college has developed a national reputation for its success in this area. The demographic profile of students, faculty, and staff at Seattle Central signifies its ability to create an environment that appeals to diverse populations of students, faculty, and staff and promotes global and multicultural understanding. In addition to promoting multiculturalism, a diverse learning environment also requires innovative strategies to deliver open and accessible programs and services.

Table 1.3.A – Objective 3.A: Diverse learning environment			
Indicator	Method/Source	Bench-mark	Rationale
Outcome 3.A.1: Instructional programs infuse diversity and global awareness into curricula.			
3.A.1.a. Faculty integrating diversity and/or global themes in course learning outcomes	% of faculty indicated integrating diversity and/or global themes in course learning outcomes. [Source: Annual Faculty Survey]	FT: 57% PT: 54%	Curricula emphasizing diversity and/or global themes support a diverse learning environment by providing a variety of perspectives. Indicator 3.A.1.a measures the percentage of faculty who indicate their inclusion of "global themes" in course learning outcomes. Indicator 3.A.1.b measures students' affirmation of benefits from participating in global education activities.
3.A.1.b. Students benefiting from participation in global education activities	% of students indicated benefiting from participation in global education activities. [Source: Annual Student Survey]	78%	

Outcome 3.A.2: The student body, faculty, and staff reflect levels of diversity achieved.			
3.A.2.a. Students of color	% of students of color [Source: SMS]	60%	As an institution that values diversity, Seattle Central recognizes the importance of a diverse population of students and an equally diverse faculty, classified, and exempt staff at the college.
3.A.2.b. Faculty of color	% of faculty of color [Source: Personnel Management System]	27%	
3.A.2.c. Classified staff of color	% of classified staff of color [Source: Personnel Management System]	50%	
3.A.2.d. Exempt staff of color	% of exempt staff of color, i.e., professional, managerial, and administrative [Source: Personnel Management System]	34%	
3.A.2.e. Proportion of degrees and certificates awarded to students of color	% of degrees and certificates awarded to students of color [Source: SMS]	60%	The percentage of degrees and certificates awarded to students of color is a direct indicator of student success.
Outcome 3.A.3: Diverse services on campus and online that support the learning environment.			
3.A.3.a. Student satisfaction of <u>onsite</u> student services support	Student Survey items (measured on a 4-point scale)	2.80	A thriving learning environment that advances student success requires a range of support services. These four indicators evaluate student satisfaction with onsite student services, online student services, information technology (IT) support services, as well as the conditions of campus facilities and safety measures.
3.A.3.b. Student satisfaction of <u>online</u> student services support		2.80	
3.A.3.c. Student satisfaction of information technology (IT) support services in labs, classrooms, and library		2.80	
3.A.3.d. Student satisfaction of campus facilities and safety		2.80	

Table 1.3.B – Objective 3.B: Intentional initiatives for multicultural understanding			
Indicator	Method/Source	Bench-mark	Rationale
Outcome 3.B.1: Students participate in cross-cultural activities that promote cultural understanding, communication, and connections.			
3.B.1.a. Students participating in cross-cultural activities	% of students indicating participation in cross-cultural activities [Source: Student Survey]	41%	The college believes that a welcoming and inclusive multicultural environment builds understanding through cross-cultural interactions. Participation in student cross-cultural activities demonstrates student involvement in cross-cultural interactions.
3.B.1.b. Students benefiting from participating in cross-cultural activities	% of students indicating benefits derived from cross-cultural activities [Source: Student Survey]	82%	The indicator reflects students' indication of benefits gained from participation in cross-cultural activities.

Table 1.3.C – Objective 3.C: Open, accessible programs and services			
Indicator	Method/Source	Bench-mark	Rationale
Outcome 3.C.1: College offers programs and services for traditionally underserved student populations.			
3.C.1.a. Persistence rates of first generation students	Persistence rate of first generation students - fall to winter (FW) and fall to spring (FS) [Source: SMS]	FW: 68% FS: 56%	Positive persistence rates are indicators of the extent to which the college is successfully providing services for underserved students.
3.C.1.b. Persistence rates of Veterans and students with disabilities	Persistence rates of Veterans and students with disabilities - fall to winter (FW) and fall to spring (FS) [Source: SMS]	*Veterans:* FW: 69% FS: 57% *Students w/ disabilities:* FW: 72% FS: 62%	
3.C.1.c. Persistence rates of low-income students	Persistence rate of low income (<150% of the poverty line) students - fall to winter (FW) and fall to spring (FS) [Source: SMS]	FW: 71% FS: 57%	
Outcome 3.C.2: Students have access to diverse modes of instructional deliveries and learning support.			
3.C.2.a. Success (passing) rates in online courses	Passing rate of students in online courses [Source: SMS]	71%	Seattle Central believes that access to diverse modes of instruction will be reflected in higher success (passing) rates in online and distance education courses.
3.C.2.b. Success (passing) rates in distance education	Passing rate of students in distance education [Source: SMS]	68%	
3.C.2.c. Student satisfaction from participating in cooperative education (e.g., internships)	% of students expressing satisfaction on annual student survey	70%	The college has a long history of offering cooperative education and service-learning opportunities. Satisfaction with these services is reflected in these indicators.
3.C.2.d. Student satisfaction from participating in service-learning	% of students expressing satisfaction on annual student survey	70%	

Core Theme 4: Communities Engagement

Core Theme 4 relates to the element of the mission that supports an engaged and dynamic community.

For Core Theme 4, the college has identified two objectives, three outcomes, and 11 indicators of achievement. The college mission encompasses active engagement with both internal and external communities. The college seeks to enrich internal communities by promoting faculty and student interaction and collaboration across disciplines, as well as opportunities for students to participate in college governance and student organizations. The college also aims to expand external partnerships with industries, employers, community groups, government agencies, and non-profit organizations. The college is geographically positioned to develop mutually beneficial partnerships with health providers and other regional businesses and organizations. Such partnerships provide opportunities for cooperative education and service-learning and enable students to connect with the external community.

Table 1.4.A – Objective 4.A: Enrichment of internal communities			
Indicator	*Method/Source*	*Bench-mark*	*Rationale*
Outcome 4.A.1: Students and faculty collaborate across program and disciplinary boundaries.			
4.A.1.a. Persistence rates of students engaging in cross-program and discipline collaboration	Persistence rate of students engaging in cross-program/discipline collaboration - fall to winter (FW) and fall to spring (FS) [Source: SMS]	FW: 73% FS: 64%	Efforts include coordinated studies and integrated assignments. Student persistence rates demonstrate the positive effect of engaging in collaborative learning.
4.A.1.b. Faculty benefiting from cross-program and discipline collaboration	% of faculty indicating benefits derived from cross-program/discipline collaboration [Source: Annual Employee Survey]	82%	Efforts include coordinated studies, IBEST, integrated assignments, and faculty learning communities. Reporting reflects the positive effect of interdisciplinary relationships, communication, and connection.

Outcome 4.A.2: Students actively participate in college committees and councils as well as student organizations.			
4.A.2.a. Students participating on college committees, councils, and student organizations	# of students participating on college committees, councils, and student organizations	1070	The number of students involved in the college's organizational structure and planning effort reveals students' engagement in building internal communities.
4.A.2.b. Students earning Student Development (leadership) transcripts	# of students earning student leadership achievement on their Student Development transcripts	494	Student development transcripts encourage students to gain leadership experience by documenting college leadership participation. Students can use this transcript to support applications for employment and transfer to four-year institutions.

Table 1.4.B – Objective 4.B: Building external partnerships and relationships			
Indicator	Method/Source	Bench-mark	Rationale
Outcome 4.B.1: College strengthens or expands partnerships and relationships with employers and community groups.			
4.B.1.a. Increase in scholarships contributed by external donations	# of scholarships contributed by external donations	136	Increases in externally donated scholarships reflect community support and successful partnerships created with individuals and organizations.
4.B.1.b. Student satisfaction with volunteering for community services	% of students expressing satisfaction on annual student survey	70%	Students' satisfaction with these learning activities demonstrates the success of these

4.B.1.c. Student satisfaction of cooperative education experience	% of students expressing satisfaction on annual student survey	70%	programs and the degree of students' engagement with external businesses, industries, organizations, and agencies.
4.B.1.d. Student satisfaction of service-learning experience	% of students expressing satisfaction on annual student survey	70%	
4.B.1.e. Meeting expectations of employers and agencies partnering to offer cooperative education for students	Evaluation forms sent to cooperative education programs (measured on a 5-point scale)	3.5	Positive reviews from employers and external agencies that provide cooperative education and service-learning opportunities measure Seattle Central students' ability to serve effectively in industry and other external communities.
4.B.1.f. Meeting expectations of employers and agencies partnering to offer service-learning for students	Rate of meeting expectations of employers and agencies [Source: Service-Learning evaluation forms]	98%	
4.B.1.g. Technical Advisory Committee (TAC) members' satisfaction with the program and their contributions to program quality and student success	Satisfaction assessed based on minutes from TAC meetings	70%	TAC members' satisfaction with their experience reflects the strength of the college's relationships with external communities.

New Health Education Center trains students, serves community

Seattle Central College opened the doors to expanded healthcare education opportunities at its new Health Education Center at Pacific Tower in 2016.

"Launching a campus that is on the cutting-edge of healthcare education will change how we prepare our students for the industry," said President Sheila Edwards Lange, Ph.D. "This center will provide new opportunities for our students, but also for the community, who will benefit from the services our students and graduates will provide."

The Health Education Center is an 85,000-square-foot facility located on five floors of the Pacific Tower. The center is equipped with modern labs outfitted with the latest medical and diagnostic equipment to help students gain essential experience. The center also includes computer labs, a library, classrooms and administrative offices.

The center has spurred the development of new programs that better address the needs of the evolving healthcare industry. In 2015, the college began offering two new Allied Health bachelor's degree tracks in Community Health and Education and in Healthcare Services Management in addition to the Respiratory Care and Dental Hygiene options. These degrees create opportunities for healthcare workers to enhance their professional skills and advance in their careers.

The project also revitalized one of the most iconic buildings in Seattle. The Pacific Tower opened in 1933 as a U.S. Marine Hospital, designated as a U.S. Public Health Service Hospital in 1951, and renamed the Pacific Medical Center in 1983. In 1979, it was placed on the list of National Historic Places, and was named a Seattle historical landmark in 1992.

Besides Seattle Central College, Pacific Tower is now fully occupied with a variety of nonprofit organizations dedicated to serving the community.

Mission, Core Themes, and Expectations Summary

Seattle Central College is guided by the mission of the Seattle Colleges District: "As an open-access learning institution, Seattle Colleges prepares each student for success in life and work, fostering a diverse, engaged, and dynamic community." To assess its success, Seattle Central defines mission fulfillment as the degree to which the college is able to achieve the benchmark targets for the individual Indicators of Achievement related to each of the college's four Core Themes. These themes, which are described in detail in Chapter 4, align closely with the district-wide mission statement and shape the daily functioning of the college as well as the institution's future direction. The Core Themes not only encompass the diverse programs and opportunities available at Seattle Central, but they also embody the spirit of the college. No single Core Theme is more important than any other. Taken together they speak for Seattle Central College's aspiration to serve its diverse student body with understanding and appreciation for each student's abilities, potential, and educational goals. Seattle Central strives for excellence as it provides a wealth of educational opportunities to the people of Seattle and its surrounding communities.

Supporting Documents: Chapter One

[Core Theme Team Roster](#)

Chapter Two: Resources and Capacity

Standard 2.A Governance

2.A.1

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

Authority: College and District **| Compliance:** College and District

2.A.2

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

Authority: College and District **| Compliance:** College and District

2.A.3

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

Authority: College and District **| Compliance:** College and District

The State Board for Community and Technical Colleges (SBCTC) coordinates state appropriations and reporting for all Community and Technical Colleges (CTCs) in Washington State. As one of the three colleges in the Seattle Colleges District VI, the college 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. This governance structure is defined by the state's Community College Act of 1967, which was later revised as the Community and Technical College Act of 1991. The Revised Code of Washington (RCW), section 28B.50, the primary statute for CTCs, assigns responsibility to the State Board for ensuring that the 34 colleges in the CTC system comply with state and system-wide policies, regulations, and procedures (2.A.1, 2.A.2). In the same manner, the Seattle Colleges District makes certain that each of its three colleges follows both system- 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 each accredited by NWCCU individually (2.A.3).

Governing Board

2.A.4

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

2.A.5

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

2.A.6

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

2.A.7

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

2.A.8

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

Authority: District **| Compliance:** District

As a member of the Seattle Colleges District, Seattle Central College is governed by the five-member Seattle Colleges District Board of Trustees and the district's board policies. Board members are appointed by the Washington State Governor and approved by the State Senate for five-year terms of service. The primary responsibility of the Board of Trustees is to ensure the college meets the changing educational needs of the community while reflecting the community's values in fulfilling the college mission. Trustees certify the consistency of college mission and goals, formulate policy, and ensure effective leadership and responsible use of resources. They are responsible for hiring the chancellor, who is the chief executive officer of the Seattle Colleges District and reports to the Board.

The five members of the Seattle Colleges District Board of Trustees are:

Louise Chernin, Chair

Louise Chernin is president and CEO of the Greater Seattle Business Association (GSBA), the largest LGBT Chamber of Commerce in the United States. In addition to her role with GSBA, Louise has served on a number of city, state and national boards and task forces. Louise was named by the Puget Sound Business Journal as one of the top 20 most influential women in Puget Sound. In 2010, the Economic Opportunity Institute honored Louise with its Aubrey Davis Award for Progressive Leadership, and in 2011 U.S. Congressman Jim McDermott honored her with his Community Leadership and Service Award. The Seattle Storm presented Ms. Chernin with its 2013 Inspiring Women award, and in January 2015 the UW Women's Center honored her with its Women of Courage Award. This past year, Louise was honored by the Puget Sound Business Journal with a Lifetime Achievement Award.

Term: August 2015 – September 2020.

Steven Hill, Vice Chair

Steven Hill has a broad background working with public agencies and in the private sector. He served as director of the state Department of Retirement Systems starting in 2009, and as director of the Health Care Authority from 2005 to 2010. He has also served on the Washington State Investment Board and the Washington State University Board of Regents. Mr. Hill is currently a member of the boards for The Seattle Foundation, Habitat for Humanity, Seattle City Club, KUOW, and MODA Health. He also teaches Management in the Seattle program for Presidio Graduate School. Trustee Hill entered public service following a career in the business community. In 2003, he retired as senior vice president of human resources for the Weyerhaeuser Company after a 32-year career. Mr. Hill received a Bachelor of Science degree from the University of California at Berkeley and an MBA degree from University of California at Los Angeles.

Term: January 2013 – September 2022.

Teresita Batayola

Teresita Batayola is CEO of International Community Health Services, Washington State's largest Asian and Pacific Islander non-profit organization providing primary health care services. Prior to entering the health care field, Ms. Batayola worked and practiced in economic development, community and international development, and strategic planning. Batayola is president of the Washington Association of Community and Migrant Health Centers and serves on the boards of the Association of Asian Pacific Community Health Organizations, the Community Health Plan, Community Health Network and the Community Clinic Contracting Network. An active spokesperson and public speaker on affordable health care, Batayola was named by Seattle Business Magazine as an outstanding leader in health care in 2010 and was recognized in 2014 as a White House Champion of Change for increasing access to health care coverage. Ms. Batayola holds a BA in Public Affairs from Seattle University and an MS in Urban Administration from Bucknell University.

Term: October 2014 – September 2020.

Rosa Peralta

Rosa Peralta is an independent consultant working in the field of civil rights, juvenile justice, community engagement, education, and healthcare. Ms. Peralta's work focuses on developing tools and standards to improve and increase collaboration among public institutions, nonprofit organizations and foundations to promote programs and systems that protect and advance the rights of youth and poor people. Peralta volunteers her time at several local nonprofits and serves on the boards of TeamChild and the Latinx Health Board. She is also an active member of Latinos Promoting Good Health and the Community Health Workers Coalition for Immigrants and Refugees.

Peralta immigrated to Washington from Mexico and has lived in Seattle for more than 20 years. Peralta graduated from Whitman College in Walla Walla, Washington, with a bachelor's degree in sociology. She is a PhD candidate (ABD) at the University of Michigan, where she earned her Master's in Sociology.

Term: January 2018 – December 2022.

Robert M. Williams

Robert M. Williams is the Director of Community Reinvestment Act loans and investment manager at Union Bank. He is a Seattle native and an alumnus of Washington State University (WSU). Mr. Williams holds a B.A. in Business Administration – Finance from WSU and is a graduate of the Pacific Coast Banking School at the University of Washington.

Term: October 2018 – September 2023.

The role and responsibilities of the board are specified in the District's policies, section 100—Board of Trustees. There are 23 policies in this section, which specifies the legal status of the board, its power and duties, board meeting guidelines and format, the board code of ethics, and other policies related to the board's functions. The board approves all policies governing the operation of the Seattle Colleges District, which are published online and widely accessible to all interested parties (2.A.4). Policy 106 states that the board must act as a committee of the whole and that "No action shall be taken except by an affirmative vote of at least three members." In addition, the board's policy 131 (Code of Ethics) clearly indicates that no individual trustee 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.5).

The board is responsible for maintaining and keeping the district-wide policies and procedures current and for ensuring that they are reflected in the district operations (2.A.6). [Policies 108 (Delegated Authority](#)) and [128 (Exercise of Power)](#) delegate 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.7; Eligibility Requirement 8).

On an annual basis, the board evaluates individual and collective performance, then uses the results to improve operations. An example of [board evaluation materials](#) and results from fall 2017 is included in the supporting documents for Standard 2.A (2.A.8).

Leadership and Management

2.A.9

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

2.A.10

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

Authority: College and District | **Compliance:** College

2.A.11

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

Authority: College | **Compliance:** College

Leadership

Seattle Central College welcomed Dr. Sheila Edwards Lange as interim president in August of 2015. Dr. Edwards Lange was named to the permanent position in May of 2016. Prior to her appointment at Seattle Central, Dr. Edwards Lange served as vice president for Minority Affairs and vice provost for Diversity at the University of Washington. As the president, Dr. Edwards Lange has full responsibility for all operations at Seattle Central. President Edwards Lange reports to the district chancellor, Dr. Shouan Pan. Dr. Pan joined the Seattle Colleges District in July 2016 as the district's 10th chancellor. An accomplished leader in higher education, Dr. Pan brings experience as a college president, provost, administrator, and professor (2.A.10).

In addition to the college president and three vice presidents, the leadership team is comprised of an associate vice president, two executive directors, three executive deans, 11 deans, four associate deans, and two directors. All administrative personnel at the college are full-time (2.A.9).

Management

The college's management organization includes four major administrative units:

- ❖ The President's Unit – Led by the president, this unit includes the Office of Equity, Diversity and Inclusion and the Office of Strategic Partnerships. Also reporting directly to the president is the executive dean of the Seattle Vocational Institute.
- ❖ The Instruction Unit – Overseen by the vice president for instruction, this unit includes two executive deans, seven instructional division deans, three associate deans, the director of Instructional Operations, and the executive director of Institutional Effectiveness. The unit meets twice each month to address instructional issues, procedures, and planning.
- ❖ The Student Services Unit – The vice president for student services leads three deans, the student conduct officer, and the lead counselor. This unit is responsible for enrollment services, student development, and student success. The Student Services Unit also oversees counseling at the college.
- ❖ The Administrative Services Unit – Administered by the vice president for administrative services, this unit comprises five directors for business services, safety and security, auxiliary services, facilities and plant operations, and Mainstay.

Members of the four major administrative units comprising the management team of the college have been appointed to their positions because of their professional expertise and for the academic distinctions they have earned. Among the members of the President's Unit and the Student Services Unit, four members have doctoral degrees and three have master's degrees. In

the Instructional Unit, eight members of the team have doctoral degrees and six have master's degrees (2.A.11).

Councils and Committees

The college has several councils and committees that are responsible for overseeing the operations of the college:

❖ President's Cabinet – The primary advisory group to the president, comprising the president, vice president for instruction, vice president for student services, vice president for administrative services, associate vice president for equity, diversity, and inclusion, executive director of strategic partnerships, executive director of institutional effectiveness, executive dean of SVI, director of human resources, and director of communications.

❖ College Council – An advisory group to the college president comprising faculty, students, and staff selected from applicants to represent the college community. The purpose of the council is to gather and share information, give input to the budget process and strategic planning, and deliberate issues facing the college. This group has a Resource Allocation committee that plays a key role in the annual budgeting process. The committee is present for all budget review presentations and ensures that budget requests are tied to the college's priorities and operational plan. The other two committees of the College Council are Strategic Planning and Critical Issues.

❖ Instructional Deans Group – The iDeans group is comprised of all instructional deans and is responsible for instructional leadership and direction.

❖ Student Services Council – The Student Services Council is comprised of all student services deans, directors, and managers and is the primary group responsible for leadership and direction of student services.

❖ Administrative Services Management Team – The group responsible for administrative services and operations is comprised of all directors in administrative services and operations.

The above councils meet once or twice a month and more often if warranted. Other college-wide standing groups that provide leadership and represent different stakeholders at the college include:

❖ Curriculum Coordinating Council (CCC+) – Includes four standing committees
❖ Information Technology Council (ITC) – Includes four standing committees
❖ AFT Local 1789 (Faculty collective bargaining union)
❖ Classified Development Advisory Committee (CDAC)

❖ Campus Safety Committee
❖ Universal Technology Fee Committee
❖ Strategic Enrollment Management Committee (SEM)

Faculty and Student Involvement

Faculty and students can participate in college governance by joining various standing councils and groups that include faculty and student representatives. Most notable among these is the College Council. Faculty chair some groups, such as the four standing committees of the Curriculum Coordinating Council and the Information Technology Council. The majority of the Universal Technology Fee Committee members are students who share responsibility for financial decisions with two faculty and two staff members.

Policies and Procedures

Academics

2.A.12

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

Authority: District | **Compliance:** College and District

Descriptions of policies outlined in the AFT Contract that are related to teaching, services, scholarship, and artistic creation are found in article 6 of the [AFT Contract](#), June 30, 2017 to June 30, 2020.

The academic policies of the Seattle Colleges District, which apply to Seattle Central College, are widely accessible to all faculty, staff, and administrators of the college through the [Instructional Policies](#) (Section 500) of the Seattle Colleges District website. These policies address the instructional calendar, instructional programs, district personnel standards, awarding of credit, grading system, use of human subjects, and body substance isolation.

Policies and procedures related specifically to Seattle Central are periodically reviewed and maintained by the Curriculum Coordinating Council. The council's work is then shared by email and through the college website to the college community. For an extended description of the work of the Curriculum Coordinating Council, please refer to [Standard 2.C.1](#). For information

about policies related to student rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for persons with disabilities, please consult Standard 2.A.15.

2.A.13

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

Authority: College and District **| Compliance:** College

The Seattle Central College Library provides access to material to all students and employees regardless of their location or their course delivery method. The library provides access to research assistance and instruction in person and on the phone—during the hours that the library is open—and online through a 24-hour reference consortium. The library ensures user and staff awareness of policies by posting its policies online. Library policies and procedures, as well as contact information for services, are provided on the Seattle Central College library website. The library reviews its policies as needed. All circulation policies were revised as part of the adoption of the district's new circulation software in 2017-2018.

2.A.14

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

Authority: College and District **| Compliance:** College

The institution follows a well-publicized transfer-of-credit policy that adheres to adopted standards of practice in higher education. The institution's policy aligns with the integrity of its programs while allowing for those students transferring between institutions effective and appropriate latitude for completing their programs of study.

Seattle Central follows the Seattle Colleges District Policy 515 as well as the Washington State Community and Technical College Inter-College Reciprocity Policy. These policies support student mobility by facilitating transfer of credit within the state community and technical college system, from other regionally accredited institutions, and from recognized post-secondary institutions outside the United States. The college does not limit the number of approved transfer credits if residency and degree requirements are met, but each transcript is evaluated in the context of the student's specific program of study. Transfer-of-credit policies and process are clearly explained on the Incoming Transcript Evaluation pages of the Seattle

Central College website, which provides guidance to students when submitting their transcripts for evaluation.

Students

2.A.15

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

Authority: District | **Compliance:** College and District

Student services policies are detailed in [Section 300](#) of the district-wide policies and procedures manual. These 18 policies include admissions, 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 also provided access to an online [Student Handbook](#), which specifies students' rights, responsibilities, and procedures for grievance and appeals processes. In addition, the college website provides a link to the Seattle Colleges District policy section on "[Student Right-to Know Rules](#)" to further assist students.

2.A.16

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

Authority: College and District | **Compliance:** College

The institution follows admission and placement policies that efficiently lead students to enroll in courses and programs by measuring their knowledge and assessing their academic placement to ensure the ability to sufficiently achieve success in meeting the course and program objectives set by the institution. Admissions and enrollment processes are accessible online on the

Enrollment and Admissions pages of the Seattle Central website and in the college's Catalog. The college's policies regarding continuation in and termination from its educational programs, including the appeals process and readmission policy, are publicized in the Students' Rights and Responsibilities pages of the college website and administered in a fair and timely manner.

2.A.17

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

Authority: District | **Compliance:** College

Available co-curricular activities on campus are described in the Student Handbook, and the college encourages student involvement. District policy 360 is related to student leadership programs and activities. 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 Colleges District. The 27 rules in this chapter cover student organizations; student rights, freedom, and responsibilities; conduct and discipline; complaints; and appeals. Rule 040, Journalistic Freedom and Responsibility, allows students at Seattle Central to engage in student journalism. Students have formed the Student Website and Publications (SWAP) Team, to deliver fair, accurate, and inclusive reporting of news and events on campus.

Human Resources

2.A.18

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

Authority: District | **Compliance:** District

The human resources policies and procedures for the Seattle Colleges District are published, maintained, and available to all College employees on the District's Policies and Procedures website (see Section 400) and intranet which includes an Employee Guide to provide essential information and tools to recruit, hire, onboard, develop and sustain employees. These materials are made available during faculty and staff orientations. The guide also provides links or citations

to relevant Board of Trustees Policies and Procedures, collective bargaining agreements, and Washington State law where applicable.

2.A.19

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

Authority: District | **Compliance:** College and District

The classified staff, exempt professional staff, and faculty are represented employees, and their bargaining agreements address conditions of employment policies and procedures specific to each constituent group. All employees, full-time and part-time, are first informed of employment conditions and work assignments through detailed job postings and position descriptions provided at the time of recruitment. Once hired, full time employees receive employment agreements that confirm their terms and conditions of employment. Student and hourly temporary employees are apprised of their working conditions through an employment form they sign. In the case that a job description changes, the employee is given an updated job description that must be signed by the employee and the supervisor. The revised job description then becomes part of the employee's file. As detailed in [2.A.7](), [2.A.8](), and [2.B.2](), the college has clearly defined evaluation processes for administrators, exempt and classified employees, and faculty. For details of the periodic evaluation process according to each employment type, please refer to [Standard 2.B.2]().

Employees covered by negotiated agreements receive copies of the applicable agreement which outlines employee rights and responsibilities and criteria and procedures related to evaluation, retention, promotion, and termination. Policies, procedures and collective bargaining agreements are posted on the human resources page of the employee internet portal, which is accessible to all employees. New employees attend a new employee orientation presented by the district's human resources staff. This orientation has been recently updated and expanded to a half-day interactive training, held at the district office twice each month. Bargaining agreements for [classified staff](), exempt [professional staff](), and [faculty]() are included as Supporting Documents for Standard 2.A.

2.A.20

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

Authority: District | **Compliance:** College and District

Human resource records include paper and electronic applicant data, employee information, and payroll data that may be subject to public disclosure. These files are securely maintained at the District office. Personnel and payroll files are kept in a locked area with limited access. Security and confidentiality of tangible paper records, property and equipment are achieved through use of traditional locks, keys, and electronic security monitoring systems. Intangible electronic data is protected by secure data systems that include secure logins, unique system identification numbers, passwords, controlled access, encryption, back-up systems, off-site duplicate storage, and contractual relationships that guarantee the safeguard and integrity of institutional data. Further confidentiality is ensured through Seattle Colleges District [Policy 414](#) and [Procedures 414.10-.30](#). In particular, Policy 414.10.2 notes that, "Any employee may review the contents of his or her own personnel file by appointment with the district human resources department. Except for routine administrative matters or court order, files will be open to any other individual only with the written permission of the employee." Seattle Central College abides by Schedule Title: CT02 – Personnel/Payroll of the general retention schedule for Washington's Community and Technical College System.

Institutional Integrity

2.A.21

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

Authority: District **| Compliance:** College and District

All college publications and announcements follow established practices 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. The two principal publications of the college are the [Student Handbook](#) and the [District Catalog,](#) both of which are still printed for physical distribution on campus. In the future, the college plans to shift to on-line versions of these two publications, made available to the community through the college website. Information is first curated from content experts then written, edited, and fact checked to communicate succinctly to the intended audience. Regular processes are established to update products and keep information timely and accurate. When possible, database-driven content is used to increase the accuracy and timeliness of the information delivered through multiple media. The college also complies with current Department of

Education requirement for posting "gainful employment" information for certificate programs on individual program web pages.

2.A.22

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

Authority: College and District **| Compliance:** College and District

The college applies established policies to ensure that students, faculty and staff are treated fairly and consistently. District policy 400 and procedure 400 outline the guidelines related to ethical conduct, Specific policies and procedures for handling complaints and grievances are also stated in the following documents for the respective constituents:

- ❖ Student Handbook (June 2018), pages 29-31.
- ❖ AFT Contract (June 2017 to June 2020), Articles 6.9 and 15.
- ❖ Collective Bargaining Agreement for classified staff (2017-2019), Article 30.
- ❖ Collective Bargaining Agreement for professional staff (2018-2021), Article 5.

2.A.23

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

Authority: District **| Compliance:** College and District

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)

2.A.24

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

Authority: District **| Compliance:** College and District

The [AFT Contract](#) addresses ownership and compensation of intellectual property. The district [copyright policy](#) and supplemental information provide guidance to faculty on rights and responsibilities regarding use and ownership of copyrighted information.

2.A.25

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

Authority: College **| Compliance:** College

Seattle Central accurately represents its accreditation status in all its communications with the public and students, including notices on the accreditation pages of the [college website](#), quarterly course schedules, the [District Catalog](#), and in communications with other specialized accreditation agencies for professional and technical programs.

2.A.26

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

Authority: College and District **| Compliance:** College and District

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. 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.

Authority to enter contractual relationships is delegated to the president. Contractual approval goes through multiple reviews that require appropriate vice president sign-off before being presented to the president for formal approval.

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

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

2.A.28

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

Authority: College and District **| Compliance:** College

Seattle Central College values academic freedom and confirms its respect and commitment to it in the [AFT Contract](#).

Article 6.9, A-B (pages 36-37) of the AFT Contract addresses 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.

Students' rights are explained and affirmed in the Washington State Academic Code (WAC) 132D-150-040. In the Statement of Student Rights, students are encouraged to develop critical thinking and to engage in the search for truth. Additionally, students are guaranteed:

- ❖ The right to academic freedom, inquiry, expression, and assembly
- ❖ The right to pursue the College's curricula, programs, and services (within the limitations pursuant to RCW 28B.50.090 3b)
- ❖ Protection from academic assessment that is arbitrary, prejudiced, or capricious
- ❖ The right to a learning environment free from discrimination, disrespect, and harassment
- ❖ Due process
- ❖ Protection from unreasonable searches and seizures
- ❖ The right to notice of any charges before disciplinary action is taken

Seattle Central College's website for student support and services also includes a page for Student Rights and Responsibilities. This page gives information about FERPA and WAC Chapter 132F-121 that covers student activities, rights and discipline.

Additionally, the Student Handbook explains students' rights and responsibilities (pg. 29-32), including details for the student complaint process (pg. 30-31).

2.A.29

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

Authority: District | **Compliance:** College

The Library offers access to up-to-date information from a variety of perspectives required for accurate and objective teaching and scholarship. Students receive instruction that helps them understand plagiarism and correctly cite sources of information in their work. Instructors are expected to adhere to the district's copyright policy, which identifies U.S. Copyright law as the basis for use of copyrighted information. The policy also encourages faculty to make full use of their rights and responsibilities according to the principle of Fair Use, which includes acknowledging the source of intellectual property for protected materials. The Library provides information about copyright to guide faculty in using information sources ethically and responsibly.

Finance

2.A.30

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

Authority: College and District **|** **Compliance:** College and District

The college's financial policies are stated in SCD Policies & Procedures Section 600—Financial Operations. The 24 policies in this section cover allocation and management of resources, financial records, cash control, investments, accounts receivable, student fees, accounting, purchasing, equipment inventory, reserve, grants and contracts, travel, internal control, and other related policies required by the state CTC system.

Supporting Documents: Standard 2A

2.A.8 Board evaluation materials
2.A.10 Resume – Dr. Sheila Edwards Lange
2.A.10 Resume – Dr. Shouan Pan
2.A.11 Resume – vice president for instruction
2.A.11 Resume –vice president for student services
2.A.11 Resume – vice president for administrative services
AFT Contract
Collective Bargaining Agreement for classified staff
Collective Bargaining Agreement for professional staff
District purchasing policies and procedures

Culinary academy helps bring local chef's career to new levels

From the first time Seattle Central alumnus Guillermo Carreño walked into renowned Seattle restaurant Tulio, he vowed to one day become one of the restaurant's top chefs. Currently the chef de cuisine at the restaurant, Carreño credits his experience at Seattle Central's Culinary Academy for preparing him for his career.

After Carreño came to Seattle from Oaxaca, Mexico, he used his experiences in kitchens there to land a job as a line cook. After a few years, he applied and earned a position at Tulio as a weekend brunch cook. He quickly rose through the ranks and eventually was promoted to sous chef.

"I was learning a lot but felt like I was missing something," Carreño said. "At that time, I realized people would ask me why we would do certain things the way we did but I didn't have an answer."

To advance his skills, Carreño enrolled in the Seattle Culinary Academy. For the first few quarters in the program, he balanced school and work, but the intensity of the program meant he eventually had to leave his position.

"Though it was hard to leave my dream job at Tulio, when I was available to focus more on school, I took advantage of everything school had to offer," Carreño added. "I started participating in competitions and culinary trips."

In 2017, Carreño traveled to Spain with Seattle Culinary Academy Chef Instructor Varin Keokitvon and competed in the international food competition "Cooking with Truffles," sponsored by the Government of Castilla and Leon in Soria, Spain. He never imagined competing in a culinary competition abroad and was proud to represent Seattle Central.

After graduating, Carreño was offered the chef de cuisine position at Tulio – the second highest role at the restaurant.

"All the tools I learned in school I've applied here," he said. In his role, he mentors other cooks and shares his knowledge with them. In the future, Carreño wants to open up a restaurant and serve Oaxacan food.

"This is what I love to do – make people happy through food. That is why I love to cook," he said.

Standard 2.B Human Resources

2.B.1

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

Authority: College and District **| Compliance:** College and District

Seattle Central College adheres to hiring practices outlined by the Human Resources Department of the Seattle Colleges District in its [Personnel Policies,](#) including those related to [Workforce Diversity.](#) These practices ensure accuracy in drafting, posting, interviewing, and hiring for all exempt and classified positions at the college. Before any position is posted, the hiring manager provides a draft job description, which is reviewed and approved by Human Resources (HR). All job descriptions include minimum requirements and essential functions. Once a position is closed, applicants are screened to ensure that they meet minimum requirements for academic qualifications and relevant experience. For each position opening, a hiring director is appointed to guide the work of a search committee consisting of faculty and/or staff familiar with the areas of expertise that the college seeks in its eventual employee. The search committee reviews and interviews qualified applicants, checks finalist references, and recommends finalists for hire. The administrator responsible for the division of the college where the opening exists reviews the committee's deliberations and approves the hiring decision position based on a sound and fair process designed to select the most highly qualified candidate. Before a new employee begins work, the job description is again reviewed with the new hire, confirmed and signed, and a copy placed into HR files. If an applicant pool is found to be of insufficient quality or size, a search is closed and re-initiated.

As a result of the hiring process described, Seattle Central College employs a highly qualified and diverse workforce to meet its Strategic Goals and operational functions as defined by the Core Theme Outcomes and the College Mission. As of June 2018, there were 152 full-time faculty, 272 part-time faculty, 225 classified and 99 exempt employees.

2.B.2

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

Authority: College and District **| Compliance:** College and District

Seattle Central College reviews the efforts of administrators and staff through a program of systematic evaluations that take place at the intervals stated below. These evaluations are designed and conducted in order to encourage professional growth and improvement, recognize outstanding performance, and when appropriate, implement corrective and improvement processes related to performance. Performance evaluation processes and forms for personnel are provided on the District Intranet and are in accordance with [District Policy 409](#) and applicable collective bargaining agreements. Currently, professional staff and administrative evaluations are submitted and maintained electronically by the district's HR Services Division while faculty and classified evaluations are maintained in their respective units. More specific details by employment type are listed below:

Administrators: Administrators are evaluated annually at the end of the academic year. The process is electronic. Employees prepare written self-evaluations of their progress in meeting their goals and develop their goals for the coming year. Goals and performance are aligned with the district-wide mission statement, Seattle Central College's Core Themes, and operational plan. ([Exempt/Administrative Evaluation Questions)](#)

Classified Staff.: In accordance with Article 6 of the classified staff [Collective Bargaining Agreement](#), classified staff are evaluated annually to give supervisors an opportunity to discuss performance goals with them and to assess and review their performance with regard to those goals. Supervisors are also able to suggest professional development opportunities and staff may identify organizational support as needed. Each employee's performance goals are guided by the district-wide mission statement, Seattle Central College's Core Themes, and operational plan. ([Classified Staff Evaluation Form)](#)

Professional Staff: In accordance with Article 18 of the professional staff [Collective Bargaining Agreement](#), professional staff are evaluated at the end of each academic year using an electronic process. The employees prepare written self-evaluations of their progress in meeting their goals and develop new goals for the coming year. Goals and performance are aligned with the district-wide mission statement, Seattle Central College's Core Themes, and operational plan. ([Exempt/Administrative Evaluation Questions](#))

Faculty: As outlined in Articles 6, 7, and 8 of their [AFT Contract](#), the frequency of faculty evaluations differs by employment status. For example, tenure-track faculty are evaluated quarterly by the members of their tenure review committee; post-tenure and priority hire faculty must submit student evaluations from one class per year to their unit administrator and are typically evaluated every three years. Part-time faculty must submit student evaluations for each course and are typically evaluated before the beginning of the fifth quarter within the nine (9) out of twelve (12) quarter sequence as outlined in Article 10.7 of the agreement. ([Faculty Evaluation](#)

Schedule, Tenure Evaluation Form, Post-Tenure Faculty Evaluation Form, Request for Faculty Evaluation Forms).

Faculty evaluations conducted by the unit administrator often include classroom observation, review of student evaluations, a written summary of faculty performance based upon previously determined criteria, a discussion with the faculty member, and a space for faculty to respond. After the unit administrator reviews the evaluation, an improvement plan may be devised if needed. Such a plan may include peer observation and mentoring by faculty colleagues. A more detailed evaluation process for full-time faculty on the tenure track is described in Article 7 of the collective bargaining agreement. Evaluation for Intensive English Programs (IEL) probationary Core Faculty is described in Appendix H.10 and evaluation for Special-Funded, full-time, non-IEL faculty is described in Article 6 of the AFT Contract.

2.B.3

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

Authority: College and District **| Compliance:** College and District

Seattle Central College recognizes the value of professional growth and development of faculty, staff, and administrators, and supports the ability for all employees to stay current in their roles. All employees are provided opportunities for professional development through the district's Convocation Day and Seattle Central College's President's Day, both of which are held prior to the fall quarter every year. These college-wide service days provide trainings in topics such as FERPA, Title IX, and copyright and ownership use as well as a forum for participants to share best practices and engage in interdisciplinary and interdepartmental professional development activities. President's Day at Seattle Central has also devoted significant time on community building. All Washington State employees are eligible for a tuition waiver to attend other state colleges on a space-available basis.

Faculty at Seattle Central have access to professional development opportunities made available by the Seattle Colleges District as well as opportunities offered through a number of programs offered locally at Seattle Central. The Seattle Colleges District provides the following professional development opportunities for specific employment classifications:

Faculty: Article 14.2 of the faculty collective bargaining agreement provides for the District's support of professional development activities through the efforts of the Faculty Development Advisory Committee (FDAC). The collective bargaining agreement allows for a 100% release

time position for a full-time tenured faculty member to serve as the district Faculty Development Program Coordinator and a 50% support position. The coordinator chairs the FDAC and is responsible for coordinating the disbursement of $60,000 in district funds for faculty professional development activities. In addition, the district provides $30,000 for curriculum development projects. District committees responsible for the allocation of professional development and curriculum development funds include the following:

- ❖ Faculty Development Advisory Committee (FDAC)
- ❖ Curriculum Grants Committee (CGC)
- ❖ Professional Leave Committee (PLC)
- ❖ The Center for International Education Faculty Development Committee (IPFDC)
- ❖ District Distance Learning Committee (DDLC)

Eligible faculty may apply for grant funds through these committees to pursue professional development opportunities such as national and local conferences and workshops, curriculum development and revision, projects focused on student retention and assessment, and special innovative department or team-centered projects. The district also provides Seattle Central College faculty access to district-sponsored local workshops, conferences and events, learning communities, and mentors. The district provides for further professional development through the faculty collective bargaining agreement. Article 11.1 that guarantees faculty eight development and non-instructional days in addition to Convocation and President's Day. Three of these days are set aside for course and curriculum development, laboratory maintenance, routine preventive shop maintenance, review and/or preparation of audio-visual instructional aids. Two of these days are set aside for non-instructional tasks, including professional development. The three remaining days are set aside as development days (one per quarter) and are utilized for faculty to participate in divisional/departmental/program meetings and activities. The content for these days is planned and delivered jointly by unit administers and faculty. A faculty development coordinator with one-third faculty release time plans and coordinates college-wide activities for Seattle Central's development days.

Also available from the Seattle Colleges District is a series of workshops sponsored by the University of Washington. Under the auspices of the district, Seattle Central faculty and staff may take part in professional development opportunities from the University of Washington's Professional and Organizational Development Programs. These offerings are publicized by the Seattle Colleges District as Sponsored Trainings for employees of the Seattle Colleges.

Seattle Central College sponsors and funds its own professional development opportunities, in addition to those offerings made possible at the district level. The Dean for Libraries, eLearning, and Employee Development provides visionary and strategic leadership for professional

development programs for all college employees. An endowment at the college produces approximately $55,000 each year which is available to faculty for individual professional development grants and other activities. Individual faculty may request up to $2000 per year to cover costs of professional development activities. These funds are allocated by the Seattle Central Employment Development Committee. The college organizes other activities related to professional development on campus as well. Communities of Learning, Inquiry, and Practice (CLIPS) invites instructors and staff to join groups of up to five members to develop self-directed inquiry projects, which are shared with the wider community at the end of the academic year.

E-Learning manages the Teaching and Learning Center (TLC), a technology classroom dedicated to the development of faculty and staff as they familiarize themselves with current and emerging technologies designed to improve teaching and learning. The TLC provides a base where faculty can connect, seek instructional design and technology support, and borrow laptops. E-Learning also conducts EDGE (Education + Design = Excellence), a training program that offers faculty a stipend for completing 30 hours of instruction in classroom innovations and instructional design using technological applications to enhance instruction. In the future, EDGE may serve as an umbrella program offering faculty development trainings beyond technology.

In addition to the above opportunities, Article 14.5 notes that faculty are eligible for release time for prior-approved, work-related professional activities and Article 5.10 outlines three types of professional leave for tenured faculty: sabbatical leave, retraining leave, and return-to-industry leave.

Administrators: The President's Cabinet provides quarterly development opportunities and an annual retreat for administrators. Quarterly development opportunities include district-wide management meetings and a statewide Community and Technical College Leadership Development Association. The district manager for talent development has also organized a series of leadership development institutes known as Deans' Learning Communities. The President's Fund provides funding up to $1,000 per year for professional development activities for staff and administrators.

Seattle Central College administrators have been encouraged to apply to join the Washington Executive Leadership Academy (WELA), a year-long leadership development program designed as part of a senior leadership succession plan, though WELA is about to enter a one-year hiatus when this benefit will temporarily not be available.

Classified Staff: Classified staff are eligible for professional development activities as outlined in Article 9 of their collective bargaining agreement. The Classified Development Advisory Committee (CDAC) provides a variety of development opportunities including an annual retreat and mini-grants for external training. Staff may participate in quarterly development days, which

include workshops and presentations to support ongoing learning and collaboration. Seattle Central College's Student Services division has convened regular trainings for the full- and part-time employees of the division, ranging from technical skills development, to cultural competency topics, to planning and engagement work in college-wide efforts such as Guided Pathways. These trainings have enabled all members of the division to engage in professional development in an efficient and sustainable way. It is important to note that classified staff are encouraged to participate in President's Day, District convocation, and other college-wide professional development opportunities.

2.B.4

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

Authority: College and District **| Compliance:** College and District

To achieve the educational goals reflected in its Core Theme objectives, the college employs sufficient faculty to offer its educational programs in Academic Transfer, Professional-Technical, Basic Skills, and Continuing Education. Statewide minimum qualifications for faculty appointments appear in [Washington Administrative Code 131-16-091](). All instructors, full-time and part-time, meet these minimum requirements unless an exception is approved in accordance with the code. Seattle Central has established practices for recruiting and selecting faculty qualified not only to teach the academic content but also to participate in continuous assessment and improvement of its programs wherever offered and however delivered. For more information on the hiring process at Seattle Central, please see Standard 2.B.1. In 2018-2019, the college employed 152 full-time faculty and 272 part-time faculty. Table 2.B.1 below shows the degrees held by the full-time faculty at Seattle Central.

Table 2.B.1– Terminal Degrees of Full-time Faculty*		
Degree	*Number*	*Percentage*
Doctoral	36	24%
Master	88	60%
Bachelor	15	10%
Associates/Professional Certificates	8	5%

Degree information missing for several faculty members

Approximately 74 percent of faculty have the credentials of doctoral or master's degrees.

The [Seattle Central College Administrative Organization Chart](#) depicts the administrative design in place to oversee academic policies and assure integrity of the academic program. The [Instructional Organization Chart](#) illustrates the academic divisions and their respective leaders.

Three categories of faculty serve the Seattle Colleges: full-time faculty, part-time priority hire faculty, and part-time faculty who are not priority hire. In 2018, Seattle Central employed:

- ❖ 152 fulltime faculty members. Full-time faculty make up 36% of all faculty at Seattle Central College. Of that 36%, 72% are tenured. Full-time faculty are responsible for instructing approximately half of all classes at the college. The high percentage of full-time faculty and their responsibility for instructing the majority of classes speak to the experience and longevity of the full-time faculty, which ensures continuity for our academic programs.
- ❖ 55 part-time priority hire faculty members. "Priority hire" status is awarded to part-time faculty who have served the college consistently over time. This negotiated benefit described in Article 10.7 of the faculty collective bargaining agreement was created to improve retention of part-time faculty and to reward part-time faculty who have served the college for multiple quarters. Faculty who have been employed an average of 50% or more for 9 of the last 12 quarters and who successfully completed evaluations, are placed on the priority hire list. This status provides preferred course assignments and a general consistency of assignment, but not a right to continued employment
- ❖ 217 part time (non-priority hire) faculty members. Part-time faculty make up 64% of all faculty. Of that 64%, 20% are 'priority hire' part time faculty.

The full-time/part-time ratio is lower than the average nationally and is an area for future improvement. The Seattle Colleges District and the faculty union together have developed an agreed-upon plan to increase the number of full-time faculty over a three-year period. One new position was added in 2017-2018, two new positions were added in 2018-2019, and an additional two positions will be added during the 2019-2020 academic year.

2.B.5

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

Authority: College and District **| Compliance:** College and District

Faculty responsibilities and workloads conform to expectations for teaching, service, scholarship, research, and/or artistic creation as set forth in the [AFT Contract](#), which governs the work of faculty members at the college.

❖ The instructional year includes 162 instructional days, three development days, and seven non-instructional days, for a total of 172 annual work days. Of the ten days of the instructional year that are not dedicated to instruction, three are spent in professional development, and seven are allocated to college events such as President's Day, Convocation, and planning sessions.

❖ The weekly workload is defined in the AFT Contract in terms of contact hours. Contact hours vary by program: 15 hours for general lecture; 18-20 hours for programs that requires labs; 20 hours for special programs (e.g., ABE and ESL) to decrease to 18 in 2019-20; 25 hours for trade and industrial occupation and shops, and certified nursing assistant; 30 hours for counselors and librarians.

❖ Average office hours of up to five hours per week are required depending on weekly contact hours.

Please see Article 11 of the 2017-2020 AFT Contract (pages 57-62) for the contractual definition of the faculty's workload.

The AFT Contract also indicates the faculty's professional obligations in section 6.8, which consists of instructional obligations for all faculty and additional obligations for full-time faculty. Faculty rights are shown in section 6.9 (pages 36-37). Each year, full-time faculty who submit the EEPD form are eligible for a share of the annual increment and turnover funding towards salary increases. The EEPD documents individual faculty members' service and professional development activities from the past year and goals for the coming year and how they support program, college, and district priorities.

2.B.6

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

Authority: College and District **| Compliance:** College and District

The Seattle Colleges District has established policies and procedures that apply to all three colleges in the district for evaluating different categories of full-time and part-time faculty. Section 6.10 of the AFT Contract (pages 37-41) sets out guidelines for classroom observations,

development of evaluation criteria, student evaluations, and the distinctive evaluation processes for specific faculty categories:

- ❖ tenured full-time
- ❖ non-priority hire part-time and temporary full-time
- ❖ priority-hire
- ❖ special-funded fulltime

The evaluation process for full-time faculty on the tenure track is described in Article 7 (pages 43-48) of the AFT Contract. The evaluation for Intensive English Language faculty is in Appendix H.9-10 (pages 107-113) of the AFT Contract.

The AFT Contract also provides the following sections to promote and enhance faculty teaching effectiveness through formal evaluations and observations as well as informal faculty interactions:

- ❖ Peer Mentors (AFT Contract. Appendix A.3.c.2, page 79) – Tenured full-time faculty can become mentors to other faculty after 10 years of service at the college.
- ❖ Annual professional development report (AFT Contract. Appendix A.3.a, page 78) – Provides salary increments for faculty who submit an Annual Experience, Educational, and Professional Development Report (EEPD).

Since fall 2005, instructional deans/administrators have been using a [Faculty Evaluation Schedule](#) to track and facilitate evaluations for faculty in each category. Each instructional division or department has established its evaluation criteria with input from faculty. Administrators use multiple indices to evaluate teaching effectiveness and professional development. These indices include student evaluations, class observations, and professional obligations and activities.

Additionally, state regulations require faculty in professional-technical programs with regular workload assignments of 67 percent or higher to have professional development plans for certification. The plans must include objectives based on state-identified skill standards. The certification process takes three to five years and requires supporting documentation to verify the achievement of each objective.

Supporting Documents: Standard 2.B

2.B.2 Exempt/Administrative Evaluation Questions
2.B.2 Classified Staff Evaluation Form
2.B.2 Faculty Evaluation Schedule
2.B.2 Tenure Evaluation Form
2.B.2 Post-Tenure Faculty Evaluation Form
2.B.2 Request for Faculty Evaluation Forms
2.B.4 Seattle Central College Administrative Organization Chart
2.B.4 Instructional Organization Chart
Collective Bargaining Agreement for classified staff
Collective Bargaining Agreement for professional staff
AFT Contract

Standard 2.C Education Resources

2.C.1

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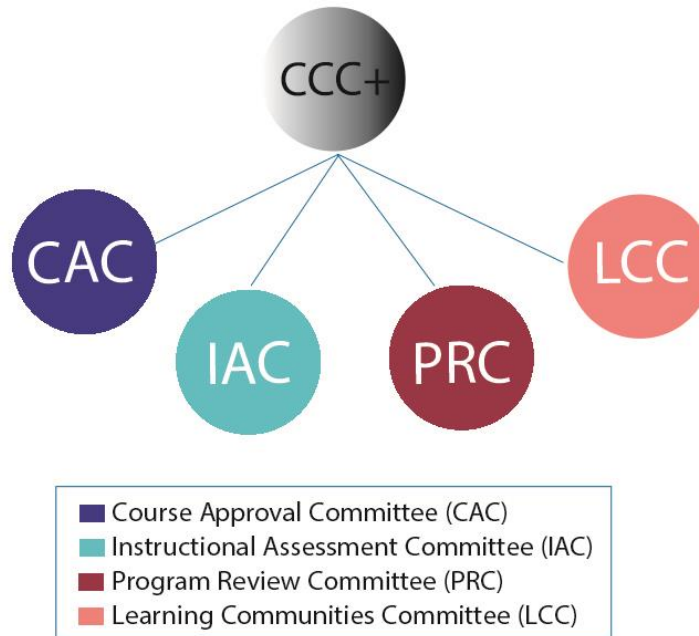
Authority: College and District **| Compliance:** College

To ensure that all instructional programs have appropriate program content and rigor, Seattle Central has established regular procedures for revising curriculum, developing and revising courses, creating new programs and degrees, and sunsetting programs. These include:

- ❖ Adhering to the SBCTC approval requirements for developing new programs in the CTC system as well as updating the college's program inventory.
- ❖ Aligning with the latest statewide Direct Transfer Agreements (DTA) and Major Related Program agreements (MRP) as determined and updated by the statewide Inter-College Relations Commission (ICRC), which facilitates transfers between two- and four-year institutions in the state.
- ❖ Meeting requirements of transfer agreements with private and public four-year institutions outside the state, such as Johns Hopkins University, Indiana University, Purdue University Indianapolis, and San Francisco State University.
- ❖ Requiring professional-technical programs to meet requirements of external accreditation agencies.

As of Fall 2017, Seattle Central College re-established the Curriculum Coordinating Council (now called CCC+) to incorporate the faculty's voice into all major policies and processes related to curriculum at Seattle Central College. The CCC+ is a shared governance model with core functions to lead and coordinate all curriculum-related instructional planning and learning outcomes assessment with the goal to endorse, support, review, and improve instructional programs. Four standing committees make up the CCC+. The committees function collaboratively to ensure an integrated review process that all degree and certificate programs must follow.

Figure 2.C.1 – Curriculum Coordinating Council (CCC+) and Committees

Course Approval Committee (CAC)

The Course Approval Committee supports curriculum development and maintenance of academic standards for new and revised courses. The committee enables programs to offer high quality courses. Additional information, instructions, and resources are available online. Approved and revised courses are stored and available electronically on the Seattle Central College's Intranet in the Automated Course Approval system.
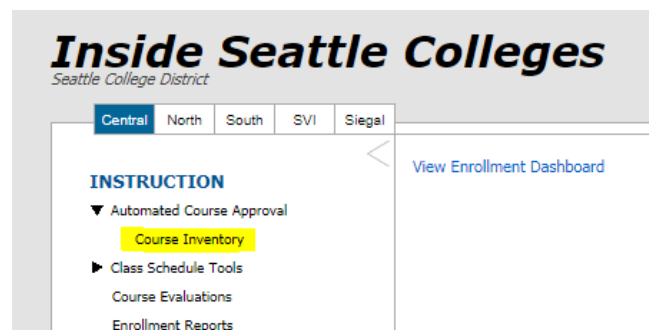
Figure 2.C.2 – Course Inventory

Program Review Committee (PRC)

The Program Review Committee encourages faculty participation in program planning and maintenance of academic standards through program reviews. The PRC reviews programs and their curricula on a four-year cycle, reads and responds to all program curricula materials, assesses program information in relation to college-wide and program learning outcomes, assesses course level learning outcomes for alignment to college-wide and program learning outcomes, and suggests solutions to challenges. Instructions, resources, and reports are available online.

Instructional Assessment Committee (IAC)

The Instructional Assessment Committee fosters curriculum development primarily through the development and assessment of student learning outcomes at the course, program, and college-wide levels. Program curricula are reviewed one year prior to their program reviews. Instructions, resources, and reports are available online.

Learning Communities Committee (LCC)

The Learning Communities Committee promotes collaboration through Learning Community courses, linked courses, and integrated course assignments and experiences. The LCC reviews new and revised learning communities submitted by faculty and for the Integrated Studies (IS) tag, a transfer degree requirement. The committee considers compliance with college standards, accreditation standards, and alignment with the college mission, values, and learning outcomes. All new and revised learning communities must be reviewed and approved by the LCC prior to instruction. The LCC maintains and facilitates documents related to the learning communities' review and support process.

2.C.2

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

Authority: College and District **|** **Compliance:** College and District

The college has an established system for identifying and publishing course, program, and degree learning outcomes. Program-level learning outcomes are published on each program's website. Course-level outcomes are established in the master course outlines for each course and are

provided in syllabi for students. College-wide student learning outcomes are published on the college's website as well as in classrooms.

Assessable and identifiable program learning outcomes for the AA degree are established at the district-wide level for all three colleges, while the program learning outcomes for the AS degree have been established at the college level. Professional Technical learning outcomes are established with the coordination of identifiable required industry-based skills. AB degree learning outcomes development is in progress. Course level learning outcomes are included in all courses. Annual reports of learning outcomes assessment are available at both discipline (such as biological sciences, chemistry, English, history, sociology, etc.) and AA degree levels.

Supporting documents for Standard 2.C.2 include examples of master course outlines and course syllabi, as well as course description suggestions and syllabi template.

2.C.3

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

Authority: College | **Compliance:** College

District Policy 515 concerns the awarding of college credit. It specifies that a student may be awarded college credit as a result of successful completion of prescribed courses or units of instruction, approved transfer of credit from another regionally accredited institution, adequate performance on a challenge exam or standardized advanced placement exam, relevant prior experiential learning, or other recognized educational experience such as military training or training approved by the state, industry, or a professional association.

The scope and sequence of all degree programs and certificates, including any special requirement and pre-requisite information, can be found in the College Catalog and course planning pages for Programs on the College website. As of fall 2017, catalog information is available through an online platform. Additionally, students can receive specific program information in the Advising Center, from counselors and/or through program-specific student development specialists.

Students can earn college transfer degrees that will transfer to four-year universities. The options include an Associate of Arts, Associate of Business (DTA/MRP), or Associate of Science (Track 1 or Track 2). Transfer degrees include a breadth of courses that contribute to a well-rounded

education. These degrees include basic requirements, electives, and three distribution areas: Individuals, cultures, and societies; Visual, literary and performing arts; and Natural world.

Students can also earn Professional-Technical degrees (A.A.S. and A.A.S-T) and certificates that make them career-ready in:

- ❖ Allied Health: Generalist
- ❖ Apparel Design
- ❖ Business Technology Management
- ❖ Culinary Arts
- ❖ Graphic Design
- ❖ IT, Web, and Programming
- ❖ Nursing (DTA/MRP)
- ❖ Social and Human Services
- ❖ Surgical Technology
- ❖ Visual Media
- ❖ Wood Technology Programs

Students can earn certificates that increase their skills and job opportunities within the fields of:

- ❖ Business
- ❖ Database Administration
- ❖ Health Care
- ❖ Maritime
- ❖ Network Design
- ❖ Nursing
- ❖ Programming
- ❖ Web Design
- ❖ Web Development

Certificate information is included on the website in each program's course planning section.

The college also offers Bachelor of Applied Science degrees in:

- ❖ Applied Behavioral Science
- ❖ Community Health and Education (new as of winter 2016)
- ❖ Dental Hygiene
- ❖ Healthcare Services Management (new as of winter 2016)
- ❖ IT-Networking (new as of fall 2017)
- ❖ Respiratory Care

The Seattle Colleges District's numerical grading system is explained in the District Catalog, Intranet, and the Student Handbook. Degrees and certificates of more than 15 credits are awarded after a student has met a given program's course and credit requirements with a minimum cumulative grade point average (GPA) of 2.0, provided that at least 15 credits have been earned at Seattle Central. For short certificates of 15 or fewer credits, all credits must be earned at Seattle Central.

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

The college's Core Theme of *Responsive Teaching and Learning*, along with a strategic goal to "provide vibrant and responsive programs," guides a mindset that seeks continuous improvement. Instructional programs are required to meet external and internal requirements to guarantee coherent program design. Course and program requirements for the associate and the baccalaureate degree are developed according to the guidelines of the State Board, Washington Student Achievement Council, and the ICRC, which ensure the quality of breadth, depth, course sequencing, and synthesis of learning for each program offered by the college.

Compliance with these state requirements allows students to transfer to public and independent four-year institutions both in- and out-of-state. Agreements exist for direct transfers (DTA) and major related program (MRP) transfers between the Washington public four-year institutions and the colleges in the CTC system. The college uses articulation agreements with universities in other states to make sure that its courses and programs are of appropriate transferable quality.

The Instructional Assessment Committee (IAC), Program Review Committee (PRC) and the Curriculum Advisory Committee (CAC), regularly review program curricula, assessment of student learning outcomes, and the course revision and development process to help facilitate the continuous improvement of courses and programs.

Admissions processes for all instructional programs and graduation requirements are described in the District Catalog (in both hard copy and online) and on program web pages. Students can check their progress in meeting specific program requirements on the website.

The Associate of Arts (AA) degree, in addition to the basic requirements in English and quantitative/symbolic reasoning, includes district-wide special requirements of 45 credits from

an "Areas of Knowledge" distribution list of courses covering three major areas: 1) visual, literary, and performing arts (Humanities and Arts); 2) individuals, cultures, and societies (Social Sciences); and 3) the natural world (Natural and Physical Sciences, and Mathematics). Additions and deletions of courses on this list require both college and district level approvals. The AA degree program learning outcomes also apply at all three colleges.

The requirements for an Associate of Science (AS-DTA) degree include 20 credits in English, mathematics, and computer science; 15 credits in visual, literacy, and performing arts; 15 credits in individual, cultures, and societies; and 40 credits in science and pre-major requirements. The two options in the AS degree have slightly different credit requirements. In addition, the Associate in Business (AB-DTA/MRP) fulfills the AA degree requirements by including 30 credits of Economics and Accounting courses.

Degrees and certificates in professional-technical programs have various specific requirements, which include related instruction, internships, and clinical training as needed. In addition to the core classes needed for the specific programs, both the Associate of Applied Science (AAS) degree and the Associate of Applied Science - Transfer (AAS-T) degree require 20 credits in the basic academic core, and 10-12 credits in related instruction. Suggested courses include 5-10 credits in English Composition, 4-5 credits in Computers, 3-5 credits in Social Intervention, 5 credits in Speech/Diversity, 5 credits in Quantitative Reasoning/Math, and selected courses in natural science, social science, and humanities.

Many of these programs must also meet specialized accreditation requirements of national accreditation organizations, as well as requirements for professional licensure and certification. These programs include Nursing, Dental Hygiene, Respiratory Care, Surgical Technology, Marine Technology, Medical Assistant, and Dental Assistant. All programs are developed through an assessment of regional economic demand and industry collaboration.

The graduation requirements for the colleges' applied baccalaureate degrees (BAS), including Applied Behavioral Science and Allied Health, comprise 30 required credits in English composition, communication, sociology, and psychology; 30 credits of courses in human services; 60 credits in applied behavioral science; and 60 credits in related electives. Approved in 2016, the IT Networking BAS degree requires 60 general education credits taken from AA degree distributions.

A list of the Professional-Technical degree and certificate programs offered at Seattle Central is in the supporting documents for Standard 2.C.

2.C.5

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

Authority: College and District **|** **Compliance:** College and District

The college complies with Article 13 of the current [AFT Contract](#) between the American Federation of Teachers (AFT) and Seattle Colleges Board of Trustees, ratified by district faculty in 2017, which outlines faculty rights and obligations around curriculum development. The article articulates a process for curriculum approval/review that includes program unit faculty. Additionally, the article ensures an annual budget of $30,000 ($10,000 of which is specifically designated for part-time faculty) for faculty-initiated curriculum projects. These grants are awarded by the faculty Curriculum Grants Committee.

Article 6.5 of the [AFT Contract](#) articulates the faculty's role in selecting new faculty. It states that "Full-time tenured faculty will have the opportunity to be significantly involved in the development of the advertised job description qualifications" (p. 32). Additionally, hiring committees for new faculty must include at least three faculty members who are selected by tenured faculty of the division in which the new position will reside. Faculty serving on hiring committees make hiring recommendations to the vice president for instruction (VPI); the AFT Contract also ensures that should the VPI not hire any of the recommended candidates, it is their obligation to "meet with the appropriate faculty for discussion of the matter..." (p. 33)

In addition to rights and responsibilities guaranteed faculty in the AFT Contract, faculty and the administration have been working recently to create better defined structures and processes around curriculum and hiring that include and empower faculty. This has been accomplished primarily through the transformation of the Curriculum Coordinating Committee into the [Curriculum Coordinating Council (CCC+)](#) starting in the 2017-2018 academic year.

The Curriculum Coordinating Committee is made up of four standing committees (Course Approval Committee, Learning Communities Committee, Instructional Assessment Committee, and Program Review Committee) and acts as a reporting body to the Vice President of Instruction (VPI). The new CCC+, in addition to supporting the work of the standing committees, is a recommending body (making recommendations to the VPI) that represents all faculty in matters related to curriculum and instruction.

The standing committees, now under the CCC+, are essential to curricular functions at the college. The standing committees are faculty-led, and committee chairs report to the Vice President for Instruction. Together, these committees are responsible for the creation and assessment of consistent and measurable student learning outcomes at the course- and program-level. They also ensure that faculty have a lead role in the design, approval, and revision of courses and programs.

Membership in the CCC+ includes the standing committee chairs and faculty members who represent the following academic areas in the college: Academic Transfer, Basic Skills and International Education Programs, Professional Technical Education, Satellite Campuses, Bachelor's programs, and Counseling & Library. The council also includes members who represent Deans, Student Services, Student Leadership, and eLearning.

2.C.6

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

Authority: College and District **| Compliance:** College

In accordance with the college's core theme of "responsive teaching and learning," library faculty collaborate with discipline faculty to design and deliver instruction that addresses information literacy outcomes as manifested in specific subject areas. Library faculty regularly assess teaching strategies and revise and create materials for a dynamic information literacy curriculum that responds to students' information needs and the changing information landscape. In the past few years, the library has focused on extending library instruction beyond the "one-shot" instruction model in order to give students more experience with information literacy concepts by targeting high-enrollment classes for a series of workshops and working with those faculty from quarter to quarter to assess and improve that instruction.

As new BAS programs are established, library faculty work with these programs to ensure that information literacy is contextualized in instruction. When the Association of College and Research Libraries released the Framework for Information Literacy for Higher Education, library faculty revised program learning outcomes to map directly to the best practices in the framework. Seattle Central's Library Information Literacy Plan can be found in the supporting documents for Standard 2.C.

2.C.7

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

Authority: College and District **| Compliance:** College

District procedures 515.05-515.25 allow the awarding of credits for experiential learning. In 2016, the Seattle Colleges formed a district-wide team to update this policy in alignment with the Washington Student Achievement Council and defines Prior Learning Assessment (PLA) as the process used to evaluate previous life experience for academic credit. A student must be enrolled in or have completed at least one course at the college before applying for credit for Prior Learning. Prior Learning Assessment is accomplished through standardized tests, credit by examinations, portfolio reviews, and crosswalks between work-based learning and college courses.

At present, the college offers credit by examination for five courses in English and Spanish that are part of the college's regular curriculum offerings. The college also conducted a pilot program providing examination credit within the college's Business Technology Management program. A total of thirteen (13) students earned credit through this program in the following courses:

- ❖ BTM 120: Business Technology Management (6 Students)
- ❖ BUS 140: Customer Relations Management (7 Students)

2.C.8

The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality,

and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Authority: College | **Compliance:** College

As the receiving institution, Seattle Central College exercises decision-making authority as to whether or not to accept transfer credits. Transfer credit is accepted according to procedures that provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and the integrity of Seattle Central's degree programs. The college follows published policies and consistent processes for accepting credit from accredited colleges and universities, as described in the [District Catalog (page 40).](#) These procedures are guided by standard campus practices, state regulations, and accreditation requirements for ensuring that the quality, type, and level of transferred or received credits are legitimate, relevant, and appropriate. In accepting transfer credit, Seattle Central ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit offered at the college itself. Official transcripts are evaluated for course equivalencies by the college's credential evaluators. To help ensure consistent evaluations, courses from other Washington State community and technical colleges are noted and tracked in the state equivalency database. In evaluating courses that have not previously been evaluated, the evaluator refers to course descriptions in the catalogs of the transferring institutions to determine if the courses are comparable in nature, content, academic quality, and level to the equivalent courses at Seattle Central. If catalog information is insufficient, the evaluator requests course descriptions from the transferring colleges and may ask students to provide course syllabi. The evaluator then confers with faculty in instructional areas to which the credit might apply.

Seattle Central subscribes to Washington's State Board for Community and Technical Colleges' (SBCTC) [Inter-College Reciprocity Policy](#). This policy provides reciprocity for specific courses, distribution areas, and placement and is intended to ease student transfer between Washington State Community and Technical Colleges. This reciprocity agreement is noted for students on page 10 of the District Catalog. In 2007 the SBCTC established a common course numbering system. This system now includes many courses at the 100 level and above in transfer and professional/technical curriculum. Common course numbering provides easy transfer-of-credit for students moving between Washington State public colleges and universities, and many private institutions. Common course numbering is described for students on page 4 of the District Catalog. The College publishes its policies on student rights and responsibilities and college rights and responsibilities in the District Catalog, pages 41-46. These policies provide guidance to students and college employees regarding transfer credit, ensuring academic quality, and procedural integrity. Articulation agreements have been established with a number of colleges in the Pacific Northwest, which enable students to easily transfer credit to and from

those institutions. The College is also a member of SBCTC's Articulation and Transfer Council (ATC).

Undergraduate Programs

2.C.9

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

Authority: College | **Compliance:** College

All degree programs have general education requirements. General education requirements apply to all Associate degree programs, Bachelor of Applied Science degrees, and certificate programs of 45 credits or more in length. Short-term certificate requirements are listed on program web pages. Most program pages include degree-planning worksheets for [Associate degrees](#) and [BAS degrees](#).

A core of general education and/or related courses is regarded as essential for all degree programs and all certificate programs of 45 credits or more in length. The degrees require college-level courses (100 and above) in communications, computation, human relations and selected courses from humanities, natural sciences, and social sciences. Additional topics may include safety and environmental awareness.

These requirements are published on the program web pages and the [District Catalog](#). Courses within the programs have specified course-level learning outcomes that align to program or degree learning outcomes and college-wide learning outcomes. Course-level learning outcomes and alignment of learning outcomes is found in the course information stored in the automated course approval system on the Intranet.

Some programs include general education requirements in prerequisites. Certificate programs with at least 45 credits have requirements for general education courses or related instruction. These requirements are published in the program web pages and the District Catalog.

General education requirements and core related instruction provide students a well-rounded education and prepare them for engaged learning and citizenry.

2.C.10

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

Authority: College and District | **Compliance:** College

Seattle Central College focuses on the acquisition of knowledge related to five Student Learning Outcomes (SLOs). These are: think, collaborate, communicate, connect, and continue learning. These outcomes and their definitions are made available to students through the college website and posters posted in college hallways and classrooms.

Further, when instructors create their master course outlines, each includes the wider Student Learning Outcomes listed above. The instructional assessment review process looks closely at the alignment between course, degree, program, and college-wide outcomes.

When programs provide information for their assessment review, the alignment between measurable course, program, transfer degree, and college-wide outcomes is clearly evident. The effort of communicating and practicing alignment and assessment, program by program, ensures college-wide assessment of student learning.

2.C.11

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

Authority: College and District | **Compliance:** College

Each applied science program has identified program learning outcomes for its AAS degree and certificate and is evaluated on a three-year cycle by the Instructional Assessment Committee (IAC). Program outcomes include both industry-identified core skills and associated general education components in computation, communication, and human relations. General education components are structured according to the specific requirements of the program degree or certificate, which may also include external industry accreditation. For example, Allied Health and Information Technology degree programs require students to complete academic transfer courses in statistics, English and psychology. Construction and maritime trades programs offer contextualized, yet distinct, general education components within each program, while Seattle Central's creative arts programs embed general education components. In all cases, general education components are taught to levels required by industry and vetted through the programs' Technical Advisory Committees. General education components may be taught by either academic transfer faculty or by professional technical faculty with content expertise. However, all embedded or contextualized general education components are developed though close collaboration with academic transfer faculty and evaluated by the Curriculum Approval Committee.

 Assessment of outcomes varies by program but includes quizzes, written and oral exams, hands-on competency tests, and rubric-based course projects. Assessments are evaluated by the Instructional Assessment Committee (IAC), which provides faculty guidance on assessment development. 2.C.11 demonstrates examples of program outcomes that address general education components along with associated courses.

Graduate Programs

Seattle Central College does not offer graduate programs. Standards 2.C.12 – 15 are not applicable.

Continuing Education and Non-Credit Programs

2.C.16

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

Authority: College and District **| Compliance:** College

Continuing Education (CE) supports the college mission "…to provide excellent, accessible educational opportunities to prepare our students for a challenging future." CE's departmental

mission is to provide relevant, high quality and accessible personal and professional learning opportunities that respond to the evolving needs of our community. The core values held by everyone in Continuing Education are collaboration, communication, responsiveness, compassion, and vision; and the core focus is all about empowering individuals. CE is steadfastly in alignment with the college's district-wide strategic goals of student success, partnerships, and innovation.

The college's service area encompasses a wide variety of diverse, ethnic groups, socio-economic levels, and residential and commercial areas. CE conducts analysis and research to develop and offer educational programs that meet the needs of these diverse local residents and clientele, with any and all changes based on assessment. CE offers a multitude of non-credit, community education certificates and many other short-term courses that focus on personal enrichment and professional training. In expanding the college's entrepreneurial and revenue base, CE also assumes 100% self-support responsibility for entrepreneurial and business development. A complete list of CE program opportunities can be found on the Continuing Education website.

2.C.17

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

Authority: College and District **| Compliance:** College

All Continuing Education (CE) programs, course offerings, and workshops require an application review process by the CE department director. For non-credit certificate programs and courses, the executive dean of workforce education reviews program content, instructor qualifications, and financial viability. For credit-bearing classes, respective instructional deans participate in hiring instructors. All credit courses follow the college-wide course approval process coordinated by the faculty-run Course Approval Committee (CAC), which ensures their academic quality. CE programs, courses, and workshops are evaluated on a regular basis, in a process that includes student evaluations and feedback. A CE customer service survey is conducted regularly. Department directors and managers ensure the quality and consistency of procedures.

2.C.18

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

Authority: College and District | **Compliance:** College

Currently, only CE offers continuing education units (CEUs) at the college. CE uses the CEU guidelines developed by the International Association of Continuing Education and Training (IACET). In some cases, criteria of certain specific organizations are used, such as the Washington State Office of the Superintendent of Public Instruction (OSPI) which has exact requirements for clock hours earned by teachers. The college's policies and procedures ensure the highest standards for faculty qualifications, course content, assessment, and learning outcomes. See 2.C.18.

2.C.19

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

Authority: College | **Compliance:** College

The college maintains enrollment and other student records for all self-support courses and programs, including assigning appropriate course identification and fee codes, in the established SBCTC Student Management System (SMS). For a list of Continuing Education courses offered at Seattle Central College in fall 2018, see Supporting Documents for Standard 2.C.

Supporting Documents: Standard 2.C

2.C.2 [Example Master course outlines](#)
2.C.2 [Example course syllabi](#)
2.C.2 [course description suggestions](#)
2.C.2 [syllabi template](#)
2.C.4 [Professional-Technical degree and certificate programs](#)
2.C.6 [Library Information Literacy Plan](#)
2.C.11 [General education program outcomes](#)
2.C.17 [CE customer service survey](#)
2.C.18 [Policy for Offering CEUs](#)
2.C.19 [Continuing Education courses](#)
[AFT Contract](#)

Standard 2.D Student Support Resources

2.D.1

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

Authority: College and District **| Compliance:** College

Seattle Central provides a variety of [Student Support](#) resources to meet the complex needs of the diverse student body. These resources assist students with admissions, orientation, registration, financial aid, advising, and counseling. Seattle Central staff are available to help students choose appropriate academic programs and specific course choices. In the [Career Services Center](#) specialists assist as students explore career options.

During a student's course of study, staff are available through the [Learning Support Network (LSN)](#) to consult with students to help learn difficult concepts or practice skills. Free learning support and tutoring is available through the LSN in a variety of subjects, including writing, math, science, humanities, business, foreign languages and more. The college offers special support services for early entrance high school students ([Running Start](#)) and graduating high school seniors transitioning to college ([Seattle Promise](#)), women, veterans, students with disabilities, former and alumni of foster care youth, low-income and first-generation students ([TRiO](#)), current or formerly incarcerated students ([Re-Entry/Prison Education](#)), and students enrolled through the [International Education Program](#).

The college has given close attention to the physical spaces in which students congregate and study. The most significant example of this effort has been the creation of the new Health Education Center (HEC) that houses the six BAS degree programs, as described in the Introduction. The new HEC houses a separate library facility serving the BAS degree programs that are located in the center. Within the main Broadway-Edison building, improvements to the physical environment of the college are ongoing to allow students equal access to all areas of the college and to create physical spaces that promote learning. In 2016, for instance, new access ramps were installed in the main college hallway allowing immediate wheelchair access to the Atrium, art gallery, and Culinary Arts areas of the college. Previously an elevator ride had been required. In the library, group study rooms are available, and new furniture has been purchased. Study areas around the building have been created and reconfigured to provide more comfortable seating and promote group learning. Finally, several classrooms in the BE building have been renovated to incorporate technology that can be used to advance learning.

2.D.2

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

Authority: College and District | **Compliance:** College

Creating and maintaining a safe campus environment for students, staff, alumni, and visitors is of paramount importance to the college. The Campus Security Department is responsible for providing safety and security services for the Main Campus, Seattle Vocational Institute, the Wood Construction Center, and the Seattle Maritime Academy. The department is headed by the Director of Campus Security who reports to the Vice-President of Administrative Services. The staff includes an Administrative Assistant, one Sergeant, eight full time uniformed officers, and three part- time officers.

All full-time officers are required to complete the 40-hour Campus Security Academy facilitated by the University of Washington Police Department within one year of hire. Training subjects include criminal law, civil law, public relations, race relations, interpersonal communication, crisis intervention, critical incident response, and all facets of protection of persons and property. All Campus Security Officers are certified in standard first aid and CPR/AED. Officers will maintain on going in-service training to keep up to date on changes in Washington state law, federal and local laws and ordinances.

Seattle Central College Campus Security maintains a close working relationship with the Seattle Police Department (SPD). Seattle Central Officers and SPD communicate regularly on the scene of incidents that occur on-campus.

When an incident occurs that may constitute an immediate or ongoing threat to personal safety and security, the Campus Security Department collaborates with the Public Information Officer to alert the College community, using electronic e-mail, texted messaging, public address, and/or posted flyers. The College provides annual safety and security reports for all its locations in compliance with the Higher Education Opportunity Act and the Clery Act. The College also maintains a daily crime log, which is available for public inspections.

Crime statistics are available at the Campus Security Office during normal business hours and are accessible on the college website through the Annual Security Report. The District Catalog also provides security information under the heading of "Behavior, Environment, and Physical Safety," which includes emergency phone numbers and information on safety and security,

campus crime data, accidents, alcohol and drugs, firearms, workplace violence/hostile work environment, sexual harassment, smoking, traffic laws, and disciplinary action ([2016-2018 Seattle Colleges Catalog](), p. 43).

The college maintains an Emergency Action Plan as part of district-wide emergency preparedness efforts. The college's Emergency Action Plan includes detailed information on the incident command system, evacuation procedures, emergency procedures, and crisis response team. See Standard 3.A.5 for additional information.

2.D.3

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

Authority: College and District | **Compliance:** College and District

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Seattle Central's admissions policy is described in detail on [Admissions page]() of the college website. The college has an open admissions policy for individuals who have graduated from high school or are at least 18 years old. To be fully enrolled in the college, prospective students must take placement exams or provide proof of prerequisites earned elsewhere. Students new to Seattle Central must attend an orientation called START New Student Orientation. New Student Orientation is run by Info Central, an office under the direction of Student Leadership, in partnership with Admissions, Advising, Registration, Financial Aid, and Counseling. During the 2018 – 2019 academic year, 354 START orientation sessions were offered to students on the main campus, while another 1561 students received online orientation training. Complete information on [START sessions offered at SCC]() since 2013 appears in the Supporting Documents for Standard 2.D. Each of the college's divisions also provides departmental information sessions to new and prospective students.

Upon conclusion of the on-campus orientation, students can meet with advisors within the [Student Support Services]() office to create educational plans. Student Support Services assists with

- ❖ Advising
- ❖ Counseling
- ❖ Learning support
- ❖ Support for undocumented students
- ❖ Disability support services

❖ Transportation options
❖ Study abroad opportunities
❖ College transfer
❖ Career development

2.D.4

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

Authority: College and District **| Compliance:** College

The college's evaluation and review process is comprised of both internal and external criteria. The internal evaluation process includes a tiered approach.

❖ [Program Viability](#) evaluates all programs annually using data, such as cost per FTE, student to faculty ratio, enrollment trends and comparative data with similar programs in the region. Programs that show downward trends are explored more deeply.
❖ Along with internal data, Professional-Technical programs are reviewed by external consultants every three years to gauge industry perception, strength and weaknesses, and potential opportunities.
❖ This combination of internal and external data informs college administration, instructional deans and faculty on appropriate next steps, which may include curriculum revisions and increased marketing and recruiting efforts. Evidence may also provide a compelling argument to substantially change or close a program.

Between 2011 and 2018 the college closed five professional-technical programs: Film and Video Communications, Interpreter Training, Publishing Arts, Opticianry, and Cosmetology. In 2016, the Visual Media program went through a substantial program change, which included a one-year suspension.

In the event of a substantial change or program closure, the college follows NWCCU policy, allowing students to complete their associate degree through a teach-out period. The college commits to maintaining program integrity, faculty, resources and support during a teach out period, informing affected students as soon as program closure decisions are finalized. The college uses e-mail, public meetings, and notices on program web pages to inform students enrolled in the programs of the expected program closures and changes. Students are advised to seek additional information from a [frequently asked questions](#) page on the college website or through program faculty and advisors.

2.D.5

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

a. Institutional mission and core themes;

b. Entrance requirements and procedures;

c. Grading policy;

d. Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;

e. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;

f. Rules, regulations for conduct, rights, and responsibilities;

g. Tuition, fees, and other program costs;

h. Refund policies and procedures for students who withdraw from enrollment;

i. Opportunities and requirements for financial aid; and Academic calendar.

Authority: College and District **| Compliance:** College and District

The Seattle Colleges District publishes a [biennial catalog](#) with information about each college within the district as well as combined information. There are both hard copy and online versions of the catalog available to students. The current catalog covers the time-period of 2016/2018. The catalog contains combined course descriptions, program offerings, lists of faculty and administration, specific information about services provided at each college as well as policy information shared across the district. The [college website](#) and [online class schedules](#) also provide up-to-date information.

2.D.6

Publications describing educational programs include accurate information on:

a. National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;

b. Descriptions of unique requirements for employment and advancement in the occupation or profession.

Authority: College and District **| Compliance:** College

Professional and technical (workforce education) programs publish their respective national and/or state legal eligibility requirements for licensure or entry to the occupations or professions in the District Catalog, program brochures, and on their program web pages. Programs with licensure requirements include Dental Hygiene, Marine Technology, Nursing, Respiratory Care, Surgical Technology, Dental Assistant, Nursing Assistant Certified, Chemical Dependency Specialist, and Medical Assistant.

2.D.7

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

Authority: College and District **| Compliance:** College and District

The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records in accordance with Family Educational Rights and Privacy Act (FERPA).

2.D.8

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

Authority: College and District **| Compliance:** College and District

Seattle Central College's Financial Aid Office provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans, & work

study) is published and made available to prospective and enrolled students on the [Financial Aid and Funding](#) pages of the Seattle Central website.

In 2017-2018, Seattle Central College and Seattle Vocational Institute combined to award financial aid to roughly 3,618 students, totaling $11,528,557.69 (PELL, SEOG, State Need Grant, Passport to College, College Bound, Seattle Central Grant, & Tuition Waiver). This total reflects an increase of nearly $400,000 in grants awarded. In the same time period, Central was also able to award $1,535,501 in Federal Loans. The number of students receiving awards from The Seattle Central Foundation has increased even more significantly. In 2016-2017, the Seattle Central Foundation awarded 230 student scholarships totaling nearly $600,000. One year later, the number of students receiving financial support in the form of gift aid rose 117%, as college foundation granted 500 student scholarships totaling $907,550.

2.D.9

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

Authority: College and District | **Compliance:** College

Students receiving financial assistance are informed of their responsibilities via email when they are awarded aid. Students are notified by mail of any repayment obligations as a result of their academic progress. [Information on student responsibilities and loan repayment](#) is also published online. The institution regularly monitors its student loan programs and reviews the institution's loan default rate on a monthly basis, which is sent by the Department of Education.

The Seattle Colleges recently partnered with Inceptia, a 3rd party servicer, to help monitor default rates and provide loan repayment information to students. Inceptia proactively works with students to help avoid default, as well as helping students with the loan rehabilitation process to get out of default. Inceptia also offers financial literacy information and modules to students, which brings the college into compliance with new state requirements. The district believes Inceptia's proactive approach to loan servicing, as well as their financial literacy products, will better prepare students for managing their loans.

Seattle Central's Financial Aid Office regularly engages the community by attending local high school FAFSA/WASFA workshops to assist students and parents with the application process. The college also partners with local Community-Based Organizations (CBOs) to attend info fairs and workshops to provide information and answer questions for community members. The Financial Aid Office also works closely with departments on campus to host workshops and provide resources to students and staff.

2.D.10

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

Authority: College | **Compliance:** College

The college has seven advisors distributed through two departments – Academic Planning and the Career Exploration Center. The Career Exploration Center staff guide prospective and undecided students during the entry process by assisting them in selecting their first-year courses, area of study, planning for transfer, and career exploration. Students also receive support with career services such as resume and cover letter writing, mock interviews, internship, and scholarship assistance. Additionally, the Academic Planning Center has four full-time academic advisors who provide the breadth of academic advising for the general student population. The Academic Planning advisors support the general student population by assisting students in course selection, planning for transfer, and completing degrees. Students have access to advisors by appointment and during "drop-in" advising hours. A variety of degree planning worksheets, equivalency guides, and degree audit information for students and in various offices on campus are available in print and online in the office of college transfer services. The degree audit tool is also available through the "student online services" web page, allowing students to see how their credits satisfy requirements for different degrees. Students interested in Professional Technical Degrees or Workforce programs, can work with an academic advisor for entry into Professional or Workforce programs, at which point the faculty counselors or Workforce advisors advise students from entry to completion in their respective programs.

In Workforce Services, which supports Basic Food Employment Training, Opportunity Grant, WorkFirst and Worker Retraining, there are five full-time advisors. Each advisor meets with students to determine eligibility and develop academic plans Advisors also make projections for state and federal budgets, disburse tuition, books and transportation funds, conduct outreach and recruitment, advocate for students within the college departments, create reports, and stay current with state and federal regulations. The work of faculty counselors resembles that of the advisors in that they are knowledgeable about curricula, program advising and requirements, transfer, and graduation in their respective areas. In addition to program advising, counselors provide short term personal and mental health counseling, offer career counseling, teach Human Development Curriculum (HDC) courses, assess student barriers to learning, and design

interventions to help students succeed. Faculty counselors are assigned to an instructional division and/or department, such as Running Start and International Education Programs.

2.D.11

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

Authority: College | **Compliance:** College

Students at Seattle Central have many opportunities to participate in co-curricular activities that enrich their educational experiences and develop their leadership skills. The many opportunities, as well as student responsibilities are outlined on the Clubs and Activities page of the college website. Supported by a dean, one director, and four full-time staff, students actively participate in a variety of co-curricular activities. The governance structure of Student Leadership includes eight boards with more than 60 officers responsible for facilitating various multicultural events and recreational activities, providing leadership training, supporting student organizations, fostering collaboration, and serving as student ambassadors among the student leaders and with the college. In the 2017-2018 academic year, there were a total of 46 student organizations in the following categories: artistic clubs, cultural/social communities, professional/academic groups, sports/games clubs, religious groups, and services groups. Among these was the award-winning Phi Theta Kappa – Alpha Chi Zeta chapter. The total student membership of these organizations numbers exceeds 850. Many faculty, staff, and administrators serve as advisors.

2.D.12

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

Authority: College | **Compliance:** College

Food Services

The Auxiliary Services Department provides for foodservice at one location on the main campus Monday to Friday. This location is called the Atrium, at which hot and cold prepared foods are served, along with snacks and various hot and cold beverages, including espresso beverages. Food and snack vending machines are located on multiple floors of various buildings. Auxiliary

Services surveys students and employees for their input on their foodservice and vending options.

From Tuesday to Friday, the Culinary instructional program also provides food services at Square One Bistro (café style), One World Dining (fine dining style), and a bakery.

Bookstore

The college's bookstore, operated by Barnes and Noble, serves the campus community by providing required textbooks, supplies, and educational materials, as well as offering merchandise that meets the needs of a diverse student and staff population. The bookstore offers new and used textbooks, textbook rental services, and electronic books and access codes for online content. Many bookstore offerings are available to download immediately from the Bookstore's website, or from the app "My College Bookstore." The bookstore works with faculty to order required textbooks and uses feedback from "My College Bookstore" to improve service.

The Copy Center

The copy center provides a convenient, inexpensive, and centrally located option for faculty, staff, and students to take care of all their copy needs. The copy center is located on the third floor of the Broadway-Edison building. Students and staff may use self-service copy machines. Faculty may order copies for course packets to supplement their other course material, while staff may place large, complex copy orders for use in the various departments on campus. In addition, the copy center provides fax service to students and sells basic student supplies including Scantron forms, blue books, envelopes, and transparencies.

A complete list of the college's Auxiliary Services and policies affecting their operation is found on the college website.

2.D.13

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

Authority: College **| Compliance:** College

Seattle Central does not offer intercollegiate athletic programs or other performance activities for a fee. Seattle Central does offer students the opportunity for involvement in such activities through the Tournament and Games Student Board (TAG). Students interested in creating student organizations that are athletic and recreational in nature can also work with TAG or the Sports and Athletics staff.

2.D.14

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

Authority: College and District **| Compliance:** College and District

Seattle Central maintains an effective identity verification process during registration for students enrolled in distance education courses. Admissions requirements are the same for all students. No exceptions are made based on modality. Once registered, students are provided a Student ID Number. This Student ID number is used to log into Canvas, (Seattle Central's Learning Management System) along with a password of the student's choosing. Except when logging into Canvas, students are never asked for their password information and are asked not to give that information out to others for any reason.

Students who pick up assignments or exams are asked to provide picture identification. This process establishes that a student enrolled in a course is the same person whose achievements are evaluated and credentialed. Students who call for technical support are asked a series of identifying questions to ensure the person calling is the same person whose account the support staff are reviewing.

Supporting Documents: Standard 2.D

2.D.2 Annual Security Report
2.D.3 START sessions offered at SCC
2.D.4 Program Viability

Standard 2.E Library and Information Resources

2.E.1

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

Authority: College | **Compliance:** College

Consistent with the college's strategic direction to address institutional racism and achieve equity and inclusion, the library develops collections, services, and spaces that raise students up and empower their voices. As educators, library faculty encourage students to use the library's collections to seek diverse perspectives through the research process. The library-sponsored Conversations on Social Issues (COSI) discussion series has presented a wide range of topics, providing opportunities for students and others in the college community to exchange diverse perspectives and seek additional information using the library's resources. Library staff and faculty participate in trainings and have created a reading group to create more equitable practices to support underrepresented students and provide equitable access to services and resources. Staff use equity as a lens through which to analyze decisions regarding policies, procedures, and services. In circulation, laptop lending was expanded to provide greater access to technology, and staff have analyzed fines and fees to minimize impact on individual students while ensuring that resources are returned on time for other students' use. This work is reflected in the library's collections, displays, and service models.

Responsive Collections

Revised in 2016 and accepted in 2018, the collection development policy provides guidance for a diverse collection that meets research needs across all programs and subject areas. Library faculty select books, databases, and other materials based on established liaison relationships with discipline faculty in each instructional division in conjunction with observed student needs. Library faculty weed the print collection to remove outdated and damaged books according to a rotating annual schedule. Librarians undertake special library weeding projects to fine-tune areas of the collection needing additional attention. E-books represent a significant proportion of monographs; increasingly, the library provides e-book access through subscription databases and library faculty select encyclopedias for a growing online reference collection. Students and faculty can request new titles for the collection through an online request form.

Along with books, online research databases serve as core resources for academic research. Database subscriptions include two major multi-discipline databases and additional databases selected to serve specific program and subject areas. Print periodical subscriptions have been reduced as funds are redirected toward electronic resources. The library continues to maintain a print periodical collection for browsing and popular reading, but periodical back-files have been reduced. Access to videos is provided primarily through licensed streaming video, which better serves all modalities.

Many students depend on the library's reserve collections because the high cost of textbooks prevents some students from purchasing their own copies. This collection accounts almost half of all circulation transactions. The library obtains copies of textbooks for reserve through collaborations with Student Leadership and discipline faculty. To address textbook costs at a structural level, library faculty are working with discipline faculty to promote adoption of Open Educational Resources (OER). The librarians are currently engaged in a grant-funded assessment project to evaluate their OER outreach and education efforts and intend to continue OER course conversion grants and collaborations to reduce course costs for students and promote information literacy.

Through the shared library catalog, students can access print library collections from across the Seattle Colleges. Electronic collections are also accessible through the catalog. Borrowing and lending within the district make up the greatest percentage of interlibrary loan. Interlibrary loan service also extends beyond the district when students need resources held in other libraries. Because ILL service may take a week or more for delivery, students typically use it as a last resort.

The library takes advantage of opportunities and relationships outside the college to build collections and offer services. Cooperative arrangements through the Washington State Library allow the library to expand its resources by offering 24-hour chat reference service and subsidized subscriptions to important research databases. In 2017, the library joined most other Washington community and technical colleges in a consortium for a new integrated library system. Memberships in statewide groups provide opportunities for professional development, collaboration, and exchange. In 2013, a grant helped the library build its collection and engage the college in explorations of Muslim culture, history, and community. More recently, grants from the WSL helped launch a mobile application for the library web site and iPads for instruction.

Library Materials Budget

As the variety of available resources has expanded, particularly online, the library has struggled to provide access to a growing range of formats and resources that students need with a budget that has not kept pace with expanding options and rising costs. Technology places additional demands on the budget as the library seeks to add tools (e.g., LibGuides, LibCal) that make library services and collections more usable. Whenever possible, selection has favored content over add-on services, but many of these services are essential to providing current, relevant, logical services in a complex information environment.

Table 2.E.1 – Library Materials				
Year	Books	Ebooks	Electronic Database (includes district subscriptions)	Periodicals
2015-2016	$79,893	$20,489	$109,672	$9,607
2016-2017	$56,468	$37,872	$120,710	$7,014
2017-2018	$58,533	$4,110	$133,601	$9,761

Technology as Information Tools

Technology plays an important role in delivering tools and information students need for success. As a companion to the physical library, the library's web pages are designed to facilitate research by providing an online portal to the shared district library catalog, research databases, tutorials related to library research and information literacy, and research guides designed to teach the research process and highlight relevant library collections. Students can access:

- ❖ 62 computer workstations
- ❖ 3 printers
- ❖ 77 Chromebooks that check out to students
- ❖ WiFi throughout the library

Library as Learning Space

Students and faculty depend on the library, not only for its rich selection of materials in a variety of formats, but also for a place to learn to use the tools of research and to gather for studying, reading, and working on collaborative projects. Over the past 10 years, the library has consolidated collections and replaced or rearranged furniture to meet the growing demand for flexible learning spaces. The library space has been maximized to accommodate student needs,

though the demand continues to grow, particularly for group study rooms, computers, and silent study. During its busiest hours, weekdays from mid-morning to early afternoon, the library is frequently filled to capacity with students. Currently, the main campus library is open 53 hours per week, Monday through Thursday, 7:45 a.m. to 8 p.m., Fridays 7:45 a.m. to 4:30 p.m. and select Saturdays from noon to 4:00 p.m.

Link to learning spaces to include:

❖ 150 seats for small groups in open study areas
❖ 156 seats in for individual quiet study
❖ 36 seats in Classroom A for silent study (available unless the space is used for other instruction)
❖ Four group study rooms, two accommodating up to four students and two for groups up to 8 and 12 respectively

To support student learning and persistence, the library began providing space for the Writing Center in 2013. Staff has been cross-trained to provide referrals between writing tutors and librarians.

As a resource to the entire college, the library ensures ADA access to collections and services. The library was recognized by Disability Support Services in 2016 for its commitment and progress on removing barriers and advocating for accessibility. Satellite library locations serve students at remote programs with service at the Wood Technology Center, Seattle Maritime Academy, and the Health Education Center library at Pacific Tower. Library faculty coordinate services, instruction, and collections for these locations.

2.E.2

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

Authority: College | **Compliance:** College

Planning for the library is grounded in the library's mission and objectives and a variety of data that inform decisions in the planning process. The core library team, consisting of the library dean, library faculty, and key staff plan for library services, instruction, and collections using data gathered from statistics, instructional assessment, and surveys. The core team meets weekly to advance goals and respond to issues and concerns. Members of this team participate in committees and planning outside the library as well, enabling the team to respond to the college's

larger context and priorities. Currently, two library faculty chair college-wide curriculum committees. Each librarian serves on at least one external committee.

The library participates in college-wide strategic planning and aligns this process with its own plans, beginning with a meeting at the start of each academic year to review the past year's activities and related data. At regular meetings through the year, the library team revisits goals and activities. During winter quarter, the team establishes goals and activities for strategic plans for the following year.

Data for library instruction includes how many students the program reaches in each subject/program area. As an instructional program, the library undergoes Program Review every five years with interim follow-up actions as identified by the review committee. Library faculty use this process to develop and deliver the information literacy curriculum.

The library team conducts a biennial survey to gather feedback from students on satisfaction with library services, collections, and general atmosphere. The surveys monitor students' perceptions and experiences of the library and its resources over time. Survey data directly influences the priorities and actions identified in the planning process. Findings from recent student surveys led the library to work with student leadership to replace library furniture, increase the number of reserve textbooks available, and secure plans for a building project to create new rooms for group and silent study.

In 2017-2018 the library used the [Librarians as Open Educational Leaders](#) report, in addition to scholarship on Open Education and Open Pedagogy to plan its Open Educational Resources (OER) outreach and grants. The library received an Assessment in Action grant to assess the value of library faculty efforts to promote Open Education practices. In the 2018-2019 academic year the library is using the findings from its Assessment in Action project to plan its spring outreach and grants.

In addition to survey data, the library collects data to understand library use patterns over time. In conjunction with survey responses, this data helps the library team understand the changing needs and demands for library services and resources. Data includes reference services, door counts, use of online resources, circulation, and interlibrary loans.

This data has been used to make changes to librarian teaching strategies on the reference desk, the library's information literacy plan and instruction outreach, the location of service points, open hours of the library, database cancelations and purchases, circulating collection expansion and weeding, and staffing changes.

2.E.3

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

Authority: College | **Compliance:** College

Information literacy instruction and support is the core function of the library. Information literacy appears in the college-wide learning outcomes:

- ❖ "Gather, interpret, and evaluate information"
- ❖ "Gather data from various reliable sources and assess the validity and relevancy"
- ❖ "Critically evaluate solutions using research–based evidence"

To meet these outcomes, the library developed and annually updates its Information Literacy Plan, which articulates the approach to information literacy, its program-level information literacy learning outcomes, and its annual goals and progress to toward those goals.

Full- and part-time library faculty plan library instruction, which they deliver through course-integrated workshops, online learning modules, reference service, and credit courses. Five full-time faculty serve the main campus library. One full-time librarian delivers library services and instruction at the Health Education Center. At the Wood Technology Center, a librarian provides collection development but does not provide regular onsite reference service. At least once a quarter or as needed the librarian assigned to Wood Technology visits the WTC to deliver library instruction in collaboration with program faculty. An hourly employee provides circulation services. At the Maritime Academy, a liaison librarian is assigned to support instruction, but limited opportunities exist for library services because of space restrictions. Students from Maritime who need research support are advised to call the main library or use the library's chat/email reference services. In addition, the library has recently launched a reference consultation service providing 30 min appointments for individualized research support at the Broadway-Edison main library.

In collaboration with discipline faculty, library faculty fold information literacy into courses and create assignments that develop relevant information literacy skills. After reviewing library workshop data in 2013, library faculty restructured the workshop scheduling process to strengthen relationships and increase collaboration with discipline faculty. Library faculty review workshop data, student work, and discipline faculty feedback to refine their approach to

information literacy. In the library's 2016 student survey, 86% of students who attended a library workshop found it to be helpful, very helpful, or extremely helpful.

Table 2.E.2 – Library Workshop Statistics			
Year	# of librarian-led workshop sessions	# of supervised research sessions	Total # of sessions
2013-2014	238	89	319
2014-2015	258	105	363
2015-2016	239	96	335
2016-2017	178	47	225
2017-2018	202	46	248

Library faculty consult as programs are developed or revised to ensure that programs integrate information literacy. Bachelor's programs in Applied Behavioral Science, Allied Health, and IT Networking each require a 5-credit contextualized information literacy course taught by a librarian. These courses are scheduled and offered as part of their respective BAS programs. As new bachelor's programs are developed, library faculty continue to assist in ensuring that curriculum includes in-depth library research skills appropriate to upper-division work. Library credit courses available to AA students have had limited enrollment because they transfer as restricted electives. Research for the 21st Century (INFO180), a 5-credit online course is no longer offered because the statewide consortium through which it was taught no longer offers classes. The library has experimented with multiple strategies for offering credit bearing courses, but they all suffer from low enrollment.

As an alternative to stand-alone credit-bearing courses, library faculty deliver course integrated instruction and create and maintain tutorials, research guides, and online modules to support information literacy across the curriculum. The library has a growing collection of high-quality locally relevant tutorials and Canvas (eLearning) modules that can be used in multiple ways. These resources extend instructional time beyond the usual 50-minutes for library workshops by when faculty assign them ahead of time. The library also publishes course-specific research guides to information sources and information literacy skills. Reference service provides individualized instruction that meets students at their exact point of need.

2.E.4

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

Authority: College | **Compliance:** College

The Seattle Central College library updates its collections yearly through collection development and deselection of books, eBooks, DVDs, periodicals, and databases, in order to maintain a collection appropriate for Seattle Central's students and programs. The criteria for evaluating the quality of the collection is described in the library's [collection development policy](#).

The library's instructional program undergoes external review by the college's program review committee and instructional assessment committee on a rotating schedule every four years. The library conducts student surveys every two years and surveys faculty every year for input about the adequacy of services, collections, teaching, and facilities and uses that inform changes to the library's offerings. In its 2016 survey, 80% of students who responded said that they somewhat agreed, agreed, or strongly agreed that they were happy with the library's resources. The library monitors use of its spaces and services through the collection of door count data, statistics collected at service points, and materials-use data (circulation statistics of physical materials and access of online materials).

The library ensures user security in several ways. Access to the physical materials is secured by gates at the entrance and security cameras throughout the public areas of the library. Staff record incident reports in collaboration with Public Safety. The collection is inventoried annually for missing items. Access to online materials is authenticated through a proxy server.

The library secures patron privacy and security through regularly reviewed [circulation policies and procedures](#).

Supporting Documents: Standard 2E

2.E.3 [Information Literacy Plan](#)

Standard 2.F Financial Resources

2.F.1

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

Authority: College and District **| Compliance:** College and District

2.F.2

Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Authority: College and District **| Compliance:** College and District

The Seattle Colleges District allocates and distributes the State Board allocation and tuition funds to the three colleges based on an adopted funding formula. Allocated funds and tuition make up the core of the operating funds for Seattle Central College. Tuition is allocated based on projected enrollment for the upcoming academic year. Tuition revenue collection is monitored and reviewed on a monthly basis by the district Financial Services Office and adjustments to budgets are made as necessary. For 2018-2019, the college's operating budget includes $31 million from state funds, $8.8 million from tuition, and $7 million from local revenues for a total budget of $46.8 million.

Seattle Central maintains fiscal stability through a balanced budget, sufficient cash flow, and adequate local reserves to support ongoing operations. The college ended the last fiscal year (2018-2019) with approximately $2.4 million in fund balance. The district Board of Trustees requires each college to maintain a reserve of at least 5 percent of total annual operating expenditures (excluding capital and trust funds). As of July 31, 2019, the college had retained approximately $2.4 million in the college's reserve accounts (5%), excluding the net operating fund balance, which represents another 5%.

In 2018-2019, the net operating balance from the previous year is being used to help offset the impact of a reduction in funding from the state and new strategic spending at the district office and the campus to improve persistence, retention and completion.

In addition to general operating funds, the college's financial resources also include non-operating and dedicated funds, such as grants, student lab fees, and self-support revenues. The college develops multi-year projections of financial resources and expenditures for realistic budgeting and benchmarking for comparison.

The college has one certificate of participation and other long-term capital payments for a $999,990 loan for an energy savings project that includes LED lighting, a new emergency generator, new electrical switch gear, and a new solar panel array. This $3.9M project was heavily supplemented with grants and has a guaranteed energy savings of $100,000 per year. The only current lease obligation is a master lease for international students housing which expires in fall of 2020 and is funded by international student rent payments. The college is currently working with the Washington State Department of Enterprise Services (DES) to renew the lease. In addition, the college is exploring the financial viability of a public-private partnership to lease the space above the parking garage to build student housing; however, the project is still in an exploratory phase.

Since 2008, the college has effectively managed a 10% reduction in state funding, and a further reduction based on the recently adopted State Board allocation model. This resilience is emblematic of careful planning and resource management.

Three new financial risks are being studied. The first is a less predictable state allocation model which after two decades eliminated the state FTE band and rebasing system and allowed enrollments to float. The result is that future years' annual income is dependent on the performance of every other college in the system.

The second risk comes from upward pressure on salaries at all levels. Classified staff recently bargained a 5% regional pay increase, which should be funded by the legislature. Faculty now have the right to bargain pay increases from local funds. The exempt staff union is also advocating for a regional pay adjustment. The legislature currently awards COLAs but asks the college to pay a third of the cost, citing tuition collection as a source of available funds. This changed salary picture is a new long-term obligation with unclear implications that the college is beginning to study.

Finally, rapidly decreasing international student enrollments are a concern. These had provided supplemental income for several district and college initiatives in the past. Seattle Central College has adjusted the international student cost recovery model, and now projects more conservative international enrollments – a 15% year-to-year reduction – in order to ensure adequacy of available funds.

In order to monitor current enrollment trends, Seattle Central maintains an SEM plan and applies intentional strategies and improve categories of enrollment, including state-supported FTES and contract education. The SEM Committee, chaired by the Vice Presidents of Instruction and Student Services, brings together leaders from the major college divisions and faculty to address enrollment issues in the context of institutional values of equity and quality education. The plan applies selected indicators to measure enrollment changes and has established SEM Planning Goals for the coming biennium.

2.F.3

The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Authority: College and District **| Compliance:** College and District

The college financial planning and budget development process includes constituencies at all levels of the organization. At the college level, the College Council, composed of volunteer faculty, staff, and students, has a Resource Allocation Committee. Their role is to develop principles to further guide budget development and inform the campus community on budget issues. Typically, this is done through a series of budget presentations or a "roadshow" to gather feedback from the campus community.

College Council makes recommendations to the President's Cabinet about the principles that should be used in resource allocation. The President's Cabinet processes the recommendations and advances them to the college executive team. The President also conducts an open forum on the budget.

At the district level, the executive team provides input to the Chancellor's Executive Cabinet who decide on strategic spending to support district-wide initiatives.

2.F.4

The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

Authority: District **| Compliance:** College and District

Seattle Central College follows federal and state laws, rules, regulations, and Generally Accepted Accounting Principles (GAAP). College budgets and accounts are established and managed in accordance with the policies and procedures set by the Washington State Legislature, the Office of Financial Management (OFM), the Higher Education Coordinating Board (HECB), the State Board for Community and Technical Colleges (SBCTC), and policies established by the district's Board of Trustees (SCD Policies & Procedures Section 600).

The college uses the GAAP compliant financial reporting system common to all Washington Community and Technical Colleges (CTC). Financial information and data entered by Seattle Central College Business Office staff are verifiable by the district's Financial Services Office. In addition, online access to data from this financial system is provided to administration and staff through the Financial Management System (FMS) Query reporting tool. FMS Query enables monitoring of budget activity (revenue, expenditure, payroll, purchasing, etc.) through user-selected system reports. The system data is updated daily through job processes managed by the district's Information Technology personnel.

The vice president for administrative services oversees the Business Office staff who monitor college revenues and expenditures on a monthly basis. Quarterly financial reports encompassing activity across the college's accounting funds, including analysis of trends and significant changes, are prepared for and reviewed by the President's Cabinet. Business Office personnel work collaboratively with the district Budget Office to ensure accurate and timely financial reporting to the Seattle Colleges Board of Trustees on a quarterly basis.

2.F.5

Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Authority: College | **Compliance:** College

Capital investment has continued at the college despite the impacts of the economic recession. State funding from major and minor program funding sources totaled $37,985,879 through 2017 and includes an additional $10,001,899 to be invested through June 2019. The recession and funding shortfalls experienced in the 2013-2015 biennium led to the delay in constructing the major replacement project at the Seattle Maritime Academy. However, the building was completed and opened to students for the 2016 fall quarter.

The major project request process at the State Board of Community and Technical Colleges (SBCTC) was suspended, until 2017, when the Project Report Request (PRR) process was once again opened to the colleges to compete for a spot in the major project pipeline. The process scored colleges against a complicated algorithm designed to determine need through both utilization rates, enrollment, and campus facilities condition scoring. Seattle Central applied for major renovation of our Broadway Performance Hall that would allow the college to expand current library facilities, resolving a space deficiency previously identified. The project scored well enough to be included in the 2019-2021 capital budget, and the design phase of the project is on the legislative funding docket for 2019-2021 - the 24th project on the list. The legislature funded approximately 12 projects in the 2019 legislative session.

The Facilities Master Plan (also called the Major Institution Master Plan or MIMP) process continues, with several decisions being considered for future facilities at the college that position it to support our mission, vision, strategic directions, goals, and objectives. Divestiture of older buildings with high deferred-maintenance levels are being negotiated with local political leaders, affordable housing agencies, and local transit authorities to create a thoughtful and densified college campus. As these negotiations begin to solidify into completed real estate transactions the master planning process becomes increasingly important, and agreements are now in place with a local design team to submit a Notice of Intent to the City of Seattle to write and submit a new MIMP. The process may take as much as three years and $3 million to complete. It is expected to include boundary adjustments, parking requirement revisions, and a clearer picture of the anticipated Science, Technology, Engineering, and Mathematics (STEM) building long-planned to occupy the North Plaza site.

2.F.6

The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Authority: College | **Compliance:** College

Auxiliary Services includes four distinct operations: Transportation Services, Food Services, Facility Rentals, and the Copy Center. Currently and historically, all four operations provide valuable support services to the campus community and are fully self-supported, requiring no financial support from college operating funds. Net profits from these operations have been used for one-time expenditures, including contributions to various capital projects. General operations funds have not been used to support auxiliary enterprises.

Table 2.F.1 – Auxiliary Services					
	FY1516	FY1617	FY1718	FY1819	TOTAL
Parking Operations					
Total Revenues	$ 589,938	$ 725,097	$ 671,056	$ 585,381	$ 2,571,472
Total Expenditures	$ (419,345)	$ (498,701)	$ (524,988)	$ (534,621)	$ (1,977,655)
Net Operating Balance / (Deficit)	**$ 170,593**	**$ 226,396**	**$ 146,068**	**$ 50,760**	**$ 593,817**
Facilities Rentals					
Total Revenues	$ 112,766	$126,521	$ 150,047	$ 166,951	$ 556,285
Total Expenditures	$(84,981)	$ (59,447)	$ (98,689)	$ (104,157)	$ (347,274)
Net Operating Balance / (Deficit)	**$ 27,785**	**$ 67,074**	**$ 51,358**	**$ 62,794**	**$ 209,011**
Copy Center					
Total Revenues	$ 133,137	$ 121,460	$ 132,425	$ 105,731	$ 492,753
Total Expenditures	$ (161,138)	$ (208,253)	$ (107,342)	$ (139,871)	$ (616,604)
Net Operating Balance / (Deficit)	**$ (28,001)**	**$ (86,793)**	**$ 25,083**	**$ (34,140)**	**$ (123,851)**
Food Services					
Total Revenues	$ 773,157	$ 757,585	$ 651,614	$ 458,138	$ 2,640,494
Total Expenditures	$ (829,952)	$ (795,708)	$ (738,777)	$ (542,900)	$ (2,907,337)
Net Operating Balance / (Deficit)	**$ (56,795)**	**$ (38,123)**	**$ (87,163)**	**$ (84,762)**	**$ (266,843)**

2.F.7

For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

Authority: District | **Compliance:** District

The Seattle Colleges District received an SAO audit of its FY 2018 financial statements in December 2018. The audit was completed in March 2019 and shared with the Board of Trustees at their subsequent meeting. The district will complete its next annual audit of Seattle Central College in March 2020.

As part of the Seattle Colleges District (SCD), the college undergoes periodic external financial audits conducted by the Washington State Auditor's Office (SAO) in accordance with Generally

Accepted Governmental Auditing Standards (GAGAS). Audit results are considered by the college presidents and presented to the Seattle Colleges Board of Trustees.

> ## 2.F.8
>
> All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.
>
> **Authority:** District | **Compliance:** District

Currently Seattle Central College's fundraising activities are managed by [The Seattle Colleges Foundation](). The Seattle Colleges Foundation is classified as a 501.C-3 charitable organization and files IRS Form 990 annually to maintain its 501.C-3 status. The foundation by-laws are regularly reviewed and updated, and the foundation operates under the suggested ethical policies of the Association for Fundraising Executives. The contract between Seattle Central College and the foundation is reviewed and approved by the Seattle District Assistant Attorney General.

Supporting Documents: Standard 2F

2.F.1 [Projections of financial resources and expenditures]()
2.F.2 [SEM Planning Goals]()
2.F.5 [Facilities Master Plan Elements]()
2.F.7 [SAO audit FY 2018]()

Standard 2.G Physical and Technological Infrastructure

Physical Infrastructure

The Facilities and Plant Operations department's purpose is to provide hygienic, accessible, safe, and fully functional facilities for students, faculty, and staff. Maintaining these physical infrastructure standards allows for a quality learning environment and a healthy space for employees.

Physical Resources

Seattle Central's Physical assets include 18 buildings totaling 1,054,676 GSF including the main campus on Capitol Hill, Seattle Vocational Institute, Seattle Maritime Academy, and the Wood Technology Center.

Since 2012 one major project has been completed at the Seattle Maritime Academy to replace aging portables with a new building that houses classrooms and engineering labs.

Table 2.G.1 – Major Capital Projects Completed Since 2012		
Building	**Location – Program**	**Amount**
Seattle Maritime Academy (SMA)	Ballard, Maritime Program	$19,778,940
Broadway Edison (BE)	ESCO lighting, generator, electrical switchgear, solar panel array	$3,991,967
Total		**$23,770,907**

One additional major project to improve the existing Broadway Performance Hall and expand library and basic skills labs has been developed. The project funding request to state legislature is in process:

Table 2.G.2 – Project Funding Request		
Building	**Location – Program**	**Amount**
Broadway Performance Hall (BPH)	Main Campus, Library expansion into new Broadway Achievement Center	$24,951,556
Total		**$24,951,556**

For improving and sustaining the quality of the physical environment, the college has completed several minor program projects as upgrades or improvements since 2012.

Table 2.G.3 – Minor Capital Projects Completed Since 2012		
Building	**Project**	**Amount**
BE	International Education Program	$1,300,000
	Institute of English	$1,400,000
	4106 Lecture Hall	$900,000
	Restroom renovations (including all-gender restroom development)	$1,500,000
	Install a new HVAC Penthouse on the Edison building	$2,000,000
	Atrium accessibility ramp and registration storefront improvement	$550,000
	Soffit repairs with energy improvements (2 projects)	$425,000
	Transition Center Remodel	$140,000
Campus wide	Iconics energy analytics software and utility sub-metering	$650,000
	Danger Management System and Siemens Fire Panel upgrades	$250,000
Fine Arts – Egyptian Theater	Canopy replacement	$325,000
Seattle Vocational Institute (SVI)	5th floor heat pump replacement, rooftop condenser replacement	$600,000
	Parent Education Center remodel	$305,000
Siegal Center	Energy project including window replacement, roof replacement, insulation, and cooling tower improvements	$2,000,000
Broadway Performance Hall (BPH)	Fire alarm system replacement	$265,000
Mitchel Activity	Pool demolition and floor installation to support future space use	$150,000

Center (MAC)	Canopy and door replacement	$150,000
North Plaza building	Demolition, abatement, and site stabilization for development as new STEM building	$1,000,000
Total		$ 13,910,000

In order to enhance facilities to support a safe and secure environment for teaching, learning, working, the college has completed the following maintenance and repair projects:

Table 2.G.4 – Maintenance and Repair Projects		
Building	Project	Amount
Broadway-Edison (BE)	Edison Flood repairs	$3,000,000
	Elevator testing and repairs	$120,000
	Furniture replacement	$100,000
	Blinds	$35,000
	Interior wayfinding and signage	$75,000
Mitchel Activity Center	Gym floor refinish and bleacher removal	$75,000
	Return air fan repairs	$20,000
	Exterior door and fence repair for controlling homeless encampment	$60,000
Broadway Performance Hall (BPH)	Repair and stabilization of Sandstone	$250,000
BE, FA	Expand access control and cameras	$500,000
Total		$4,235,000

Maintenance and Custodial Support Resources

Facilities and Plant Operations provides a hygienic, safe, and attractive environment to support learning and instruction. Leveraging the research conducted in 2011 for improving custodial services, the department has continued to deliver quality maintenance and custodial services. Efforts continue to improve service delivery by exploring different use of shifts, supervisory assignments, and work order management systems. Most recently, the department reorganized management and supervision positions following retirements and attrition. The result is a vertical structure designed to allow for clear roles and responsibilities, along with a series of inspection processes designed to improve communication, performance, and accountability.

The Facilities and Plant Operations Department's computerized maintenance management system is installed and has been upgraded to a more modern version. The system is now being implemented on mobile phones to help manage inspection checklists and ease opening and

closing of work orders. The college continues to see improvements in communication of work orders from the campus at large to the maintenance staff. The large effort underway is to increase compliance with work order documentation to support collecting work data for reporting, performance improvement and to assist with data-driven decision making for capital planning and increased understanding about how and when Facilities staff may be pulled from their core duties to support other college needs.

A significant step toward sustainability efforts is the Broadway Edison Energy Project. As an Energy Service Company (ESCO) Project, the project focuses on energy and resource conservation. Primary sustainability components of this ongoing project include:

- ❖ Replacing more than 11,000 interior compact fluorescent lamps with LEDs to improve energy efficiency.
- ❖ Installing a 72Kw solar array on the roof to produce electricity.
- ❖ Installing a high efficiency heat pump to heat and cool air for the NE Penthouse to deliver warmth and cooling to tenants in the Edison building.

ESCO projects are an excellent way for the college to improve comfort and efficiency in its buildings while saving energy resources. These improvements will save the equivalent of 600,000 pounds of coal burned annually, or 100 cars and millions of miles not driven in a year.

2.G.2

The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Authority: College | **Compliance:** College

A new Environmental Health and Safety website has been developed and launched on the Seattle Central site. This is a central repository for the hazard communication plan, written and adopted by the college for all Seattle Central students, faculty, and staff to practice the safe use and disposal of hazardous or toxic materials. Staff who handle hazardous or toxic materials receive regular training and/or information. Material Safety Data Sheets online service continues to provide hazardous product information for staff and currently includes more than 5700 safety data sheets. In addition, the college has created and implemented a new Environmental Health and Safety Plan. This plan supports our Accident Prevention Program and new incident reporting forms, all of which can be found on the Environmental Health and Safety website.

The Facilities and Plant Operations Department's comprehensive hazardous waste management program has improved for both regulated and non-regulated waste. The program has helped

improve the college's practice in using, storing, and disposing hazardous materials and toxic wastes. The environmental health and safety manager inspects all waste storage areas weekly as required by law.

Various academic and work areas are also inspected for safety hazards. Weekly inspection reports with digital photographs are sent to relevant staff, managers, and deans for corrective action. Monitoring eyewash stations and all waste collection areas is a part of this inspection process.

The college uses state contracts to dispose of regulated and non-regulated hazardous waste safely and cost effectively. The Facilities and Plant Operations Department conducts monthly safety meetings for custodial and maintenance staff and trains custodians annually on blood-borne pathogens and other on-the-job hazards.

2.G.3

The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Authority: College | **Compliance:** College

The college's master planning processes have been underway at varying levels over the last seven years. The current [Facilities Master Plan](#) is continually evolving, and with several pending real estate transactions, the college is poised to reduce its number of buildings needing repair and to continue to adapt the master plan. As a "Major Institution" in the City of Seattle, the college is required to complete a Major Institution Master Plan (MIMP) to identify for the city and the community our intent for growth and expansion. The current MIMP has already been executed, and the refreshed Facilities Master Plan will serve as the underpinning of the intended changes to our existing long-range planning.

All long-range planning aligns with Seattle Central operational plan. [Strategic real estate transactions](#) have recently been approved by the Board of Trustees. The new Facilities Master Plan, once complete, will align with the mission, core themes, and long-range educational and financial plans, while positioning the college strategically for future growth. The [master plan elements](#) are the result of campus listening sessions with the campus community, President's Cabinet, the Executive Team, and the Seattle Colleges District during fall 2018. The elements were then reviewed by the Board of Trustees in early 2019.

Deferred maintenance and infrastructural aging are consistent with an average building age of 48 years. Long range plans to develop technology programs, more technology-enabled education, and a more modern environment are supported by the plan to remodel the Broadway Performance Hall into a modern instructional building and swap old buildings with Site D to build a new technology center on the north plaza location.

2.G.4

Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Authority: College | **Compliance:** College

Academic and non-academic departments assume primary responsibility for ensuring equipment meets the needs of programs, students, and employees. Equipment upgrades and replacements are considered and prioritized during the annual budget process. Equipment requirements are incorporated into facilities construction projects, new program development, and new employee hiring processes. Currently, administrative services (AS) considers equipment needs on an annual basis and through departmental requests. Administrative services and facilities coordinate on the use of state capital funds to ensure the highest and best use of state maintenance and operation funding. AS has conducted a study of deferred maintenance and plans to enhance the method for equipment evaluation and renewal as part of the new budgeting process. The plan will include an updated replacement schedule, and cost estimates. Maintenance, custodial, and grounds equipment are also replaced on an as needed basis.

The college's technology infrastructure is monitored, maintained, and upgraded by information technology services (ITS) on an ongoing basis. This infrastructure includes the platforms for delivering instruction at a distance as well as classroom equipment, software, and network connections. In selected cases, instructional programs requiring specific equipment needs charge direct fees to students.

Technological Infrastructure

2.G.5

Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Authority: District | **Compliance:** District

Seattle Central College has appropriate and adequate information technology infrastructure in place to support academic programs and student support services as well as operational and management functions. Seattle Colleges' IT unit oversees operations, installation, maintenance, and support of technology resources for Seattle Central and all other colleges in the Seattle Colleges system.

Areas managed include district-wide technology such as Microsoft Office 365 applications (including email), Starfish student success software, and connections to shared state legacy administrative systems including student, payroll/personnel, and financial management systems.

IT Services also provides data and voice networks, servers and user accounts, classroom technology, student computer labs, technology purchasing, software licensing, hardware and software maintenance, new technologies research, assistance to users in selecting and using hardware and software, all college software installation, and helpdesk services for faculty, staff, and students.

The network infrastructure is based on a high-speed network which links to the internet via a fiber-optic backbone, integrating new and legacy technologies. This infrastructure includes physical and virtual servers and is maintained and upgraded to keep up with changing needs. Telephones have been upgraded to IP phones with Power Over Internet where wiring is adequate. Additional IP phones will be deployed as wiring is replaced during construction projects.

IT Services provides software, hardware, and network support for classrooms, computer labs, and offices, including Seattle Central's 1,350+ student personal computers (PCs) and 820+ faculty and staff computers. Seattle Central College and all satellite sites have Wi-Fi available via their secure Seattle Colleges account. More than 100 classrooms are equipped with data projectors or large display screens, instructor computers, and connections for laptops; 39 of these rooms also have document cameras. These classrooms are secured by a keycard system.

The main Student Computer Center includes an open lab and eight multi-computer classrooms. The open lab contains 175 PC and 16 Macintosh computers, high speed, monochrome printers, and a color printer. Specialized software suites are provided and supported by IT Services for PC computers located in Apparel Design, Interpreter Training, Basic and Transitional Studies, Seattle Maritime Academy, Science and Mathematics, and Wood Construction. The library contains 60 student network computers and three printers. (2.G.5 - Seattle Central Student Computer Lab List). All student printers are supported through a vendor contract. All Seattle Central faculty and staff have world-wide access to standard and specialized software applications. The Citrix system is available both on and off campus and is supported by a combination of physical and virtual servers which are backed up nightly.

In 2018, Seattle Colleges IT Services merged four individual service units into a single unit serving all Seattle Colleges, satellite locations, and programs. IT Services staff now consists of a Chief Information Officer, two Directors, 54 permanent staff and 15 hourly employees. Of these, 19 permanent staff and 8 hourly employees work permanently on-site at Seattle Central to serve local hands-on campus needs. The Seattle Colleges IT Services organizational chart shows the comprehensive nature of IT support at Seattle Central College.

2.G.6

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Authority: College and District | **Compliance:** College and District

IT Services provides a comprehensive helpdesk as well as scheduled and "drop in" IT training for all users. The helpdesk supports the objectives of providing high quality and effective teaching and learning and encourages instructors to harness technology for innovative instruction.

IT Services works with Human Resources staff to develop training and resource materials for new employee orientations. In addition, IT Staff participate in first day orientation training for new staff. IT Services staff regularly review and monitor ongoing user training needs in the area of secure and safe computing, and then provide informational materials (including email and website information) accordingly, in ongoing efforts to educate our user community on security awareness and best practices.

IT staff members are encouraged to enroll in appropriate Seattle Central information technology classes, and professional development classes offered by the University of Washington and Seattle Colleges. IT Services staff members also have access to the full library of LinkedIn

Learning (formerly Linda.com) training materials. The eLearning Department has an instructional design team that provides faculty with pedagogical support in the analysis, design, development, implementation, and evaluation of their courses. The eLearning Department also provides faculty, students, and staff with a variety of training and technical support specific to teaching and learning:

- ❖ Faculty are required to take an orientation course before teaching online to learn how to use the institution's Learning Management System (LMS) Canvas.
- ❖ The eLearning Department sponsors a Faculty Development Program (EDGE) with over 60 hours of training available in areas of technology tools, pedagogy, and accessibility.
- ❖ Faculty are provided access to training, templates, and other resources that share best practices for teaching online and hybrid courses.
- ❖ Faculty have access to the Teaching/Learning Center (TLC). The hours of the TLC were recently extended to 8:00 p.m. (M-Th) due to usage data - 370 Individual users visited the TLC 6,408 times since September 2017.
- ❖ Faculty and students have access to online tutorials specific to Canvas. Students have access to a 24/7 online orientation course within Canvas.
- ❖ Faculty and students have access to technical support via phone, drop-in window, and electronic ticketing system. Tickets can be submitted 24/7.
- ❖ All online courses have a link to the Student Support page. Support services are available to all students.

The eLearning Department has recently created an eLearning Advisory Committee made up of faculty, instructional designers, and eLearning staff. The committee works to define and develop strategies and resources necessary to support the development and implementation of online and hybrid courses. This committee also recommends policies specific to online and hybrid courses.

2.G.7

Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Authority: College and District **| Compliance:** College and District

A comprehensive Information Technology Strategic Plan has guided the college's IT services, including the most recent version, Seattle Central College's IT Strategic Plan for 2016-2020 Seattle Colleges IT Services merged from four individual service units into a single unit in 2018, as a subset of the larger ASI (Achieving System Integration) efforts underway across Seattle Colleges. As a newly combined unit, Seattle Colleges IT has been focused on building strong,

collaborative relationships with faculty, students and staff as we serve our college communities. Seattle Colleges IT is led by the Associate Vice Chancellor/Chief Information Officer (CIO), who reports directly to the Chancellor and is a member of the Chancellor's Cabinet, along with the college Presidents and other district representatives.

IT provides formal and informal opportunities for technology planning and stakeholder feedback. Formal input comes through the Chancellor's Cabinet, the Seattle Colleges Senior Leadership Committee. The Chief Information Officer, the Director of Enterprise Applications and the Director of Networks & Security serve on several existing steering committees, as appropriate. Many of these existing steering committees focus on specific district-wide projects that require significant incorporation of new or revamped technology and fundamental standardization of various business processes. These include the Starfish Steering Committee, the Seattle Pathways Initiative, the ctcLink Steering Committee, and the Student Enrollment Management (SEM) Steering Committee. These groups consist of staff and faculty from Student Advising, Registrar's Office, Financial Aid, Admissions, Accounts Receivable, Student Auxiliary Services, Human Resources, Payroll, and Budget departments.

The CIO and key IT leaders also meet regularly with district-wide and college leadership, including Instructional Councils, Student Services committees, student-led technology fee committees at every college, and eLearning, academic program, and department meetings. Additional planning input is provided by the Universal Technology Fee committee, and the Services and Activities Fee Board, both of which have strong student representation and include each college's IT Client Service Manager in an advisory (non-voting) position. IT staff are also actively represented on the district-wide and campus-based Emergency Preparedness Awareness Committee. Informal input comes from the Help Desk, data gathered through the ticket tracking system, and monthly IT team meetings. Strategic planning for information technology is also undergoing reorganization, in parallel with the integration of IT Services. This IT strategic planning process will incorporate a number of already existing, district-wide steering committee structures to ensure that IT's strategic vision is aligned with ongoing and forthcoming institutional priorities. Seattle Colleges IT Services anticipates publishing a new district-wide IT Strategic Plan reflecting the ASI changes, with a target date for completion in mid-2020. This process will involve the participation of faculty, staff and students from divisions and departments across all the Seattle Colleges, including those groups already mentioned here. Going forward, this IT Strategic Plan will continue to be reviewed and updated annually in reference to the Seattle Colleges' overall strategic plan, budget planning processes, and specific strategic priorities relating to IT. Seattle Central's [IT Strategic Plan](#) for 2016-2020 can be found on the now integrated [IT Services website](#).

2.G.8

The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support it operations, program, and services.

Authority: District **| Compliance:** District

Student computers are replaced on a three to four-year cycle depending on teaching and learning computing capacity needs. Funds from the Universal Technology Fee and Computer Lab Fee provide sufficient replacement coverage for student systems. Computers removed from the student network are recycled to faculty and staff desks where employees can use Citrix virtualized desktops that have lower technical requirements. IT staff manage technology replacement plans for individual workstations, labs, network infrastructure and other equipment.

IT staff regularly reviews technology update requirements through automated and manual reporting processes for hardware and software renewals and equipment and systems life cycle planning. IT staff also regularly monitor network traffic and service reports to ensure sufficient bandwidth to meet the requirements of programs and services, including all satellite locations. Upgrades and updates to the campus and district-wide infrastructure are made to keep the campus infrastructure current while utilizing staff time efficiently and minimizing the cost of implementation.
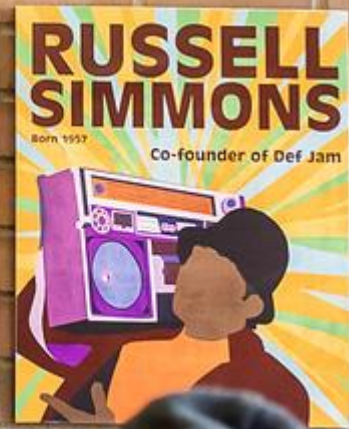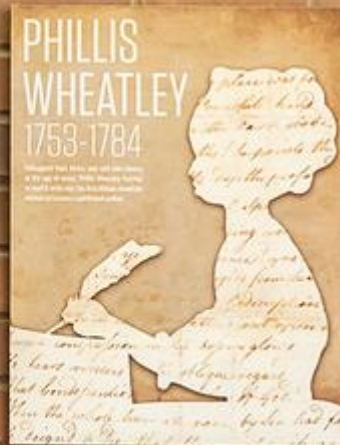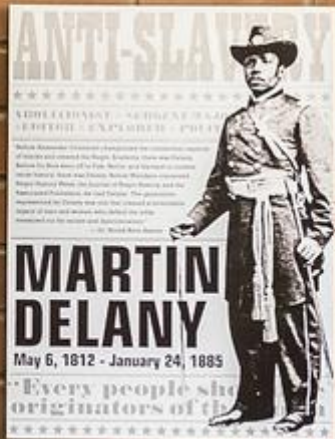
Supporting Documents: Standard 2.G

2.G.3 Facilities Master Plan
2.G.3 Strategic real estate transactions
2.G.3 Facilities Master Plan elements
2.G.5 Seattle Central Student Computer Lab List
2.G.7 IT Strategic Plan for 2016-2020

Chapter Three: Institutional Planning

Standard 3.A Institutional Planning

Seattle Central College places strong emphasis on ongoing and systematic college-wide planning through councils, committees, taskforces, and *ad hoc* workgroups that involve faculty, administration, staff, and students. These comprehensive and carefully aligned planning efforts focus on improving overall institutional effectiveness through operational efficiency, financial accountability, and strategically guided resource allocation. All planning activities are designed to help achieve the institution's mission and strategic plan, developed in conjunction with the Seattle Colleges District in 2016-2017.

Ongoing, Systematic, Integrated, and Comprehensive Planning

3.A.1

The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

The college uses a basic cycle of assessment shown in Figure 3.1 as a purposeful and systematic framework for continual improvement of programs and curriculum in the context of the strategic plan and Core Themes.

*Figure 3.1 – Cycle of Assessment and Planning*

Over the past seven years the college has engaged in systematic, integrated, and comprehensive planning and implementation through councils, committees, and *ad hoc* work groups that engage faculty, administration, staff, and students. The 2011-2016 Strategic Plan provided the framework for comprehensive planning and operational decision-making during the initial three

years of the cycle. The college used these insights as the basis of the [2016-2020 (Preliminary) Strategic Plan](), adopted by the President's Cabinet in fall 2016. Shortly thereafter, the Seattle Colleges District launched a district-wide planning process that resulted in the [2017-2023 Seattle Colleges Strategic Plan](), which is the plan under which Seattle Central currently operates. While the planning processes have evolved with changes in institutional leadership and district policies, Seattle Central has continued to maintain a fierce commitment to the mission, values, and Core Themes articulated in Chapter 1.

At Seattle Central, the Strategic Planning Committee of the [College Council]() is responsible for college-wide Strategic Planning. The council also relies on the work of the Resource Allocation and Critical Issues committees as it sets the college's overall strategic directions, encompassing strategic operational goals and objectives. Ad hoc work groups may be formed as needed. The College Council is a participatory body that advises the president and the President's Cabinet on important issues, including providing vital input to the annual budget process. The College Council strives to be representative of the entire campus community, with membership that includes faculty, staff, students, and administrators who engage their respective constituencies to provide opportunities to contribute to policy formation, resource allocation, and other significant issues and processes (See Figure 3.2).
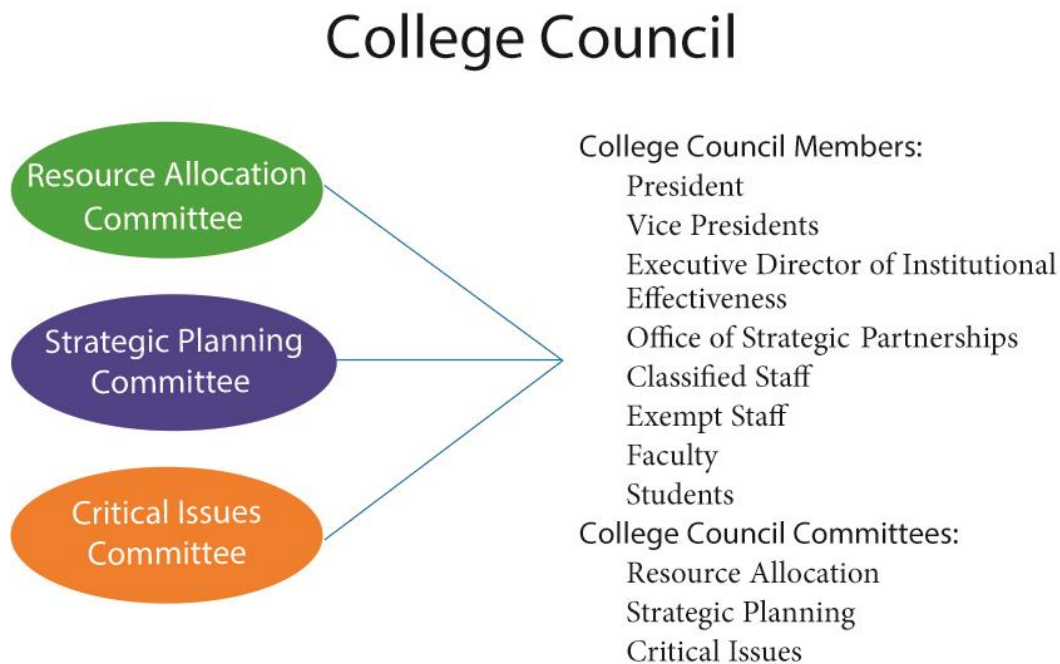
Figure 3.2 – College Council

During the Fall Quarter of 2015, the 2011-2016 Strategic Plan for Seattle Central College was about to expire. In response, the College Council created a Strategic Planning committee (SPC)

that initiated a comprehensive planning process designed to involve as many members of the college community as possible and to generate ideas for the college's new Strategic Plan that would guide the institution from 2016 to 2020. At that time, the College Council Strategic Planning committee was comprised of three faculty members, two staff members, one student, and one administrator, supported by the Office of Strategic Initiatives and Institutional Research.

At the close of the Fall Quarter 2015, the committee conducted a campus-wide strategic planning event. The process included a campus-wide strategic planning meeting followed by twelve targeted listening sessions that elicited input from over 200 participants on their visions and priorities for fulfillment of the college's mission and Core Themes. Subsequently, 12 separate Listening Sessions, organized along the four Core Themes of the college, were held during the winter and spring. These Listening Sessions involved all constituencies of the college. Detailed notes from the 12 Listening Sessions are linked below:

1. Vision
2. Core Theme 1: Responsive Teaching and Learning
3. Core Theme 2: Catalyst for Opportunities and Success
4. Core Theme 3: Diversity in Action
5. Core Theme 4: Communities Engagement

This entire process generated a wide range of ideas and suggestions that were forwarded to the College Council and the President's Cabinet and formed the framework for the 2016-2020 Preliminary Strategic Plan for Seattle Central College, which was approved by the BOT in July 2016.

In July 2016, based on the decision by the district Board of Trustees to move toward a single district-wide strategic plan, the plan developed by Seattle Central College was approved by the Board as the Seattle Central College Preliminary Strategic Plan 2016-2020. The reason the plan was designated as a preliminary plan was that the district had made the decision to have all three colleges and the district adopt a shared strategic plan going forward. Subsequently, all the Seattle Colleges participated in the district-wide planning process, ensuring that the strategic priorities developed by each campus were addressed. The planning process took place over a series of months during the 2016-2017 school year and engaged a wide range of stakeholders and participants.
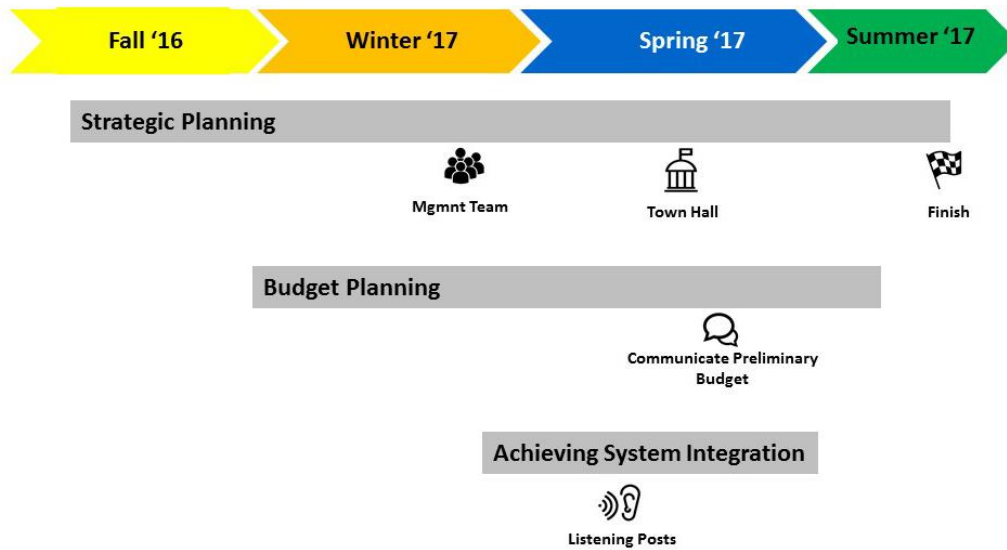
Figure 3.3 – District-wide Strategic Planning Timeline and Milestones

Figure 3.4 – District-wide Strategic Planning Process

The district-wide strategic planning process is shown in Figures 3.3 and 3.4 and is described thoroughly on the strategic planning pages of the Seattle Colleges District website.

Initially, the district proposed three strategic goals: Student Success, Organizational Excellence, and Partnerships. In subsequent discussions, Seattle Central promoted a stronger emphasis on equity and diversity in the further development of the district's strategic plan. As a result of Seattle Central's commitment to these values, a fourth goal was added to the Seattle Colleges

District strategic plan placing explicit emphasis on equity, diversity and inclusion. In this way, the college successfully influenced the final strategic plan.

In 2018, the Board of Trustees adopted the 2017-2023 Seattle Colleges Strategic Plan, which included goals, strategies, and tactics addressing all the components of Seattle Central's preliminary plan. Subsequently Seattle Central brought forward an operational plan and an action plan that directly aligned the college's work with the District-wide Plan (See Figure 3.5).

Figure 3.5 – Relationship Between District-wide Strategic Plan and College Operational Plan

Figure 3.6 illustrates the relationships among the college's Core Themes, and the current district-wide strategic and college operational plans. As the figure shows, all of Seattle Central's core themes line up with the strategic/operational plan goals. Solid lines depict direct connections between the goal and core theme(s). The dotted line between Core Theme 3: Diversity in Action and the three goals of student success, organizational excellence, and partnerships depict how equity, diversity, and inclusion is an underlying theme for all of Seattle Central's goals.

Relationship among Strategic Plan, Operational Plan and Core Themes
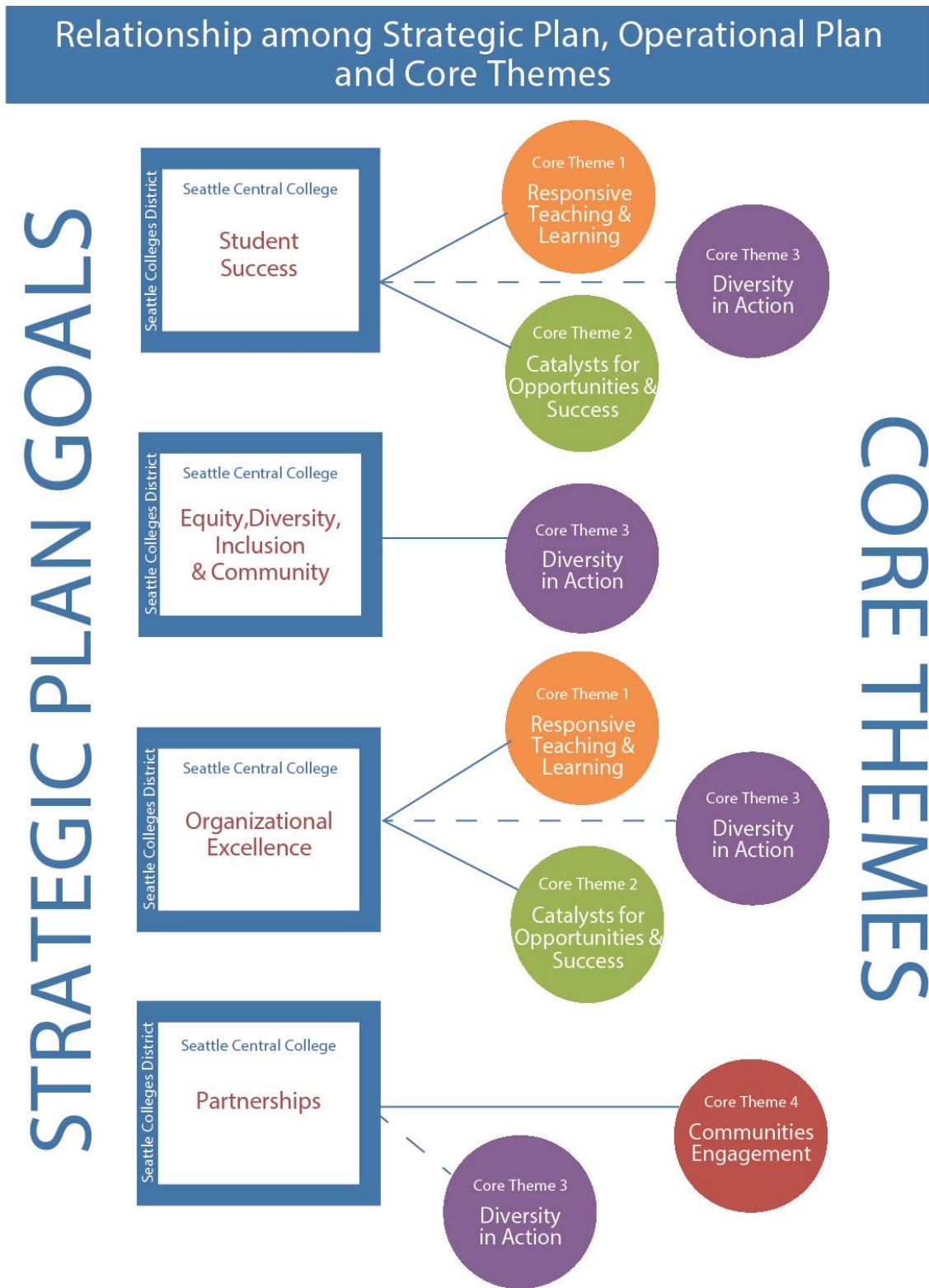
Figure 3.6 – Strategic Plan, Operational Plan, and Core Themes

At annual summer retreats, college leadership reviews the strategic, operational, and action plans to make sure that current initiatives are fulfilling their purpose and being implemented efficiently and effectively. Budget planning involving decisions to increase or decrease spending in critical areas is also linked to the Strategic Plan. The results of these annual reviews are then shared with the College Council, the Instructional Deans (iDeans), and other groups. Administrators responsible for components of the current action plans report regularly on progress to the President's Cabinet, the College Council, the Curriculum Coordinating Council, and relevant management teams such as the iDeans, the Student Services Council, the E-Learning Advisability Council, the Sustainability Council, and the Facilities and Maintenance Council. The intent of this process is to share planning initiatives with the appropriate management teams and to have those groups share their deliberations with their constituents in order to involve as many as possible in the planning process.

Since 2012, Seattle Central's inclusive, comprehensive planning process has produced:

- ❖ [2016-2020 Seattle Central College (Preliminary) Strategic Plan](#)
- ❖ [2018-2020 Seattle Central College Operational Plan](#)
- ❖ [Seattle Central College Annual Action Plan](#)
- ❖ [Seattle Central College Academic Master Plan](#)
- ❖ [Grants awarded to Seattle Central](#)
- ❖ [Initiatives undertaken at the college](#)
- ❖ [Strategic Enrollment Management (SEM) Plan](#)
- ❖ [Facilities Master Plan](#)
- ❖ [Information Technology Strategic Plan](#)
- ❖ [CCC+ Annual Report](#)

Each of the items listed above is a result of Seattle Central's comprehensive planning process and contributes to mission fulfillment.

The 2016-2020 Seattle Central College (Preliminary) Strategic Plan and the 2017-2023 Seattle Central College Operational Plan. As described above, the original Seattle Central College Preliminary Strategic Plan and the subsequent 2018-2020 Seattle Central Operational Plan are signature products of the college's planning process. In order to capture all of the work that had been done by the college, the goals and objectives created for the Preliminary Strategic Plan were carried over to the new operational plan.

Seattle Central College Annual Action Plan. The Seattle Central College Annual Action Plan lays out the tactical work needed each year to realize the broad goals and strategies of the college's Operational Plan. The Action Plan is a product of coordinated work by the College Council, the President's Cabinet, and relevant management teams such as the iDeans and the Student Services

Council. The Strategic Planning committee (SPC) of College Council organizes a feedback session during which the entire campus is given an opportunity to provide input to the plan. During this session, data related to the strategic plan is shared and discussed. Participants are asked to provide feedback about work that is underway and give suggestions about what work should be accomplished over the next year in order to improve performance. The Office of Institutional Effectiveness (OIE) gathers feedback from the open session and shares this information with the Management Team during the annual summer retreat. The Management Team reviews the current year's plan, discusses progress on each of the items, and makes decisions about which action items can be marked as completed or to carry forward to the next year. The Management Team drafts the coming year's Action Plan based on these decisions.

Academic Master Plan. The Academic Master Plan at Seattle Central College follows the District-wide Strategic Plan and the College's Operational Plan. In particular, it works to integrate planning and resource allocation across instructional programs by identifying academic and instructional priorities across the college for the time period under consideration. It knits together activities and initiatives across the College's Operational Plan, Strategic Enrollment Management (SEM) plan, Curriculum Coordinating Council (CCC+) workplan, Instructional Deans Workplan, and the Program Viability Process.

Grants and Initiatives. Grant funding from private and public sources is important to Seattle Central as a way to test and implement innovations that serve students as the college diversifies sources of financial support. The [Grants Office](#) coordinates grant development efforts to advance the mission and strategic direction of the college. Instructional and service initiatives are advanced in collaboration with the deans, faculty, and program directors of the respective areas. These initiatives are selected for alignment with the college's mission, Core Themes, and strategic plan. To view tables describing the grants and initiatives received and undertaken at Seattle Central since 2012, please see the Supporting Documents for Chapter 3.

Strategic Enrollment Management (SEM) *Plan.* Seattle Central maintains an SEM plan to apply intentional strategies and improve categories of enrollment, including state-supported FTES and contract education. The SEM Committee, chaired by the Vice Presidents of Instruction and Student Services, brings together leaders from the major college divisions and faculty to address enrollment issues in the context of institutional values of equity and quality education. The plan applies selected indicators to measure enrollment changes and has established [SEM Planning Goals](#) for the coming biennium.

The Facilities Master Plan. Concurrent with operational planning, in 2018 the college embarked on shifting the focus of previous work on the facilities master plan, which included both a review of the main campus boundaries and an instructional space needs analysis. As the college

buildings have aged and enrollment has dropped, the goals of the facilities master plan have changed. Due to scarce state capital funds, the college has chosen to divest itself of older properties with above-average maintenance and energy costs. This decision has allowed the college to focus resources on the core buildings essential to completing its educational mission. In 2017, the college identified buildings that were underutilized and at end of life for instructional purposes. These include the North Plaza, the South Annex and the Atlas Building.

Minor capital projects have included the renovation of restrooms, elevators, and a planned library upgrade and expansion. Maintenance funds have been invested in building-enveloped and infrastructure projects. Two energy grants were leveraged to replace existing lighting with LED, install a solar array on the roof, replace end-of-life IT switch gear, and replace the emergency generator. Local funds have been used to replace and upgrade aesthetic items like window blinds and classroom and office furniture.

Facilities Master Plan (aka Major Institutional Master Plan or MIMP). The current Facilities Master Plan was filed with the city in 2001, and the college has developed facilities according to that plan. During this period the great recession and a 50% reduction in capital funding for higher education slowed development of instructional buildings. Seattle Colleges has, however, reached the point where it needs to grow beyond what was envisioned in the current Master Plan and has applied in winter 2019 for a major revision to the plan.

In the fall of 2018, listening sessions were held across campus to gather input on the use of current buildings for the next 10 – 15 years. This information will be the basis for engaging in a revision to the MIMP required by the city. This baseline information has been reviewed with the Executive Team, the President's Cabinet, the Chancellors Cabinet and the Seattle Colleges Board of Trustees.

Information Technology (IT) Strategic Plan. A comprehensive IT plan has guided the college's IT services, which coordinates a review of this plan regularly. In 2018, Seattle Colleges IT Services merged from four individual service units into a single unit, as a subset of the larger ASI (Achieving System Integration) efforts underway across Seattle Colleges. Seattle Colleges IT has been focused on building strong, collaborative relationships serving the college communities. Seattle Colleges IT Services will be developing a new IT strategic plan encompassing the ASI changes, with a target date for completion in early 2020. This process will involve the participation of faculty and staff from divisions and departments across all of the Seattle Colleges. Going forward, this IT Strategic Plan will continue to be reviewed and updated annually in reference to the Seattle Colleges' strategic plan, the budget planning process, and specific strategic priorities relating to IT. The previous and future IT Strategic Plan is posted on the Seattle Colleges IT Services website.

Curriculum Coordinating Council (CCC+) Annual Report. The four committees of the Curriculum Coordinating Council play important roles in the planning process and are responsible for implementing the curricular initiatives of the strategic and operational planning process.

- ❖ [Course Approval Committee](#) – reviews new and revised courses quarterly, except summer.
- ❖ [Instructional Assessment Committee](#) – assesses instructional programs and program learning outcomes assessment reports annually.
- ❖ [Program Review Committee](#) – reviews instructional programs in a four-year cycle.
- ❖ [Learning Communities Committee](#) – encourages and fosters instructional initiatives.

Updated Integrative Processes for Planning, Evaluation, Reporting, and Resource Allocation

The college has established an annual quarterly planning cycle for integrating strategic/operational planning, progress evaluation, and resource allocation processes. The adoption of the process shown in Figure 3.7 allows the President's Cabinet and the College Council to review the strategic/operational plan achievements of the previous year shortly before the annual budgeting process begins to set priorities for the next academic year.

SUMMER = REVISING

Management team retreat

Review Action Plans

Employee Performance evals

Review budgets

FALL = PLANNING

Convocation / President's Day
Development Day

Strat Planning + Resource
Allocation committees mtgs

Program Viability Study

Develop budget priorities

SPRING = ASSESSING

Development Day

Strat. Planning open forum

Allocate budgets for program
improvement

Share budgets w/college

WINTER = IMPLEMENTING

Development Day

Program Viability Level 2

Cycle of Planning

Summer | Fall

Spring | Winter

Figure 3.7

Sharing of Plans with Appropriate Constituencies

The operational plan and other college-wide plans are shared with both internal and external audiences. As described in Table 3.1 below, an inclusive set of college committees and advisory groups are involved in the planning processes. The operational plan is presented and discussed in meetings of the various stakeholder groups and incorporated into operational planning processes at the division and program level as well as other institutional planning. Information about instructional initiatives is shared in the spring through various channels such as college-wide meetings and department meetings. Information about plans for program and curriculum review and instructional assessment are posted on the college website and communicated to faculty at departmental and division meetings and retreats.

All the planning processes provide opportunities for input by appropriate constituencies. These planning processes are systematic and broad-based.

Broad-Based Comprehensive Planning Process

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

The process used for developing and evaluating various plans at Seattle Central College engages broad participation from different groups, as described in the following table:

Table 3.1 – Membership Categories of Key Planning Committees and Workgroups					
Name of Group	# of Administrators	# of Management /Staff	# of Faculty Members	# of Students	# of Community Members
Accreditation Steering Committee	8	1			
College Council	7	8	5	4	
College Council committee: Strategic Planning	3	3	1		
College Council committee: Resource Allocation	1	2	1	1	
College Council committee: Critical Issues	2	3	3	2	
Strategic Enrollment Management (SEM) Committee	14	10	4		
IT Strategic Planning Committee	4	2	5		

Facilities Operations and Management Advisory Committee	1	5	2		City of Seattle Committee
President's Business Advisory Council					9
Technical Advisory Committees					185
CCC+	2	2	10	2	
Sustainability Council	1	5	3	5	

Planning Process and Data Collection

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

Defined data are collected systematically to evaluate the achievements of the institutional plans as they are implemented. The data analysis process involves the use of the data from the following sources:

❖ The State Board for Community and Technical Colleges (SBCTC) systems, known as the Student Management System (SMS), the Personnel and Payroll System (PPMS), and the Financial Management System (FMS). Data Warehouse files, released quarterly, facilitate access to these data.

❖ SBCTC Student Achievement data, including reports of momentum points and cohort analyses presented in the statewide Governance Institute for Student Success (GISS) data

❖ National surveys of student satisfaction and engagement, such as the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE)

❖ Resources for regional economic and labor information, including data reported by the state Office of Financial Management, Employment Security Department, U.S. Census Bureau, and U.S. Bureau of Labor Statistics; and proprietary data providers such as EMSI (Economic Modeling Specialists Inc.), both directly and as embodied in reports such as the SBCTC Mission Study and the Seattle Colleges District's community survey

❖ Local surveys, regular and ad hoc, including graduates; students in specific programs or classes; faculty; employers; and focus groups of students and faculty

❖ Puget Sound Regional Council

❖ Seattle Jobs Initiative reports and news

❖ Washington Occupational Information System

❖ Integrated Postsecondary Education Data System (IPEDS)

❖ National Center for Education Statistics (NCES)

- ❖ [Office of Superintendent of Public Instruction](#) (OSPI)
- ❖ [Washington State Education Research & Data Center](#) (ERDC)
- ❖ [Workforce Development Council](#) (WDC)
- ❖ Data collected in the course of new initiatives, such as [Project Finish Line](#)
- ❖ Data assembled by the Seattle district offices, especially from the office of Education, Planning, eLearning, and Workforce Education
- ❖ [Program Viability Studies](#). Since 2016, each year, Level One reports are created for every program in the district. These reports study enrollment figures, cost per student for each program, and student faculty ratios, among other indices. The reports examine five-year trends and compare programs to the state average for similar programs. On the basis of these reports, the VPI at each institution may decide to initiate a Level Two program viability study.

Priorities and Resource Allocation

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The college's integrated planning process, annual evaluation of strategic plan achievements, and relevant data guide decisions on budget allocations, student support, planning for instructional programs, and other college operations. The planning process plays a central role in major decisions, such as those related to adding, revising, or deleting programs and engaging in local, regional and state initiatives. Strategic priorities are determined by the President's Cabinet, the College Council, and other groups. The annual budget cycle applies the priorities identified through the strategic planning process to the allocation of college resources. Two groups, the Strategic Planning committee and the Resource Allocation committee work together to ensure that the funds requested from the district office align appropriately with the goals of the strategic plan.

For the 2019-2020 academic year, the college's priorities are 1) improving student retention and success through the implementation of Seattle Pathways 2) assuring campus safety, and 3) updating technology applications and innovating approaches to instruction as the college responds to a changing – and younger – student population. Overall, the college's allocation priorities will be driven by its commitment to equity, diversity, and inclusion; the college's commitment to helping each Seattle Central student reach success; and an acknowledged need to enhance campus safety. These strategic priorities have guided the college in identifying, evaluating, and implementing changes, even as the college has continued to experience substantial cuts in state funding appropriations. Applying strategic priorities, within the

framework of the strategic plan and Core Themes, this year the college made critical decisions in the resource allocation process. Examples include:

- ❖ Seattle Central has acted on its commitment to equity, diversity, and inclusion by funding and creating a new position, the Associate Vice President of Equity, Diversity, and Inclusion (EDI). In addition, the college has promoted and helped put in place a district-wide search advocacy process and has created a diversity action plan.

- ❖ In the 2018–2019 academic year, the Seattle Vocational Institute (SVI) evolved as the institute identified opportunities for student success and found greater operational efficiencies through integration into the Seattle Central campus. Steps such as sharing administrative functions, coordinating course offerings, combining student services, employing common databases, and coordinating instructional calendars with the wider college allowed SVI to move forward on a more sound organizational footing. Due to long-term declines in student enrollment, cuts to the operating budget, including layoffs of faculty and staff, have stabilized SVI's budget. The administration has also worked to identify solutions to problems and issues with SVI's building, which needs major repairs and renovations, with little funding available. This work has resulted in Seattle Central's efforts to have the state assume responsibility for the SVI facility while its instructional programs are relocated to other campus sites.

- ❖ The implementation of Seattle Pathways, a framework that helps students, upon entering the college, to create an educational path for themselves, to support students as they continue their educational paths, and to ensure that students are learning. To this end, in 2018-2019, the college has committed to supporting student success in Seattle Pathways.

- ❖ Starting in 2019, Seattle Central will introduce a key-card entry system that will allow the college to continue to function as a resource for the Capitol Hill community but help manage access issues to the main campus building. In recent years, it has been increasingly necessary to intercede as members of the public who are not enrolled at the college or interested in investigating educational opportunities have used Seattle Central's public spaces and facilities without supervision. The new key-card entry system will be implemented to enhance campus safety and allow easy access for students and employees, as well as greater oversight in the case of emergency

- ❖ The college anticipates welcoming a significantly different and younger student population with the advent of [Seattle Promise](#), a city-sponsored program that financially supports all interested and qualifying Seattle high school students through two years of instruction at Seattle Central. These changes will require new approaches to instruction and student services. In response during the 2018-2019 academic year, the college has planned increased professional development for faculty and staff as well as an emphasis on the use of technological applications in the classroom.

❖ Priorities and resource allocation also includes decisions not to fund aspects of the college program in order to support other curriculum initiatives in the changing life of the college. Program viability studies, which have been in place throughout the current seven-year cycle, can result in recommendations to strengthen programs, improve efficiency, or shift resources as appropriate. For instance, as a result of program viability studies that involved enrollment, student/faculty ratios, and cost analyses, the college took steps in 2016 to close the Cosmetology program at Seattle Central. This collaborative program viability process, with input from and discussions with faculty, continues in the current year.

Emergency Preparedness and Operation Continuity

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Seattle Central has an [Emergency Action Plan](#) that includes a detailed Incident Command Chart for the main campus as well as separate command charts for the offsite locations and the Siegal Center where the district office is located. This plan defines specific emergency procedures for responding to unexpected dangerous situations, such as an armed intruder, bomb threats, earthquake, fire, hazardous material spills, and inclement weather.

The Emergency Action Plan includes the following ongoing practices:

❖ Facilities staff regularly complete all fire alarm testing and inspect fire extinguishers as scheduled.
❖ The college conducts a quarterly drill, usually on the 11th day of the academic quarter, as part of the district-wide emergency response. These drills practice community responses to potential situations involving fire, earthquake, or an active shooter.
❖ The Public Information Office uses an automated system to send out text messages to cell phones and both personal and work e-mail addresses in the event of a campus emergency or an unplanned closure. Students and employees can register online for the Campus Alerts system. In addition, emergency messages are also posted on the college's main website and in Facebook status updates.

As required by Washington state regulation, WAC 296-800-13020, the college maintains a standing Campus Safety Committee to address safety and emergency issues on campus. Responsibilities for the committee include reviewing safety and health inspection reports to help correct safety hazards, evaluating and conducting accident investigations to determine cause(s),

and making recommendations for improvement. Members of the committee include faculty, staff, and administrators. Approximately half of the members in the committee are appointed by the two employee unions, the American Federation of Teachers and the Washington Federation of State Employees. The rest of the committee members are recruited at large by the director for Safety and Security.

The college has established a partnership with the City of Seattle as part of the city-wide emergency responses. The main campus has been designated by the City of Seattle as one of the "staging areas" for emergency responders in case of a city-wide emergency. Additionally, the City of Seattle has also designated Seattle Central as an "emergency relocation center" for the residents in the Capitol Hill area in case of a natural disaster emergency. The college participates in the City's Auxiliary Communication Services (ACS) program, using the 800-mhz radios to communicate and distribute information during an emergency when other means of communication may be limited.

As part of the CTC system, the vice president for administrative services is a member of the statewide Business Affairs Commission (BAC), which oversees and monitors campus safety issues at the state level. Recently, BAC has established a committee named Campus Safety, Security and Emergency Management Professionals for Washington State Community and Technical Colleges. This new committee assembles all of the colleges' safety professionals to provide system-wide reviews and recommendations. The college's director for Safety and Security is currently chairing this committee.

Operational Continuity

The college's physical facilities include the main campus on Capitol Hill which consists of multiple buildings, and four off-site locations. In planning for operational continuity, the college has the following options:

❖ If specific buildings or part of a building becomes unusable due to an unexpected incident, the college could shift some programs to another building or location while waiting for reconstruction or repair of the damaged facility.

❖ In the event of an emergency affecting a large proportion of the campus, the college could move a significant portion of its operations to one of the other two colleges within the district according to an agreement among the district chancellor and presidents of the other colleges.

❖ Given the availability of technology, non-essential employees could be asked to work from remote locations by telecommuting to minimize relocation costs and to quickly

allow programs to continue their functions. All employees have access to Citrix, a remote desktop system, which would facilitate telecommuting for many functions.

❖ As part of the CTC system, in the case of a regional catastrophe affecting the infrastructure of all colleges within the Seattle Colleges District, the college would depend on the State Board and legislature for state-level resources and assistance. In addition, the college would likely request federal assistance through FEMA for reconstruction and continued operation. The Seattle Colleges District is prepared to request federal assistance in such a contingency.

Supporting Documents: Chapter 3

Seattle Central Strategic Plan (2011-2016)
Seattle Central (Preliminary) Strategic Plan (2016-2020)
Seattle Central Operational Plan (2018-2020)
Seattle Colleges Strategic Plan (2017-2023)
Listening Sessions: Vision
Listening Sessions: Core Theme 1 – Responsive Teaching and Learning
Listening Sessions: Core Theme 2 – Catalyst for Opportunities and Success
Listening Sessions: Core Theme 3 – Diversity in Action
Listening Sessions: Core Theme 4 – Communities Engagement
Annual Action Plan
Academic Master Plan
Grants awarded to Seattle Central
Initiatives undertaken at the college
Strategic Enrollment Management (SEM) Plan
Facilities Master Plan
Information Technology Strategic Plan
CCC+ Annual Report
3.A.3 Program Viability Studies
3.A.5 Emergency Action Plan

Chapter Four: Core Theme Planning, Assessment, and Improvement

Introduction to the Core Themes: Core Theme Planning (Standard 3.B)

3.B.1

Planning for each Core Theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the Core Theme's objectives.

3.B.2

Planning for Core Theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

3.B.3

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Seattle Central College has identified four Core Themes that are aligned with its mission. Planning for these Core Themes is consistent with the college's strategic plan and has guided the selection of programs and services, so that they contribute to the accomplishment of Core Theme objectives. Core Theme Teams exist to champion institutional progress on each individual Core Theme and to lead planning efforts related to each Core Theme. The responsibilities of each Core Theme Team are to:

- ❖ Review and analyze Core Theme reports on indicators of achievement for each objective.
- ❖ Discuss and analyze data and reports from college initiatives and programs that support the Core Theme.
- ❖ Provide feedback and recommendations to the Accreditation Steering Committee on the institution's progress toward mission fulfillment related to the Core Theme.
- ❖ Review and provide feedback on institutional planning processes related to the Core Theme.
- ❖ Review and provide feedback on institutional assessment processes related to the Core Theme.

❖ Review established objectives and indicators of achievement for the Core Theme, and make recommendations for improvement or modification, if needed.

The Core Theme Teams are currently studying the results of Seattle Central College's assessment of mission fulfillment, reflected in table 4.1 below.

Table 4.1: Mission Fulfillment Summary Results					
			Score Achieved Based on		
Core Theme	# of IAs	# IAs Met	% Indicators Met	% Outcomes Met	% Objectives Met
1. Responsive teaching and learning	18	15	83%	80%	100%
2. Catalyst for success and opportunities	19	13	68%	20%	50%
3. Diversity in action	20	19	95%	100%	100%
4. Communities engagement	11	7	64%	67%	50%
Totals	68	54	79%	63%	70%

For measuring each indicator of achievement, the college has used the following criteria to rate progress:

Progress Rating	Evaluation Criteria
1	Annual achievement is below 95% of the benchmark
2	Annual achievement is meeting at least 95% of the benchmark
3	Annual achievement is at least 10% higher than the benchmark

To review the discussion of how indicators and benchmarks were established, please reference Standard 1.A.2 in Chapter 1.

Complete results for all of the indicators of achievement can be found in the supporting documents for Chapter 4.

Brief Overviews of the Core Themes at Seattle Central College

Core Theme 1: Responsive Teaching and Learning

In support of Core Theme 1, Responsive Teaching and Learning, Seattle Central College has established a planning and governance structure for curricular issues that includes cross-discipline committees focusing on issues that help ensure that the college provides relevant programs and curricula, consistent with and aligned to the strategic plan. In fall 2017, Seattle Central College re-established the Curriculum Coordinating Council (CCC+) to incorporate the faculty's voice into all major policies and processes related to curriculum at Seattle Central College. The CCC+ Bylaws were approved in January 2018 and can be found on the web page for the Curriculum Coordinating Council.

The CCC+:

- Leads and coordinates all curriculum-related instructional planning and learning outcomes assessment with the goal of supporting and improving instructional programs.
- Discusses and resolves curriculum-related issues that come up in standing committees or elsewhere.
- Creates inclusive, equitable, and systematic procedures for the development of new programs and degrees.
- Reviews and endorses new programs.
- Documents, updates, and shares all curriculum policies.
- Gives voice to faculty ideas and priorities about curriculum and instruction.

The Curriculum Coordinating Council (CCC+) and its four standing committees provide a means by which faculty participate in the governance of curriculum issues that concern the entire college. The four standing committees of the CCC+ include the Course Approval Committee (CAC), the Program Review Committee (PRC), the Instructional Assessment Committee (IAC), and the Learning Communities Committee (LCC). The structure and leadership of this system contribute to the college's success in offering programs and services that help the institution accomplish its Core Theme objectives. For more on the structure and operation of the Curriculum Coordinating Council, please refer to the report on Core Theme 1 that follows.

Core Theme 2: Catalyst for Opportunities and Success

In support of Core Theme 2, Catalyst for Opportunities and Success, Seattle Central benefits from the work of Student Services, specializing in appropriate placement, program selection, and credit load choices helping students plan for success. For instance, TRIO Student Support

Services assists with personal, academic and professional growth of first generation, low–income, or college students with disabilities. The program helps underserved students complete an associate degree or successfully transfer to a 4–year college program.

In Professional-Technical programs, student development specialists provide advising and navigation and help connect students with other support services such as tutoring. The Learning Support Network provides all students with free learning support and tutoring in a variety of subject areas, including writing, math, science, humanities, business, and world languages.

In the classroom, integrated assignments allow students to work across courses and disciplines to more deeply master a subject. For example, The Arts, Humanities, and Social Sciences Division regularly works across disciplines. In Professional-Technical programs, integrated assignments are common, especially across the creative programs (Graphic Design, Visual Media, and Apparel Design). In some cases, such as the Culinary and Plant Sciences sustainability project, integrated assignments include both transfer and Professional-Technical coursework. The results of cross-programmatic planning are student learning experiences that promote the accomplishment of learning outcomes consistent with the Core Theme objective of providing opportunities for success. The Core Theme 2 report that follows contains more information on these subjects.

Core Theme 3: Diversity in Action

In support of Core Theme 3, Diversity in Action, Seattle Central has worked to provide the structure, programs, and professional development that will allow the college to reflect and support the population of students served. The newly established Office of Equity, Diversity, and Inclusion (EDI) and the newly created position of Associate Vice President of EDI lead planning work in support of Diversity in Action. In the area of hiring, this work has included, but is not limited to, workshops on search and implicit bias training that support diversity, the use of inclusion advocates in the hiring process, and the use of newly adopted contract language prioritizing diversity and inclusion in faculty hiring. For faculty, planning in support of Core Theme Three has included professional development opportunities to build knowledge and understanding of diversity such as antiracist training sessions and access to professional development funds for self-directed projects emphasizing diversity and international perspectives.

The college works to make the student experience more welcoming and inclusive, especially for underserved students. Weekly Conversations on Social Issues (COSI) emphasize topics concerned with equity and diversity and build understanding in the community. Stop the Hate trainings on micro aggressions and college-wide readings/discussion groups are planned and

offered with the same objective. The college provides needed resources and services that support underserved students, such as the addition of a reflection/prayer room on campus. The administration has committed to addressing issues of equity, diversity, and inclusion quickly and explicitly, in support of Core Theme 3. Detailed information on these efforts is contained in the Core Theme 3 report that follows.

Core Theme 4: Communities Engagement

Planning for Core Theme 4 has developed and strengthened internal and external communities. Internally, Seattle Central creates opportunities for students to feel a sense of connection. At multiple levels, the college supports efforts that promote student engagement, helping students make their mark outside the classroom. Whether to learn, to play, or to serve others, being active in campus life enhances the Seattle Central experience and creates a more well-rounded student. College programs that promote community engagement on campus include Student Support Services; the Re-Entry Support Program; Support Services (DSS); and the Emergency Fund. Student leadership promotes student engagement and includes the student government and its boards. The College Activities Board (CAB) comprises a team of students who develop and organize events and activities on campus.

Core Theme 4 planning also includes efforts to build partnerships between Seattle Central and the external community. Three examples are the Service-Learning program, Cooperative Education, and Technical Advisory Committees (TACs). Service Learning at Seattle Central provides opportunities for students to earn academic credit while serving their community. Cooperative Education, "Co-op," is a work-for-credit program offered to students enrolled in college transfer or Professional-Technical programs. Technical Advisory Committees (TACs) utilize relationships with Seattle industries to create connections for Seattle Central students. Seattle Central's work to engage internal and external communities is described in greater detail in the Core Theme 4 report at the close of this chapter.

Introduction to the Core Themes: Assessment (Standard 4.A)

4.A.1

The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data – quantitative and/or qualitative, as appropriate to its indicators of achievement – as the basis for evaluating the accomplishment of its Core Theme objectives.

4.A.2

The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4

The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5

The institution evaluates holistically the alignment, correlation, and integration of planning resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, where offered and however delivered.

4.A.6

The institution regularly reviews its assessment process to ensure they appraise authentic achievement and yield meaningful results that lead to improvement.

At Seattle Central College, responsibility for the assessment of identified course, program, and degree learning outcomes is the work of the Curriculum Coordinating Council (CCC+). Specifically, four committees of the CCC+, the Course Approval Committee (CAC), the Program Review Committee (PRC), the Instructional Assessment Committee (IAC), and the Learning Communities Committee (LCC) direct a systematic process of program review, course approval, and instructional assessment. The documentation from this work guides instructors in planning master course outlines and evaluates the extent to which programs accomplish stated program-level outcomes and the extent to which students achieve identified college-wide learning outcomes.

As part of its ongoing, systematic collection of data assessing the institution, the Instructional Assessment Committee and the Program Review Committee (PRC) review programs and their curricula on a four or five-year cycle, read, and respond to curriculum reports and materials, including course outlines, syllabi, and assessment reports. Both are standing faculty committees that serve at the request of the Vice President for Instruction. Composed entirely of faculty members, these committees encourage faculty participation in program planning and maintenance of academic standards, primarily through course reviews and program reviews. The IAC and the PRC produce reports and recommendations, ensure that the review process is efficient and meaningful in relationship to college-wide and program or degree learning outcomes, and then determine if course-level learning outcomes are in alignment with the appropriate program-level and college-wide learning outcomes.

Seattle Central's College-Wide Student Learning Outcomes (CWSLOs) are *think, collaborate, communicate, connect, and continue learning*. These outcomes are made available to students through the college website and on posters in college hallways and classrooms and are included in the process to propose new courses and course revisions. The college has an established system for identifying and publishing expected course, program, and degree learning outcomes. Program-level learning outcomes are published on each program's website. Course-level outcomes are established in the master course outlines for each course and are provided in syllabi for students. Student Learning outcomes are published on the college's website as well as in classrooms.

Program reviews provide a forum to review curricula of instructional programs. One purpose of this process is to review curricula, including how identified outcomes meet student learning needs, and how assessment is being used to improve the program. The review provides opportunities to identify areas of the curriculum that are especially strong, as well as areas that need updating or revision. A program review involves dialogue and interaction among program faculty and Program Review Committee (PRC) members, using a standard set of documents as background information. The committee establishes an annual schedule of deadlines for written

and oral program reviews. The respective program's administrator is responsible for ensuring faculty participation in the process.

The review process at Seattle Central is systematic and verifiable. A standard set of documents is submitted to the PRC chair and used to initiate the following process:

- ❖ Members review and evaluate documents using an established rubric
- ❖ Program faculty meet face-to-face with program administrators and committee members
- ❖ Minutes from the meeting are recorded
- ❖ Within two weeks of the oral review, the PRC chair prepares a preliminary report, to which there may be additional responses or amendments
- ❖ A final report is sent to the program administrator, full time faculty, and the Vice President for Instruction, and is subsequently housed on the CCC+ website
- ❖ Within two years of a program review the PRC chair follows up with the program to inquire about progress made toward the proposed recommendations
- ❖ An addendum to the final report summarizes the progress.

Professional-Technical programs such as Nursing, Dental Hygiene, Surgical Technician, Medical Assisting, Respiratory Care, Maritime Engineering, and Pre-Apprenticeship Construction Training also require separate accreditation through external accrediting bodies. External accreditations ensure that Seattle Central's curriculum meets federal and state standards and guide programs in preparing students for licensure exams required for employment. Earning external accreditation requires faculty to maintain specific levels of education, experience, and licensures. During the external accrediting process, curriculum, outcomes and assessments are reviewed. In some cases, specialized accreditors perform on-site visits.

External reviews are scheduled according to timetables established by accrediting bodies. For example, the external accreditation process for healthcare programs occurs every 7-10 years. Similarly, Maritime Engineering and Deck curriculum is reviewed and accredited through the U.S. Coast Guard every five years. The Pre-apprenticeship Construction Training Program renews its approved status through Labor and Industries every three years.

In addition, Professional-Technical programs undergo external studies. These studies are led by contracted evaluators and involve industry professionals who review program data and statistics, curricula, and SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses. The contracted consultant conducts surveys of faculty, students, and alumni. At the conclusion of each external study, the consultant sends a summary report on the visit and data including commendations and recommendations from the external team.

Student success rates on external licensures provide a further quantifiable and reliable assessment of accomplishment. Passage of external licensures at Seattle Central College has remained steady at 81% over the previous three years. In all cases, programs that require external accreditation have been approved or renewed when required during this NWCCU accreditation cycle.

In order to collect a further measure of student learning outcomes, the college includes questions about college-wide SLOs on the annual student survey, annual survey of graduates, and CCSSE survey (administered every three years to a random, representative sample of the Seattle Central student population) in order to measure the extent to which students themselves feel they have acquired strengths in the areas defined by the SLOs. The results of these questions offer additional, more direct, measures of student learning outcome achievement collected outside the previously described processes.

Introduction to the Core Themes: Improvement (Standard 4.B)

4.B.1

Results of Core Theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessment are made available to appropriate constituencies in a timely manner.

Seattle Central College's faculty and staff are engaged and committed to sustaining an institutional culture dedicated to teaching and learning. This commitment creates an environment that promotes continuous reflection, examination, and improvement. To this end, Core Theme assessments and other reports inform college planning, decision making, and allocation of resources. The College Council, President's Cabinet, and Office of Institutional Effectiveness review and refine assessment tools with input from divisions and departments. These efforts have produced refinements in annual cycles and timelines, program evaluations, and guidelines for aligning strategic planning and budget requests to Core Theme objectives.

Using Results for Improvement

The indicators of achievement (IAs) under each Core Theme objective are assessed based on a 3-year benchmark set for each IA. Depending on the percentage of the benchmark that is received, each IA is given a progress rating of 1, 2 or 3. Core Theme Teams and the Accreditation Steering Committee are responsible for evaluating the achievement of each IA, with particular focus on IAs receiving a rating of "1." Guiding evaluation questions include:

❖ For an IA receiving a "3" – What are the success factors? How might they be replicated?
❖ For an IA receiving a "2" rating – What are the achievement factors and likelihood for improved success? What might help the rating improve further?
❖ For an IA receiving a "1" rating – Is this an appropriate indicator? What are the factors that fail to generate success? What improvement plans are needed? Which

divisions/departments should be involved? What is the timeline for improvement and what resources are necessary?

Assessment results, updated data, and ad hoc analysis reports are regular parts of the annual strategic planning process at the institutional level. Further, the college now uses this information to guide directions and priorities at all organizational levels. Examples are shown in the following areas:

Ongoing Assessment Efforts, Reports, and Analyses

Regular evaluation is an integral part of achieving the Core Themes and continuous improvement. The following are some of the sources of information considered during ongoing assessment and improvement efforts. Seattle Central also considers information about financial, demographic, and legislative trends during the planning and decision-making process.

- ❖ Program Reviews
- ❖ Instructional Assessment Reviews
- ❖ State Board for Community and Technical Colleges (SBCTC) Reports: completions, transfers, retention, and SAI points
- ❖ Enrollment Reports
- ❖ Program Viability Reports
- ❖ Strategic Action Plans (2012-2016)
- ❖ Non-instructional Assessment (2018 to present)
- ❖ College-wide surveys: Graduates, students, employees, library
- ❖ Budgets: allocations and expenditures for units, programs, and divisions

Communicating Results to Constituencies – for Evaluation and Continuous Planning

Reports and analyses described above are made available to the college community through various channels to facilitate continuous planning and improvement. College-wide reports are shared at:

- ❖ President's Cabinet
- ❖ President's Executive Team
- ❖ College Council
- ❖ District and College Management Team meetings
- ❖ Administrative Service Directors Group
- ❖ Instructional Deans Group

- ❖ Curriculum Coordinating Council
- ❖ Student Services Leadership Team
- ❖ Student Services Council

More information about the frequency and distribution of college assessment data is in Table 4.2.

Table 4.2 – Frequency and Distribution of College Assessment Data

Title of Document	Created By	How Shared	Frequency
Enrollment Reports	Office of Institutional Effectiveness	President's Cabinet, iDeans, College Council	Quarterly, Annually, and On-Demand
Program Viability Reports	Office of Institutional Effectiveness	President's Cabinet, iDeans, Faculty	Annually
SBCTC Reports	SBCTC	iDeans, SEM meetings, President's Cabinet	Quarterly, Annually, and On-Demand
Program Review Reports	Program Review Committee and Office of Institutional Effectiveness	PRC webpage	Quarterly
New and Revised Courses	Curriculum Approval Committee	CCC+, District Intranet	Quarterly and On-Demand
College-wide Surveys	Office of Institutional Effectiveness	President's Cabinet, College Council, iDeans	Annually
Instructional Assessment Reports	Instructional Assessment Committee	IAC webpage	Quarterly
Budgets: allocations and expenditures for units, programs, and divisions	Administrative Services – Business Office	Online Financial Management System (FMS)	Annually and On-Demand

Supporting Documents: Chapter 4 – Intro

PRC/IAC/External Studies annual schedule
External Study summary report
Student learning outcomes achievement
Non-instructional Assessment

Core Theme 1: Responsive Teaching and Learning

Core Theme 1: Core Theme Planning (Standard 3.B)

Contributing Programs and Services

3.B.1

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Core Theme 1 planning is integrated into Seattle Central's existing instructional structures and mechanisms. The Curriculum Coordinating Council (CCC+) is the primary faculty governance structure on campus. The four CCC+ standing committees—Course Approval, Instructional Assessment, Program Review, and Learning Communities—work to ensure that student learning outcomes are created and assessed at multiple levels and that instructional programs are evaluated in a four-year cycle.
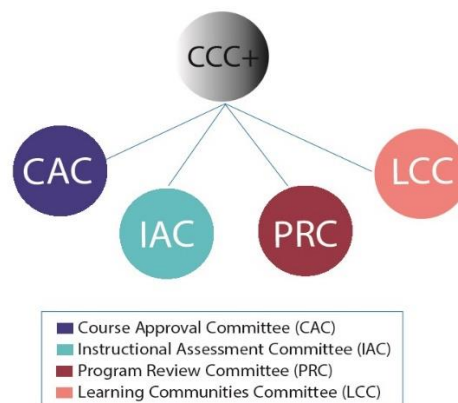
Figure 4.1: Curriculum Coordinating Council

 The Course Approval Committee (CAC) is responsible for overseeing applications for new courses and course revisions and provides support and guidance to faculty on course creation and revision. The CAC asks faculty members to fully develop course learning objectives and articulate how the planned course outcomes align with college-wide student learning outcomes. As instructors plan their master course outlines, they are asked to align these outlines with the wider Student Learning Outcomes: think, collaborate, communicate, connect, and continue learning.

The Instructional Assessment Committee (IAC) oversees faculty participation in program planning and maintenance of academic standards, primarily through the development and assessment of student learning outcomes at the course, program, and college-wide levels. Program curricula are reviewed one year prior to their program reviews. Instructions, resources, and reports are available online.

The Program Review Committee (PRC) manages curriculum development and faculty participation in program planning and maintenance of academic standards, primarily through program reviews and course reviews. The PRC:

- ❖ Reviews programs and their curricula on a four/five-year cycle
- ❖ Reads and responds to all program curriculum materials
- ❖ Assesses program information in relation to college-wide and program learning outcomes
- ❖ Assesses course level learning outcomes for alignment to college-wide and program learning outcomes, and
- ❖ Suggests solutions to challenges.

Instructions, resources, and reports are available online. The four/five year cycle of reviews allows programs time to reflect, to update their curriculum, courses, and master course outlines, and to prepare for their reviews. One year prior to each program review, the Instructional Assessment Committee conducts assessment review meetings, focusing on student learning outcomes and instructional assessment.

The Instructional Assessment Committee and the Program Review Committee are responsible for evaluating student achievement of identified learning outcomes. IAC and PRC standing committees are faculty-led, and committee chairs report to the Vice President for Instruction. Together, these committees monitor the creation and assessment of consistent and measurable student learning outcomes at the course- and program-level. This faculty-driven work constitutes a continuous improvement and feedback cycle dedicated to helping the college achieve the objectives related to Core Theme 1: Responsive Teaching and Learning.

The [Learning Communities Committee (LCC)](#), composed of faculty and student services staff, encourages integrative curriculum development and faculty participation in planning and maintenance of academic standards, primarily through review and support of Learning Community courses, linked courses, and integrated assignments and experiences. The committee plays a supporting role for Coordinated Studies, Integrated Projects, Integrated Studies, academic IBEST classes, and other integrative curriculum development throughout the college. The LCC conducts quarterly reviews of proposals for new and revised learning communities and for Integrated Studies requests. The committee reviews compliance with college and accreditation standards, alignment with the college mission and values, and compliance with college-wide and integrative learning outcomes. All new and revised learning communities must be reviewed and approved by the LCC prior to implementation. The LCC brings trainings to campus to support pedagogy and works to build a community of practice across campus in support of these efforts.

For specific templates, instructions, reports, and memberships of each standing committee, see the webpage for each committee on the [Curriculum Coordinating Council](#) webpage.

Data Collection and Analyses

3.B.3

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Core Theme 1, Responsive Teaching & Learning, is critical to Seattle Central's mission. A comprehensive review of the metrics for this Core Theme show that the College is fulfilling its mission in this area. Core Theme Team 1 planning has been informed by this data review and actionable steps are underway in response to identified strengths and weaknesses.

Core Theme Objective 1.A: Dynamic and relevant programs and curricula

Outcome 1.A.1: Curricula are reviewed and upgraded regularly to stay current				
#	Indicator	Benchmark	2015-2018 Average	2018 Progress Rating
1.A.1.a	Program reviews achieving annual target level based on review criteria in a 4-year cycle	75%	92%	3

| 1.A.1.b | Courses revised or created meeting new criteria | 50 | 48.7 | 2 |
| 1.A.1.c | Programs that require external specialized accreditation achieved reaffirmed or approved accreditation status | 88% | 100% | 3 |

Results for the indicators in this area were within 10% of the benchmark. In assessing these results, Core Theme Team One discussed the ways curricula are reviewed and updated. Seattle Central has a well-developed process for program review that is faculty driven. Faculty have taken steps to align the instructional assessment review process, so that programs complete their instructional assessment a year before the program review. This timetable enables each program to get feedback from faculty colleagues in order to inform instructors of any needed updates or changes.

Since the college is meeting its goals in this area, Core Theme Team conversations focused on other benchmarks the college might apply to assess whether it is delivering dynamic and relevant programs and curricula. For example, the college might incorporate data collected through the external program review process. Surveying industry partners as well as students about the relevance of programs and curriculum would the college valuable feedback to insure whether curricula stay current.

Core Theme Objective 1.B: Quality and effective teaching

Outcome 1.B.1: Faculty use a variety of innovative, student-centered pedagogies				
#	Indicator	Benchmark	2015-2018 Average	2018 Progress Rating
1.B.1.a	Success (passing) rates of students in coordinated study programs (CSP)	75%	70%	1
1.B.1.b	Success (passing) rates of I-BEST students	32%	92%	3
1.B.1.c	Success (passing) rates of students in courses that use integrative learning pedagogies	79%	79%	2
1.B.1.d	Proportion of faculty continuously updating pedagogy to improve teaching effectiveness (FT / PT)	96% / 88%	97% / 86%	2 / 2

1.B.1.e	Faculty reporting improvement in student learning after pedagogy and/or curriculum change			
	Full-time (Within the same class/In subsequent classes)	78% / 73%	80% / 80%	2 / 2
	Part-time (Within the same class/In subsequent classes)	82% / 83%	79% / 75%	2 / 1
Outcome 1.B.2: Faculty assess program and college-wide student learning outcomes (CWSLO) in courses.				
1.B.2.a	Faculty aligning course learning outcomes to CWSLO in assessment	26%	33%	3
1.B.2.b	Faculty aligning course learning outcomes to program learning outcomes in assessment	26%	33%	3

A highlight in this objective is success rates of IBEST students. IBEST accelerates learning for students in both basic skills and technical training. Course sections are taught by two faculty, one focusing on basic skills development while the other delivers discipline content instruction. IBEST options, which serve a highly diverse group of students, are an important part of the college's pathways efforts. In order to increase student success rates, Seattle Central has expanded the number of IBEST options offered and has increased the level of wrap-around support offered to students. The impact of these supports is evidenced in pass rates that nearly tripled the benchmark. The college will continue to expand the IBEST model with other student populations as a result of the demonstrated success of this program.

To further support students in the Basic & Transitional Studies (BTS) programs, the college established a new Transitions Center to serve students including a new manager role for the center in addition to part-time student development specialists who work directly with students in IBEST pathways. High School 21 (HS21) and competency-based programs are also being expanded in order to support Adult Basic Education (ABE) and English as a Second Language (ESL) students.

Observing the degree of student success when the college simultaneously invests in faculty support, wrap-around services for students, and well-designed instructional options has informed planning for a new First Quarter Experience. The work of the LCC has studied the success of IBEST courses and will apply these lessons to other coordinated studies offerings to ensure that past learning regarding integrated instruction informs future plans.

Core Theme Objective 1.C: Quality and effective learning

#	Indicator	Benchmark	2015-2018 Average	2018 Progress Rating
Outcome 1.C.1: Students are responsible and engaged learners				
1.C.1.a	Students participating in "active and collaborative" learning	94%	93%	2
1.C.1.b	Students demonstrating "student effort" in learning	59%	59%	2
1.C.1.c	Persistence rates of degree seeking students participating in tutoring supported by the Learning Support Network (LSN) [Fall-Winter/Fall-Spring]	87% / 78%	78% / 71%	1 / 1
Outcome 1.C.2: Students persist and make progress in their chosen programs.				
1.C.2.a	Persistence rates [Fall-Winter/Fall-Spring]	68% / 58%	68% / 58%	2 / 2
1.C.2.b	Persistence rate of Academic Transfer students [Fall-Winter/Fall-Spring]	70% / 60%	70% / 59%	2 / 2
1.C.2.c	Persistence rates of Professional-Technical students [Fall-Winter/Fall-Spring]	70% / 60%	71 % / 61%	2 / 2
1.C.2.d	Persistence rates of BAS students [Fall-Winter/Fall-Spring]	86% / 80%	85% / 82%	2 / 2
1.C.2.e	Educational level gains of ABE/ESL students	38%	30%	1

The college continues to explore results for indicator 1.C.1.c, which did not achieve its benchmark. The Learning Support Network (LSN) aims to improve student persistence and retention by providing all students with free learning support and tutoring in a variety of Academic Transfer subjects, including writing, humanities, STEM, world languages, and Professional-Technical topics; but the indicator suggests this work has not succeeded. The college is investigating the reasons for these lower scores and will pursue better means to understand the decreased persistence rates among students using the Learning Support Network. The college has committed to hiring for the first time a director of the Learning Support Network. Persistence rates pose an ongoing challenge; though Seattle Central met its benchmark goals in four indicators, persistence rates were not robust. The college believes that Seattle Pathways will strengthen student experience and improve persistence rates as the Pathways program develops.

The expansion of IBEST course options will help address the lower rate of success reflected in Indicator 1.C.2.e.

Core Theme 1 Performance Summary

Overall performance for Core Theme 1: Responsive Teaching and Learning was positive. All 3 of the objectives were met, 4 out of the 5 outcomes were met, and 15 ourof the 18 Indicators of Achievement were met. One of the areas where the college was not successful was in the educational gains for ABE/ESL students, which is a priority for the college and Washington State. As mentioned above, Seattle Central already has several ways in which it hopes to strengthen performance in this area.

Core Theme 1: Responsible Teaching and Learning								
Objective	Outcome	# of IAs	# of IAs Met	% of IAs Met	Outcome Met		Objective Met	
1.A	1.A.1	3	3	100%	1/1	✓	✓	
Objective 1.A Total		3	3	100%				
1.B	1.B.1	5	4	80%	2/2	✓	✓	
	1.B.2	2	2	100%				
Objective 1.B Total		7	6	86%				
1.C	1.C.1	3	2	67%	1/2	X	✓	
	1.C.2	5	4	80%				
Objective 1.C Total		8	6	75%				
Core Theme 1 Total		18	15	83%	4/5	80%	3/3	100%

Core Theme 1: Assessment (Standard 4.A)

4.A.1

The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2

The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4

The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5

The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Changes to the [CCC+](#) structure have been implemented since Seattle Central's mid-cycle report. In 2015-2016 a Faculty Governance Task Force was established to address a growing need for shared governance to give faculty a stronger voice in academic standards and policies. The result was an expansion of the previous Curriculum Coordinating Council (CCC) to the CCC+ to include the following: a CCC+ Chair (a faculty member), the four standing committee chairs, six faculty representatives from all of the divisions (Academic Transfer, Basic and Transitional Studies and International Education Program, Professional-Technical Education, Maritime/Wood Technology/Seattle Vocational Institute, Bachelor in Applied Science programs, and Counseling and Library), an instructional dean, the executive director of the Office of Institutional Effectiveness, an Associated Student Council representative, and representatives from eLearning and Student Services.

The CCC+ is a curriculum advisory body to the Vice President of Instruction (VPI). The evolution of the CCC+ helped the college establish a consistent and clearly defined way for faculty to lead and participate in the governance of curriculum issues that concern the entire college. This structure is a contributing factor in the college's success in achieving the Core Theme objectives "Dynamic and Relevant Programs and Curricula" and "Quality and effective teaching."

The Course Approval Committee (CAC) reviews proposals for proposed, revised, or revised for new modalities courses. CAC reviews examine topical outlines, alignment to outcomes, and assessment activities at the course level. Faculty updating a course's Master Course Outline are required to show evidence of the alignment between course level learning outcomes and college wide outcomes. CAC members meet with faculty proposing courses and revisions to address questions on prerequisites and special designations toward a degree. This system ensures that faculty have a primary role in providing feedback and guidance on the development of courses.

To prepare for an Instructional Assessment Review, program faculty must develop or update course-level learning outcomes (CLOs) for their courses, align each CLO to program-level learning outcomes, degree learning outcomes, and college-wide learning outcomes. In addition, faculty also complete assessment reports providing assessment data and results indicating to what extent students are meeting, exceeding, or not meeting expectations for specified CLOs in their courses. The Instructional Assessment Committee (IAC) reviews CLOs and program learning outcomes and provides feedback to ensure that they are measurable and aligned. The Instructional Assessment Committee reviews CLOs and program learning outcomes and provides feedback to ensure that they are measurable and aligned. The IAC then meets with program faculty to clarify information and provide support. Following the meeting, the IAC provides program faculty with a report and recommendations on learning outcomes, alignments, and assessments.

The Program Review Committee (PRC) consists of representative faculty from every division throughout the college. At each review PRC members meet with program faculty to learn about each program's accomplishments and successes. Program faculty also often share challenges they may face related to their program's continued progress. Program faculty and support staff prepare a progress report, complete a course outline table, gather master course outlines and sample syllabi, provide assessment data and results, and supply feedback on the final report. The Vice President for Instruction reviews and provides feedback on each report, which is then incorporated into the final Program Review. Documents for each program review are collected online. Each program has a shared folder that contains materials from previous reviews, and the PRC can easily share materials if a program needs a model or example to follow.

All new programs, certificates, or major curriculum revisions are reviewed and approved by the appropriate [Technical Advisory Committee](#) (TAC). Per the State Board of Community and Technical Colleges, TACs meet at least twice yearly. To keep the courses and curricula current, technical advisory committees (TAC) provide input on changing industry standards and market demand. Between 2015-2018, Business Technology Management, Boat Building & Repair, Apparel Design & Development, Visual Media, Culinary Arts, and IT have made significant changes based on the external review process that respond to industry needs and reflect current practices.

In addition, Professional-Technical programs in healthcare, including Nursing, Dental Hygiene, Surgical Technician, Medical Assisting, and Respiratory Care require separate accreditation through external accrediting bodies. Maintaining external accreditation requires faculty to maintain particular levels of education, experience, and licensures that exceed other professional technical programs. During the external accrediting process, curriculum, outcomes, and assessments are reviewed. In some cases, on-site facility evaluation occurs. The external accreditation process for healthcare programs occurs every 7-10 years. Similarly, Maritime Engineering and Deck curriculum must be reviewed and accredited through the U.S. Coast Guard every five years, while the Pre-Apprenticeship Construction Training program renews its approved status through Labor and Industries every three years. External accreditations ensure that Seattle Central's curriculum meets federal and state standards; they also guide Seattle Central programs in preparing students for licensure exams required for employment. Programs use students' performance in external licensing and certification tests and exams to make changes in course content and curricula.

Core Theme 1: Improvement (Standard 4.B)

4.B.1

Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

The college's faculty governance system positions faculty members centrally in the ongoing review and improvement cycle. Using the assessment of Core Theme indicators and program results, the college engages in an ongoing process of improvement related to planning, decision making, and the allocation of resources. Studying the assessment results for Core Theme 1, the Core Theme team explored alternative approaches to a number of the Core Theme objectives. Specifically related to Objectives 1.B and 1.C, the team has weighed how the college might pursue alternative means to measure progress in the area of quality and effective teaching. The interaction of quality and effective teaching and quality and effective learning, now assessed separately as two objectives, is an area for future assessment and study. The Core Theme team believes a combination of these two objectives would allow a more effective measure of instructional effectiveness at the college.

Over the past several years, improvements have been made to how tutoring services are structured on campus. A new Learning Support Network was established to serve as an advisory group that aligns all the various tutoring services. Prior to this, the Writing Center, Math Path Support Center, STEM Support Center, BE Learning Center, TRIO, and BTS Tutor Program all ran disparate tutoring services. This advisory group helped to increase consistency among tutor onboarding practices and successfully advocated for changes that benefit the administration of tutoring services, including tutor training.

Since 2018, Seattle Central has conducted a review of space use in the Broadway-Edison building to consider how areas might be reconfigured to provide students with more options to work and

study together. As a result, new "linger spaces" have been installed on the third floor, where students can sit singly or meet in groups to complete their assignments.

IBEST students continue to have very high pass rates. The pass rates increased in the same year that the institution was able to hire a full-time Student Development Specialist (SDS) position to support IBEST students specifically. The SDS provides individualized navigation support through the intake process, funding applications, program exploration and educational planning processes, as well as connecting students to additional resources that address academic and non-academic barriers. The SDS continues working with students until they have completed their IBEST courses and beyond. The LSN is also discussing the benefits and challenges of restructuring. Though the LSN will continue to operate in separate locations to support students, it may benefit from centralized management and organization.

Improvement initiatives have also focused on professional development. Both Seattle Central-specific and district-wide professional development grants are used for conferences and workshops for faculty to acquire updated pedagogy in individual disciplines, and the amount available for grants has been increased in order to support increased professional development. Seattle Central College is actively participating in the [TILT (Transparency in Learning and Teaching) Equitable Assignment Challenge](#) to ensure students are learning by making assignments transparent and accessible. The Instructional Assessment Chair is one of the steering committee members on this state-wide project. Seattle Central College will join the state-wide project by forming a Faculty Learning Community and further conduct college-wide professional development for this critical pedagogy.

Future areas for improvement:

A significant challenge has been to systematize, aggregate, and measure the assessment of student learning outcomes and to use the results to inform academic planning. The college has pursued multiple options in trying to address how to measure student learning outcomes:

- ❖ In 2012-2013, the IAC helped faculty enter CLOs aligned to the CWOs into Canvas, though it was later determined that Canvas was not able to aggregate the data that had been entered.
- ❖ In 2014 the IAC developed a simpler, more user-friendly shared document set for faculty to enter and align their learning outcomes and assessment data, though this approach also proved unwieldy and less effective than expected.
- ❖ The ideal solution has not yet been identified, though the IAC understands the importance of providing program faculty effective support in preparation for upcoming program reviews.

In reviewing data and progress toward Core Theme 1 indicators, the Core Theme team identified areas for future improvement. The Core Theme Team has passed this feedback onto the Accreditation Steering Committee to be considered for broader institutional improvement.

Data and discussion from Core Theme Objective 1.C (Quality and effective learning) have informed the College's planning around instructional assessment. The Vice President of Instruction (VPI) is leading efforts to engage faculty in co-creating a new approach. The VPI, Executive Director of the Office of Institutional Effectiveness, and members of Core Theme Team 1 and the CCC+ are engaged in discussions about work currently being done around assessment and how the College might better systematize a way to measure student learning at the institutional, program, and course level. Ultimately, the goal is to redesign a structure for gathering outcome assessment data more comprehensively at the college, program, and course levels. There is widespread agreement that instructional assessment needs to be faculty-led and should be located within the existing faculty curriculum governance format.

Core Theme 2: Catalyst for Opportunities and Success

Core Theme 2: Core Theme Planning (Standard 3.B)

Contributing Programs and Services

3.B.1

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

As discussed in the introduction and the previous section related to Core Theme 1, all curriculum-related instructional planning and learning outcomes assessment at Seattle Central is coordinated by the faculty-directed Curriculum Coordinating Council (CCC+) and its four committees. The goal of the CCC+ is to support and improve instructional programs at the college, to achieve Core Theme objectives, and thus to accomplish the college's mission. In service to Core Theme 2: Catalyst for Opportunities and Success, Seattle Central has recently undertaken a number of initiatives that are the results of planning for student success.

Seattle Pathways

Under the current 2017–2023 district-wide Strategic Plan, the college is striving to make steady gains in narrowing student performance gaps, improving student satisfaction, retention, completion, and job placement. In planning to achieve these goals, Seattle Central College has embraced the concept of Guided Pathways and has launched an initiative to offer Seattle Pathways as a system of guidance and academic structure with student success as its goal.

This set of pathways supports and guides students through the educational process by building opportunities for collaboration between instruction and student services to improve overall student experience, providing holistic student-focused services from inquiry to completion. These pathways allow multiple entry points for degrees, programs, and certificates and engage students in a comprehensive learning experience that extends beyond the classroom. The

intention is to pair academic instruction with opportunities for career exploration and preparation and to increase awareness and participation in co-curricular activities that support and complement learning.

A significant part of the Seattle Pathways design is the First Year Experience (FYE) and the First Quarter Experience (FQE), which has already been partially implemented in select programs at the college. Under the FYE or FQE model, students are enrolled in appropriate first year college skills courses and provided a foundational service that supports Core Theme 2. College skills courses are offered in Basic and Transitional Studies, STEM, Humanities, and Human Development. The courses are gateways to student achievement intended to close opportunity gaps. These courses teach skills necessary to navigate college resources and succeed. To maximize opportunities and promote the likelihood of academic success, for instance, the college now advises students to enroll in a college-level English class during their first quarter and to begin math as soon as possible.

Seattle Pathways will continue to expand the success of the FYE/FQE by:

- ❖ Supporting students as they apply to Seattle Central and other Seattle Colleges
- ❖ Offering assistance in applying for and completing financial aid documents
- ❖ Covering any tuition expenses remaining after other scholarships and financial aid are awarded
- ❖ Assisting students in choosing and registering for classes
- ❖ Preparing for the transition to college
- ❖ Guiding and mentoring students through the first two years of college

Learning Communities

In the 2017-2018 academic year, the Learning Communities program underwent re-structuring to better fulfill the objectives of Core Theme 2. Learning Communities are defined as integrated learning experiences providing opportunities for students to engage in content through the lens of their life experiences. Integration across disciplines gives students the chance to make connections among learning outcomes found in varied subject areas. Learning Communities at Seattle Central use integrative learning practices to encourage creative and critical thinking; they range from team-taught to independently taught courses, assignments, and experiences. Changes to the Learning Communities program have included funded teacher training, supplemental counseling and college skills courses for students, and guidelines for including teaching assistants within instruction. In 2018-2019, the Learning Communities Committee worked to expand the Learning Communities program to a year-long offering as part of the First Year Experience. Learning Communities and First Year Experience courses provide examples of how Core Theme

planning is informed by data collection. Indicator achievement is also measured and analyzed through extensive student evaluations during and after a course. Based on analysis of the assessments, faculty refine or change Learning Communities as needed. (Read more about Learning Communities in the section of Chapter Four related to Core Theme 4: Communities Engagement.)

Learning Center Seattle

Learning Center Seattle (LCS) is an Open Doors (1418) Youth Reengagement site established in April 2016 at the Seattle Vocational Institute. LCS provides opportunities for underrepresented and underserved marginalized youth to support their education and employment goals and offers wraparound services through community partnerships. Organizationally, LCS is part of the Basic and Transitional Studies Division of Seattle Central College. The program contracts with the Seattle Public Schools District to provide support and opportunity to youths 16 to 21 years of age who have disengaged from traditional educational pathways. LCS community partnerships include case management support with King County (Workforce Innovation Opportunity Act funding), counseling help with Ryther (Best Start for Kids funding), education advocacy services with Seattle Education Access, and Individual Educational Plan services under Bridges, Seattle Public Schools. LCS helps students earn their GEDs and go to college, tuition-free, at any of the Seattle Colleges. The program also supports a student's progress through an AA/AAS degree. Learning Center Seattle regularly evaluates data on success rates of students working towards their education goals and uses this data to modify and improve the LCS program. For example, LCS reviews college credit attainment for students in the second quarter of their college careers to troubleshoot ways to improve credit attainment rates for marginalized student populations such as male students of color.

Starfish

The college has recently installed Starfish, a student success technology used by advisors and students for educational planning. Starfish also functions as an early alert system that alerts advisors to situations where additional student support may be needed. The goal is to create a seamless team of student support specialists.

Innovations in Advising

To serve Seattle Central students as they consider choices during their college studies and beyond, the Career Exploration Center is available for academic advising and career coaching. Career Exploration Center advisors serve domestic students interested in transferring to a four-year university or seeking admissions to a Professional-Technical program; current university

students seeking admissions to subject-specific courses; and international students seeking admission to Professional-Technical programs. The Career Exploration Center assists students from their first week on campus as they manage the choices before them. These include which elective options to consider as well as what career options may be of interest. Currently the college has implemented a 45-credit, midway point review, at which students are asked to meet with advisors to assess their course selection and confirm that they will be prepared to graduate on schedule.

Within Professional-Technical programs, student development specialists provide advising and navigation, connecting students with other support services. College-level credentials mark important gateways to student achievement leading to Professional-Technical certifications and degrees in high-demand, high-wage industries. Seattle Central students' ability to qualify for such licenses and credentials further aligns with Core Theme 2: Catalyst for Opportunities and Success.

Running Start

Seattle Central welcomes high school students to take college-level courses as part of the Running Start program, offering an additional opportunity for success to a specific segment of Seattle's student population. Running Start is a dual credit program that helps students earn their high school diplomas and college credits towards an AA degree. Running Start students are supported by a complement of student services, including admissions, new student orientation, advising, degree and career planning, and registration. Tutoring and other support services available to the general student populations are also available to Running Start students. Currently, students of color account for 66% of Running Start students, and 42% of all Running Start students are low-income, as measured by students receiving free or reduced lunch. For the latter group, Running Start provides college textbooks and waives all lab and administration fees.

Direct Transfer Agreements

Seattle Central College has established direct transfer agreements with [22 colleges and universities in Washington State](#) and more than [35 colleges and universities](#) in other parts of the country. These agreements allow Seattle Central graduates to continue their education with junior-level standing if they complete their AA degree with 90 quarter credits from Seattle Central. Admission to these colleges and universities is not guaranteed, but as a result of the direct transfer agreements, Seattle Central students can be assured of their standing upon admission. In two cases, with [Historically Black Colleges and Universities](#), Seattle Central graduates are assured admission if they graduate from Seattle Central with a GPA of 2.0 or higher. In this case, Wilberforce University in Ohio and Southern University in Louisiana offer

guaranteed enrollment. If Seattle Central graduates have earned a GPA of 3.2 or higher, they also receive priority consideration in the awarding of scholarships. [Direct Transfer Agreements](#) are also in place in Professional-Technical fields. Examples of these can be found in Supporting Documents for Chapter 4.

Data Collection and Analyses

> 3.B.3
>
> Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

To achieve Core Theme 2: Catalyst for Opportunities and Success objectives, the college implemented plans and allocated appropriate resources to achieve targets. In the case of most indicators within Core Theme 2, Central achieved at least 95% of targeted benchmarks or exceeded the benchmark by more than 10% based on the most recent three-year average.

Core Theme Objective 2.A: Gateway to student achievement

#	Indicator	Benchmark	2015-2018 Average	2018 Progress Rating
Outcome 2.A.1: Students succeed in passing first quarter courses and program entry requirements.			
2.A.1.a	First quarter students succeed in passing courses taken in first quarter	32%	33%	2
2.A.1.b	Overall passing rate of students in developmental math	71%	69%	2
2.A.1.c	Students pass English 101	74%	72%	2
2.A.1.d	Students who began in developmental math pass at least one quantitative reasoning course	29%	40%	3

Outcome 2.A.2: Students complete programs, degrees, and certificates.				
#	Indicator	Benchmark	2015-2018 Average	2018 Progress Rating
2.A.2.a	Degrees and certificates awarded [As a % of enrollment]	8%	9%	3
2.A.2.b	Program completion rate – academic transfer	22%	42%	3
2.A.2.c	Program completion rate – professional-technical	34%	39%	3
2.A.2.d	Program completion rate – BAS programs	62%	77%	3
2.A.2.e	Program completion rate – H.S. diploma/GED	17%	11%	1
2.A.2.f	Student passing rates in professional licensing exams	86%	81%	1

Outcome 2.A.3: Students transfer, obtain employment, and attain educational goals.				
#	Indicator	Benchmark	2015-2018 Average	2018 Progress Rating
2.A.3.a	Students transferring to four-year institutions [As a % of academic transfer enrollment]	29%	27%*	1
2.A.3.b	Student employment rate	71%	82%	3
2.A.3.c	Students attaining their educational goal	83%	80%	2
2.A.3.d	Basic skills students transitioning to college level courses	12%	9%	1

*Average based on data through 2015 because there was not enough time for all students to transfer

Core Theme Objective 2.A assesses the ways that Seattle Central helps students enter the college and begin their educational journey – closely related to the concept of Seattle Pathways. At this point, the data reveals that five of ten indicators are not meeting benchmarks. The college's commitment to providing a gateway to student success is strong, however. These results will be used to inform planning going forward. For instance, indicator 2.A.1.d, measuring student progress from developmental into quantitative reasoning classes may be attributed to the success of ALEKS, a self-paced computer-based math option for entering students. Indicator 2.A.3.b measuring student employment rates reflects the degree to which Seattle Central has provided

students with opportunities for success. With regard to Indicator 2.A.2.f, Seattle Central knows through the external program review process that its Professional-Technical programs present rigorous, qualified instruction. The indicator reflects the combined results of five Professional-Technical programs; the passing rates among these on professional licensing examinations vary widely. In Dental Hygiene, for instance, 100% of students passed their external examinations. The college has since taken steps to examine the details of this indicator in order to apply the successful approaches taken by Dental Hygiene to the other Professional-Technical programs represented by the indicator.

Objective 2.B: Strategic innovations and initiatives

| Outcome 2.B.1: Innovative initiatives improve student persistence/retention				
#	*Indicator*	*Benchmark*	*2015-2018 Average*	*2018 Progress Rating*
2.B.1.a	Integrated assignments - students persist to complete their courses	86%	87%	2
2.B.1.b	Productive persistence – students re-enroll in three successive quarters	50%	29%	1
Outcome 2.B.2: Innovative initiatives improve student opportunities and success.				
2.B.2.a	Success rates of students in initiatives passing gatekeeper courses	82%	82%	2
2.B.2.b	Success rates of students in initiatives* attaining 45 college-level credits	68%	55%	1
2.B.2.c	Success rate as demonstrated in Student Achievement Initiative Points Per Student (SBCTC)	1.55	1.51	2

*Initiatives = TRIO, MESA, RST!

Indicator 2.B.1.a reflects the success of course designs within the Learning Communities. As described above, Coordinated Studies and Integrated Projects offer students unique learning experiences. This score suggests that the college should offer more integrated assignments. On the other hand, the low benchmark score related to 2.B.1.b will cause the college to examine the indicator. The college believes that Seattle Pathways will address low productive persistence scores and help students attain 45 college-level credits.

Core Theme 2 Performance Summary

Performance on the indicators on Core Theme 2: Catalysts for Opportunities and Success did not end up as was initially expected. Only one of the two objectives was met, one out of the five outcomes was met, and 13 out of the 19 indicators were met, which was surprising. As a college that dedicates itself to being innovative, it was disappointing that more of the indicators were not met. Again, one of the areas for concern is in the area of Basic Skills, with a low percentage of students transitioning from Basic Skills to college-level courses.

Objective	Outcome	# of IAs	# of IAs Met	% of IAs Met	Outcome Met		Objective Met	
	Core Theme 2: Catalyst for Opportunities and Success							
2.A	2.A.1	4	4	100%	1/3	X	✓	
	2.A.2	6	4	67%				
	2.A.3	4	2	50%				
Objective 2.A total		14	10	71%				
2.B	2.B.1	2	1	50%	0/2	X	X	
	2.B.2	3	2	67%				
Objective 2.B Total		5	3	60%				
Core Theme 2 Total		19	13	68%	1/5	20%	1/2	50%
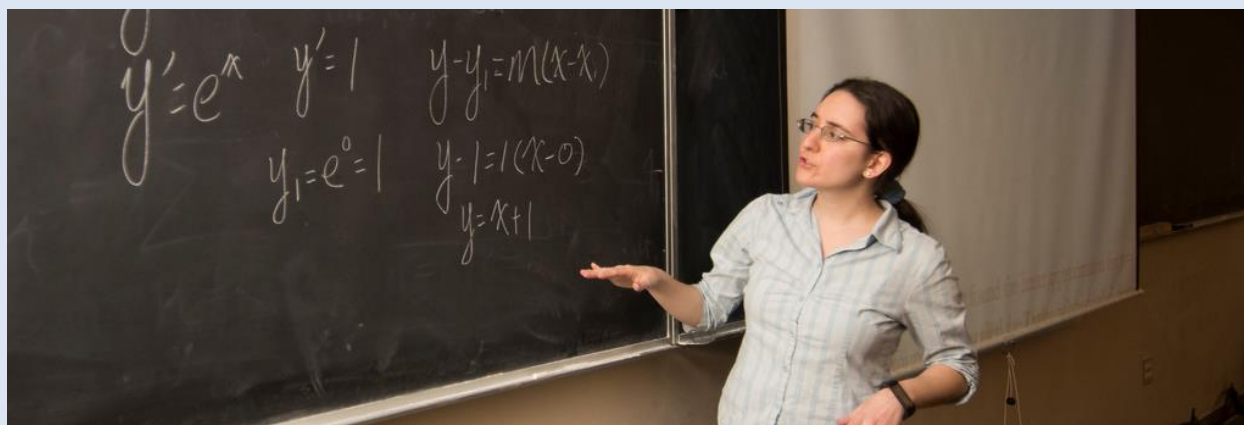
Seattle Central earns recognition for innovation in math instruction

Seattle Central was highlighted as a case study for improving student performance in mathematics and successfully building students' academic mindset. The Center for Community College Student Engagement (CCCSE) highlighted Seattle Central College's work with the Carnegie Foundation's Statway math curriculum in its 2019 report "A Mind at Work: Maximizing the Relationship between Mindset and Student Success"

The report was based on the 2018 annual student engagement survey of community college students by CCCSE. The case study focused on how Seattle Central College adopted the Carnegie Foundation's Math Pathways work. The approach and curriculum tailors mathematics instruction for students not pursuing a science patch, focusing on real-world math skills.

As part of that effort, the college has offered faculty workshops on Productive Persistence since 2013, reaching as many as a third of their faculty. The workshops teach faculty how to influence students' beliefs and attitudes toward learning, the relevance of lessons, and strategies for success.

The two approaches have helped to increase the percentage of students who successfully complete the math sequences at the college. In 2013 alone, student completion for the pre-college math sequence in one year surged by 18 percentage points. A Carnegie Foundation analysis of Seattle Central College student performance also found that, on average, 74 percent of Statway students complete the course each year, compared with 17 percent for students in other paths.

"We believe these efforts have paid off dramatically in terms of student success, completion, and mindset around learning," said Wendy Rockhill, dean of Science, Technology, Engineering, Math and Business (STEM-B) at Seattle Central.

Core Theme 2: Assessment (Standard 4.A)

4.A.1

The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2

The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4

The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5

The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

The Office of Institutional Effectiveness regularly collects and analyzes data for systematic analysis and review. Groups such as the Strategic Enrollment Management (SEM) Committee use this data to inform strategies to increase retention and completion. Among other projects underway, Seattle Central College's English faculty are currently engaged with a district-wide work group to increase student enrollment and retention and increase student progress and completion. The group has collaborated with the Office of Institutional Effectiveness to gather and analyze data related to retention and completion in developmental English, English 101, English 102, and IBEST courses that include English instruction. The data shows the initial success of students through various pathways.

The college's Student Enrollment Management Committee meets monthly to share data on enrollment and retention. This is a cross-campus group working to promote communication about student enrollment needs. By connecting the various offices supporting students, the Student Enrollment Management Committee aims to strengthen student enrollment and problem solve challenges that arise. Currently, the college is in the nascent phases of embracing Guided Pathways principles with the goal of establishing Seattle Central as a Seattle Pathways college. During the 2018-2019 academic year, an initial study group consisting of faculty and staff has met to discuss what practices will have the most support on the campus and where the college should focus its efforts in support of Seattle Pathways to increase student outcomes.

The college is currently using assessment data to inform decisions around changes to developmental English, and the future implementation of directed self-placement for English courses. When Seattle Central launched academic planning as an embedded activity within a few developmental English and composition courses, faculty and advisors presented both qualitative (student feedback) and quantitative data (retention rates). The data indicated that embedded academic planning had been effective and encouraged the college to scale up the initiative, which now includes over a dozen English courses, and additional courses in STEM.

Annual strategic planning, viability studies, instructional assessment reviews, internal program reviews and external studies use data, including completion and retention data, placement data, and FTE generation for continuous improvement. For example, all instructional innovations and gateway courses are reviewed by the IAC and PRC. These committee reviews assess instructional innovations such as college skills courses, co-requisite courses, and all courses within certificate and degree programs. Services, such as the Learning Support Network, are also assessed on a yearly basis during the budget request period. Tutoring services and areas across the campus provide data that includes a count of students using services, the quantity and type of services used (e.g. writing versus grammar tutoring), and qualitative feedback from students. See Table 4.2 for additional information.

During the course approval process, faculty must align student-level learning outcomes to program-level learning outcomes to college-level learning outcomes. Once courses are approved, the student-level learning outcomes become an official part of each master course outline and must be listed on respective course syllabi. Instructors create assignments and assessments are gathered in alignment with student learning outcomes. Faculty collect the results of their assessments and document them using the Instructional Assessment review process. The Instructional Assessment Committee provides standardized forms for faculty to document the extent to which students achieve course-level learning outcomes, program-level learning outcomes, and college-level learning outcomes. The Instructional Assessment Committee consists of faculty whose purpose is to give recommendations and feedback to their peers about how to improve the collection of data and achievement of learning outcomes. Faculty participation on the Instructional Assessment Committee rotates to ensure that practices and processes are considered from multiple perspectives and angles. Over time this approach has resulted in streamlined forms, collection of data, and faculty development opportunities to learn about assessment.

Core Theme 2: Improvement (Standard 4.B)

4.B.1

Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Initiatives related to Core Theme 2 reflect Seattle Central's instructional innovations, services, and programs that have been implemented to promote student success and opportunity. These innovations, programs, and services have been designed on the basis of quantitative and qualitative data, such as in the case of Completion Coaching, TRIO, IBEST courses, and tutoring. The assessment of indicators of achievement related to retention, completion, and transition to college courses has led to improvements in decision making, allocations of resources, and program design. The effectiveness of academic planning in English and STEM courses over the

past two years, for instance, has prompted the college to include academic planning as a featured component of First Year Experience.

Completion Coaching, which was initially a grant-funded initiative, has demonstrated a positive impact on student retention and completion, leading to a permanent Completion Coach position. The Completion Coaching data was also evaluated in light of current Pathways initiatives, which resulted in situating the Completion Coach in the newly created Career Exploration Center. The coach will now serve students from the beginning of their academic careers with graduation in mind. Career Connected Learning is an essential part of a college degree and provides real-world experiences for students. In all cases, Professional-Technical programs require a work-based component for student completion (internship, externship, or clinical placement). Seattle Central College's external industry partners, along with internal support from faculty, advising, and the Career Center provide students with internships or clinical placements during the latter stages of a student's program.

The recent assessment of English pipeline data is being used in English courses to create and implement a tool called directed self-placement. Research and results in Washington State show that this approach to placement closes opportunity gaps and more appropriately places students in English classes. This "directed self-placement" for English has resulted in more accurate student placement, and data show that students who have been involved in their own class placements are now more likely to succeed in passing English 101 with a 2.0 or better.

Another example of data-informed innovation comes from fall 2018, when a new First Quarter Experience was offered as a Learning Community. This course linked classes in English and Humanities with instruction in college skills and information literacy. This offering has inspired a new, possibly year-long structure for Learning Communities. Initial student and teacher feedback led the college to consider integrating college skills and information literacy components into all first-quarter Learning Communities. The college is currently evaluating quantitative and qualitative feedback to determine if there should be an increase in the number of credits for the college skills course.

One final example of innovation derived from the assessment of data is the option to pursue dual degrees in Allied Health. In Allied Health, a student may now complete dual degrees within one course of study. With the dual degree option, students may earn both an AA-DTA transfer degree and an AAS-T professional technical degree at the same time. Dual degrees provide greater opportunities for students to transfer to a 4-year institution or earn an Allied Health Applied Baccalaureate degree at Seattle Central.

Supporting Documents: Core Theme 2

Guidelines for teaching assistants
Direct Transfer Agreements – Washington State
Direct Transfer Agreements – Other states
Direct Transfer Agreements - Professional-Technical

Core Theme 3: Diversity in Action

Core Theme 3: Core Theme Planning (Standard 3.B)

Contributing Programs and Services

3.B.1

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Seattle Central College serves a diverse student population and provides educational opportunities that prepare students to participate effectively in diverse workplaces and communities. Accordingly, diversity is a cornerstone of the college's mission and identity, and institutional planning in the area of Diversity in Action has always been critical in guiding the selection of college programs and services. In recent years, Seattle Central has worked to align programs and services more explicitly with Core Theme 3 objectives. The 2011-2016 strategic plan included a related objective: "To promote a culturally diverse campus." In the college's 2016-2020 operational plan, this value has been further articulated: "To address institutional racism and achieve equity and inclusion." This statement is intentionally aspirational and is supported by strategies and tactics that identify specific ways in which this work will be accomplished. Planning for Core Theme 3, Diversity in Action, is accorded high priority and is consistent with the college's comprehensive plan.

Until three years ago, responsibility for equity issues was distributed across the institution as an underlying priority in all work. The Multicultural Services office had long been in place to support students, but the college had not centralized responsibility for faculty professional development. In 2016 President Dr. Sheila Edwards Lange, whose experience includes deep expertise in diversity issues, appointed an interim chief diversity officer to lead intentional and impactful work at the structural level. The new diversity officer shared responsibility for professional development with a faculty dean and was asked to prioritize equity and diversity in her work with faculty and staff. This new structure brought coordinated training opportunities

for employees. In the first year, the college offered anti-racism workshops from Robin DiAngelo, a national leader and author. Seattle Central also sends teams to the local annual Faculty and Staff of Color Conference, the Social Justice Institute, the statewide Faculty of Color Mentoring Program, and the National Conference on Race and Ethnicity in Higher Education. The teams attend together and generate ideas for college priorities related to curriculum, pedagogy, and the scholarship of race.

In summer 2018, the responsibility of the interim diversity officer was institutionalized in a new position: Associate Vice President in the Office of Equity, Diversity, and Inclusion (EDI). One of the key responsibilities for this position is to develop and maintain an institutional plan for equity, diversity, and inclusion. The associate vice president is currently working with counterparts across the district to develop this plan. An EDI team with members from across the college advises the associate vice president and shares information with various constituencies.

In conjunction with the Human Resources department, the associate vice president in the Office of EDI has continued the college's work developing training and procedures to improve diversity in hiring and the retention of faculty and staff of color. Seattle Central has assigned high priority to improving the hiring process to address the gap in faculty diversity compared to the diversity of the college's student population. The college has adopted best practices to remove unnecessary barriers and increase diversity in hiring pools and to apply an equity lens to the hiring process overall. Search committee members attend trainings, and designated search advocates participate in trainings to support and advise hiring committees. On a regular basis, the EDI office provides trainings and development opportunities for faculty to build their knowledge and understanding about all aspects of diversity. Faculty have access to professional development funds for self-directed professional development, prioritizing opportunities that emphasize diversity and/or international perspectives. Seattle Central employees also have the option of joining district-wide affinity groups that have been formed in order to build a sense of community.

Student Support Programs

Planning for many of the college's projects, programs, and training opportunities aligns with diversity goals. Student Support programs offer services to meet the needs of specific populations. These services address needs in areas that may disproportionately impact students of color. Many of these programs exist primarily to close equity gaps. Examples are described below.

Disability Support Services

Disability Support Services provides services to all students with documented disabilities. The program collaborates with faculty and staff across the campus to ensure the college

accommodates students with disabilities according to the rules set forth in the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Examples of accommodations include individual test-taking rooms, sign language interpreters, note-taking services, and extra time for tests

ORCA LIFT

The college promotes the ORCA LIFT program that provides low income transit passes to qualifying students. Participation in the ORCA LIFT program has grown due to the increased promotion of the program and by having ORCA LIFT representatives on campus.

Prison Education Programs

The college is one of 67 national participants in the Second Chance Pell Grant Experiment, making currently incarcerated students at Monroe Correctional Facility eligible for federal Pell Grants. Through a partnership with a private non-profit that works inside the prison, the program brings educational opportunity to incarcerated students seeking to earn an AA degree. Approximately 60 students have participated in this program, which offers two to four classes each quarter. The program aims to support education inside the prison and to connect students with educational opportunities upon release.

STARS

STARS, the Students Transitioning and Reaching Success program serves former or current foster youth. The program helps students navigate Seattle Central student services and understand various college processes. Student Support Programs also coordinate with other services that support "Alumni of Foster Care" and provide access to healthy snacks, food coupons to the Atrium food court, and some books and supplies. Students who meet eligibility requirements can qualify for quarterly funds of $500 to address any barrier to their success.

TRIO

TRIO assists first–generation college students, low–income college students, and college students with disabilities with personal, academic and professional growth needs. TRIO helps underserved students complete an associate degree and successfully transfer to a 4–year college program. This program provides support through advising, mentorship, counseling, and tutoring. Seattle Central's TRIO program serves over 350 students annually.

Veterans' Services

Seattle Central's Veterans' Services program provides early registration, dedicated support staff, and tuition services to veterans enrolled at the college. The program also coordinates with other services across the campus to provide training to staff and faculty about best practices for working with veterans. Among other steps, Veterans' Services navigators are able to help veterans attain resources and connect with a Veteran's Affairs certifier. The certifier works in the Financial Aid department and communicates directly with Veterans' Affairs to assist veterans in meeting financial aid requirements. In addition, a lounge space has been dedicated to veterans and a club created meeting bi-monthly to voice veterans' concerns.

Campus Opportunities

In order to foster and sustain as diverse a learning environment as possible, Seattle Central has promoted curricular options and supported student activities that provide for a culturally rich learning experience on campus. The following examples illustrate the selection of curricular choices and extracurricular experiences available.

Curriculum Options

At Seattle Central, students may choose to complete their AA degree with an "Area of Emphasis," which is subsequently noted on a student's transcript. Currently three of the Areas of Emphasis relate to Core Theme 3: Diversity in Action. The most recently designed Area of Emphasis is Equity and Social Justice. In addition to the Equity and Social Justice emphasis, two other emphases – Global Studies and Global Health – are available to students within the Associate of Arts and Associate of Science Transfer degree programs. All three of these topics focus on themes related to equity, diversity, and inclusion. The Equity and Social Justice emphasis is designed specifically to give students a perspective on social movements in society while helping to build critical reasoning and analytical skills. To support these emphases, Seattle Central has designed and offered a variety of courses that have significant global content and that meet the Global Studies standard. The Global Studies emphasis integrates politics, economics, and the arts to allow students to develop an interdisciplinary approach to international issues. The college also offers world language courses in Japanese, Chinese, Arabic, Spanish, French, and American Sign Language.

Clubs and Councils

The College Activities Board (CAB) supports a variety of experiences that enhance the diverse learning environment of the college. The College Activities Board's purpose is to provide cultural and educational opportunities that teach about cultures and social environments. CAB also

provides funding for students to attend the Students of Color Conference. The Board consists of student leaders who chair event committees with a variety of specific focuses, from special events, to the creative arts, to celebrating the diversity of the student body, ensuring all groups are represented in the programming. These efforts complement the education that students attain in the classroom. In the fall quarter of 2018, over 2,500 students attended CAB- sponsored events, where attendance ranged from 10 to over 200 guests, with some events being live streamed to increase accessibility. Each CAB event challenges students to collaborate with different clubs, committees, and departments. The aim is to create an atmosphere on campus that enables students to work across social and ethnic boundaries. The goal behind CAB events is to promote cultural awareness, education, and entertainment in order to enrich students' experience in the college community.

The International Student Advisory Council is another team of students that helps guide, support, and advise the International Education Programs to create a welcoming, supportive, effective, and efficient learning environment for international students.

Campus Lectures and Events Focused on Equity, Diversity, and Inclusion

Seattle Central students, faculty, and staff may attend a rich selection of lectures, films, and presentations on subjects related to Core Theme 3: Diversity in Action. As described above, the College Activities Board collaborates with campus clubs, organizations, faculty and the wider community to produce monthly events such as film screenings, panels, lectures, art exhibits, poetry readings, and workshops. Examples include Indigenous People's Day, Cultural Events Open House, Dia de los Muertos, Health Fair, Hip Hop History Month, and events showcasing student talents such as A Word Poetry Night and Talent Showcase.

Seattle Central College has a history of social activism. An outgrowth of this commitment is Conversations on Social Issues (COSI), which was sparked by faculty and student involvement in the Occupy Seattle movement in 2011. Realizing the need to educate students about the societal inequities they were witnessing, faculty librarians organized an initial teach-in, which led to the creation of the series of community conversations since known as COSI. Still sponsored and organized by college librarians, this speaker series draws speakers and participants from across disciplines to share information and learn about topics of community interest. Weekly lunchtime COSI sessions now draw between 20-100 participants to the library where these talks take place. COSI provides opportunities for students, faculty, and staff to engage in informed discussion about social issues. Community members and organizations, students, faculty and others have presented on a range of topics focusing on social justice, art, equity, sustainability, and community. Faculty frequently offer credit to students who participate, though many students attend COSI talks on their own.

Women's Programs offers a series of lectures, films and interactive presentations on issues related to women, equity and diversity. In addition, the Global Engagement Team promotes interaction between local and international students through programs and events designed to promote global understanding and multiculturalism.

New program at Seattle Central aims to bring more people of color into teaching ranks

Seattle Central College and Seattle Public Schools have joined forces to offer a new degree

designed to bring more people of color into the teaching profession. The new Academy for Rising Educators at Seattle Central College offers a six-quarter Associate of Arts degree with a focus on education and social justice. Graduates will have the option to directly transfer into teaching programs at Seattle University and City University.

The cohort of at least 20 students will have the opportunity to work full time at Seattle Public Schools as district instructional assistants. Recent graduates from high school will be eligible for free tuition under the Seattle Promise scholarship. The program will also offer financial and counseling support for adult working students.

"I'm excited for these students, and for our growing bonds with Seattle Public Schools as we both work to make our city a better and more just place to live," said Sheila Edwards Lange, Ph.D., president of Seattle Central College.

The program will be open to all students. Seattle Central College and Seattle Public Schools will actively recruit and encourage students of color to apply. The ultimate goal of the program is attract more people of color into the teaching profession – currently, only 10 percent of teachers in Washington state are faculty of color.This is not just an issue of equity in the ranks of educators, but also of improving the chances of success for students of color. According to John Hopkins University, low-income black students were 39 percent less likely to drop out of high school when they had one black teacher in 3rd to 5th grade.

Seattle Central College depends on community and industry partners to help students succeed. From medical programs sponsored by Kaiser Permanente, to high tech training alliances with Microsoft, these partnerships allow the college to offer quality and practical programs that state funding alone couldn't support.

Data Collection and Analyses

3.B.3

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

In the process of refining its understanding of Core Theme 3, Seattle Central has focused on three Core Theme objectives. These objectives are a Diverse Learning Environment; Intentional Initiatives for Multicultural Understanding; and Open, Accessible Programs and Services. The three serve as meaningful categories whose assessment guides Seattle Central's planning and practices. Analysis of Core Theme indicators demonstrates that the college has exceeded benchmark goals for all three objectives.

Core Theme Objective 3A: Diverse Learning Environment

Outcome 3.A.1: Instructional programs infuse diversity and global awareness into curricula				
#	*Indicator*	*Benchmark*	*2015-2018 Average*	*2018 Progress Rating*
3.A.1.a	Faculty integrating diversity and/or global themes in course learning outcomes (FT / PT)	57% / 54%	58% / 57%	2 / 2
3.A.1.b	Students benefiting from participation in global education activities	78%	90%	3

Outcome 3.A.2: The student body, faculty, and staff reflect level of diversity achieved.				
#	*Indicator*	*Benchmark*	*2015-2018 Average*	*2018 Progress Rating*
3.A.2.a	Diverse students of color	60%	65%	2
3.A.2.b	Diverse faculty of color	27%	29%	2
3.A.2.c	Diverse classified staff of color	50%	55%	3
3.A.2.d	Diverse exempt staff of color, i.e., professional, managerial, and administrative	34%	38%	3

3.A.2.e	Proportion of degrees and certificates awarded to students of color	60%	68%	3

Outcome 3.A.3: Diverse services on campus and online that support the learning environment.				
#	Indicator	Benchmark	2015-2018 Average	2018 Progress Rating
3.A.3.a	Student satisfaction of onsite student services support	2.80	3.02	2
3.A.3.b	Student satisfaction of online student services support	2.80	3.07	3
3.A.3.c	Student satisfaction of information technology (IT) support services in labs, classrooms, and library	2.80	3.15	3
3.A.3.d	Student satisfaction of campus facilities and safety	2.80	2.97	2

As the college has worked to create a more diverse learning environment, the number of students of color has increased during the current accreditation cycle. In year one of the cycle, 62% of students were students of color and that number has since risen to 67%, resulting in a three-year average increase of 65% and almost a 10% increase over the baseline. Completion data shows that the 2015-2018 average of 68% of degrees and certificates awarded to students of color surpasses the benchmark of 60%.

Indicator 3.A.1.b suggests the power of participation in global education experiences. The previous indicator 3.A.1.a reveals that the degree to which diversity and/or global themes were introduced into instruction did not rise dramatically, however. Nevertheless, students registered strong benefits from their participation in global education activities. It may be that the strong result reflected in 3.A.1.b stems from sources beyond classroom experiences. This indicator may be refined in the future to identify the source of the benefits students describe. This is an area to expand in the future. Indicator 3.A.2.b confirms the need to continue to expand efforts to have the diversity of Seattle Central's faculty match the diversity of its student body. The data under this objective speaks for the strength of the college but also reveals the work that remains to be done. Faculty of color now constitute 29% of the faculty. Students of color now make up 65% of the student body. Though the college has met its benchmark for this indicator, the goal is to lessen the gap between these two percentages. Seattle Central will use the information related to the college's diverse learning environment to guide decision making and planning in the future.

Core Theme Objective 3B: Intentional Initiatives for Multicultural Understanding

Outcome 3.B.1: Students participate in cross-cultural activities that promote cultural understanding, communication, and connections				
#	Indicator	Benchmark	2015-2018 Average	2018 Progress Rating
3.B.1.a	Students participating in cross-cultural activities	41%	42%	2
3.B.1.b	Students benefiting from participating in cross-cultural activities	82%	89%	2

Following the mid-cycle report, Seattle Central added two indicators to the second Core Theme 3 objective: Students participating in cross-cultural activities that promote cultural understanding and students benefiting from participating in cross-cultural activities.

As a result of the steps taken to create initiatives for multicultural understanding, Seattle Central has sustained the level of student participation in such activities. The benchmark in this area was set at 41%, which was achieved but remains relatively low at the level of 42%. Student satisfaction with their experiences in cross-cultural activities, on the other hand, has increased markedly, rising to 89% above the benchmark of 82%. The value of participation in cross-cultural activities is clear, but at 42% fewer than half of students take advantage of these activities. The goal now is to determine how more students can be encouraged to take part in such opportunities.

Core Theme Objective 3C: Open, Accessible Programs and Services

Outcome 3.C.1: College offers programs and services for traditionally underserved student populations				
#	Indicator	Benchmark	2015-2018 Average	2018 Progress Rating
3.C.1.a	Persistence rates of first-generation students (Fall-Winter / Fall-Spring)	68% / 56%	75% / 67%	3 / 3
3.C.1.b	Persistence rates of veterans and students with disabilities			
	Veterans (Fall-Winter / Fall-Spring)	69% / 57%	75% / 67%	2 / 3
	Students with Disabilities (Fall-Winter / Fall-Spring)	72% / 62%	73% / 66%	2 / 2

3.C.1.c	Persistence rates of low income students: <150% of the poverty line (Fall-Winter / Fall-Spring)	71% / 57%	76% / 66%	2 / 3

Outcome 3.C.2: Students have access to diverse modes of instructional deliveries and learning support.				
#	Indicator	Benchmark	2015-2018 Average	2018 Progress Rating
3.C.2.a	Success (passing) rates in online courses	71%	76%	2
3.C.2.b	Success (passing) rates in distance education	68%	76%	3
3.C.2.c	Student satisfaction from participating in cooperative education (e.g., internships)	70%	75%	2
3.C.2.d	Student satisfaction from participating in Service-Learning*	70%	62%	1

Indicator 3.C.2.d is repeated as Indicator 4.B.1.d where this result is discussed.

Results indicate that Seattle Central has met or exceeded benchmark goals for all but one of the indicators of achievement under Core Theme 3, Objective 3C: Open, Accessible Programs and Services. The college is committed to offering as many open and accessible programs and services as possible to serve the broad population of its students and has increased the number of programs serving students of color and students who come from traditionally underserved populations. Two examples of such programmatic work are TRIO and Veterans' Services. TRIO staff members track quarterly data on participant retention and work collectively to determine what changes are needed to serve students better.

In an effort to support non-traditional students, Seattle Central is dedicated to providing multiple pathways through which students can access an education. To this end, the college offers a variety of flexible options including morning, afternoon, evening, and Saturday classes; hybrid and online classes; and correspondence and distance education classes. While class offerings have been increasing, passing rates have also been improving, as can be seen in indicators 3.C.2.a and 3.C.2.b.

Overall, the college shows substantial improvement in the persistence rates of various groups of underserved populations: first generation college students, students with disabilities, veterans,

and low-income students (<150% of the poverty line). An examination of each subset reveals increases in both fall to winter and fall to spring persistence rates.

Core Theme 3 Performance Summary

Performance on the indicators in Core Theme 3 far exceeded the performance in any of the other core themes. All three objectives were met, all six outcomes were met, and 19 out of the 20 Indicators of Achievement were met. The success seen in this core theme demonstrates Seattle Central's commitment to Diversity, Equity, and Inclusion.

Core Theme 3: Diversity in Action								
Objective	Outcome	# of IAs	# of IAs Met	% of IAs Met	Outcome Met		Objective Met	
3.A	3.A.1	2	2	100%	3/3	✓	✓	
	3.A.2	5	5	100%				
	3.A.3	4	4	100%				
Objective 3.A Total		11	11	100%				
3.B	3.B.1	2	2	100%	1/1	✓	✓	
Objective 3.B Total		2	2	100%				
3.C	3.C.1	3	3	100%	2/2	✓	✓	
	3.C.2	4	3	75%				
Objective 3.C Total		7	6	86%				
Core Theme 3 Total		**20**	**19**	**95%**	**6/6**	**100%**	**3/3**	**100%**

Core Theme 3: Assessment (Standard 4.A)

4.A.1

The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2

The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4

The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5

The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Diversity in Action lies at the core of Seattle Central College. The process of assessing student learning outcomes related to issues of equity, diversity, and inclusion and shaping educational offerings and programs is guided by the faculty leadership of the Curriculum Coordinating Committee (CCC+). The committee has worked specifically on issues of diversity, equity, and inclusion. With respect to its own function, the CCC+ has used a [Decision-Making Screen Tool](#) to assess its review of programs and courses and to ensure that the working group employs equitable approaches to all aspects of their deliberations.

As mentioned earlier in the Core Theme 3 report, the college relies on a number of sources to obtain information related to Seattle Central's work related to Diversity in Action. Data on student enrollment records, for instance, is drawn from the FAFSA, annual SBCTC reports, and internal and external surveys. These sources provide both qualitative and quantitative information and become part of a comprehensive system of assessment of student achievement. In addition to formal instructional assessments and program reviews conducted by the CCC+, Seattle Central has benefited from a number of events designed to elicit conversation and personal narratives related to Core Theme 3: Diversity in Action. At retreats and in Community Conversations, students, faculty, and staff have participated in group activities promoting dialogue about their experiences at the college. Community conversations related to Core Theme 3 have allowed an open exchange of ideas in the college community. Specific surveys on topics of equity, diversity, and inclusion have helped clarify thoughts and positions on related issues.

Non-instructional assessment conducted by the Office of Institutional Effectiveness also incorporates issues related to Core Theme 3 in the reviews of programs and services that are completed. For programs such as those offered within Student Support Services, for instance, a non-instructional approach to assessment is applied. In these assessments, issues of equal access to diverse modes of learning support are considered. Equal access and opportunity are key criteria of non-instructional assessments.

Core Theme 3: Improvement (Standard 4.B)

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

As a result of self-study, assessment, and reflection, Seattle Central College has evolved in significant ways to remain relevant and vital to its students and the community. Seattle Central's commitment to Diversity in Action informs planning, decision making, and allocation of resources and capacity. In response to feedback from the assessment process, the college has cultivated the components of a diverse learning environment on the campus and has worked to broaden the range of topics and perspectives within its curriculum.

Campus committees analyze data to create and adapt programs to best serve student needs. For example, Seattle Pathways are being developed to close achievement gaps and enable students to persist through to completion. In response to information collected, the college has announced the third AA degree emphasis called the Emphasis in Equity and Social Justice. The new offering joins the Global Studies and Global Health emphases already offered and responds to student interest in topics that focus on issues of diversity.

Historically, Seattle Central College has been one of the most diverse college campuses in Washington State. During the generation of the single strategic plan shared by the three colleges and the district itself that Seattle Central played a key role in modifying the list of goals that had been proposed. In response to Seattle Central's emphasis on the critical importance of combating institutional racism and promoting values of equity, diversity, and inclusion, the Seattle Colleges District drafted the district's second goal: Equity, Diversity, Inclusion, and Community: "At Seattle Colleges, we firmly establish equity, diversity, and inclusion as a strategic goal and as human rights for all. We frame our decisions and actions with a lens of equity, diversity, and inclusion and are accountable to the community."

Based on research demonstrating that a more diverse faculty is an important factor in creating a diverse learning environment and promotes improved student outcomes, the college increased efforts to recruit and retain faculty and staff of color. To pursue this goal, Seattle Central initiated an examination of its hiring practices to understand how it could increase the diversity of its faculty and staff. As a result, a new hiring process was developed. Inclusion advocates are now included in the hiring of dean level positions and higher, and the chairperson of each hiring committee is now trained in identifying implicit bias.

To further improve its performance in response to assessments already conducted on the nature of student experience, as expressed in the Operational Plan, the college strives to:

- ❖ Reach out to underrepresented student populations in order to recruit, retain, and support these students through the educational process
- ❖ Standardize an anti-racist, anti-biased search and hiring process to build a diverse workforce
- ❖ Build an inclusive working environment in order to support and retain employees

❖ Deliver diverse educational resources and services focused on equity and inclusion
❖ Promote culturally responsive pedagogy and services by increasing opportunities for professional development in these areas and reinforce a culture that supports anti-biased, anti-racist curriculum and pedagogy

The college has also used the results of its assessment of student learning to inform academic and learning-support planning and practices that enhance students' academic experience. For instance, as explained earlier, students now have the option to enhance their studies by adding an emphasis to their transfer degree. Emphases not only allow students to broaden their perspectives, but they also distinguish Seattle Central students from other job or college applicants. Creation of degree emphases illustrates the sort of improvements that Seattle Central has made in its offerings in response to perceived need related to Core Theme 3.

Additionally, the college has increased the range of opportunities that contribute to multicultural understanding through international professional development, such as:

❖ Fulbright Program
❖ Global Impact
❖ Faculty-led Study Abroad experiences
❖ Short-term faculty development grants
❖ International professional development grants

These opportunities provide faculty and staff a platform from which to operate in a diverse learning environment. In the Core Fulbright Scholars program, grantees lecture and conduct research in a variety of academic and professional fields. The Fulbright Hayes Seminar Abroad programs are designed for educators who are able to address a demonstrated need for curriculum development in the target countries.

Through Global Impact, Seattle Colleges partners with Seattle-area medical, educational, service-oriented community organizations to deliver healthcare and volunteer services in developing countries. Seattle Colleges sponsors service-learning programs each summer in countries such as Belize, India, Vietnam, Peru, Laos, Ghana, Morocco, and Tanzania. Grant awardees are expected to complete a final report as well as present at a poster session at the District Convocation demonstrating they (1) incorporate culturally sensitive practices and approaches in their daily interactions and (2) incorporate global concepts in their work with students.

Supporting Documents: Chapter 4 – Core Theme 3

Decision-Making Screen Tool

Core Theme 4: Communities Engagement

Core Theme 4: Core Theme Planning (Standard 3.B)

Contributing Programs and Services

3.B.1

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

During the past seven years, Seattle Central College has embraced the Core Theme of Communities Engagement. The word "communities" has been interpreted to signify working groups of all sizes, from class study partners to city-wide affiliations within and beyond the college, working together to promote understanding and success. Throughout, Core Theme Four, Communities Engagement, has been seen as complementary and closely related to the other three Core Themes and other aspects of student success.

In the 2011-2016 Strategic Plan, Seattle Central focused on promoting student success in achieving educational goals and personal growth by establishing new programs and revitalizing existing programs to address market changes and emerging opportunities. The goal was to offer programs that met market demands in all program areas, including Academic Transfer, Professional-Technical, Basic & Transitional Studies, Applied Bachelor's degrees, and Continuing Education. The college encouraged and supported innovation in curriculum, pedagogy, and delivery. These initiatives depended on and strengthened internal and external communities' engagement. Additionally, Seattle Central focused on expanding community partnerships including those with businesses, industries, alumni, other organizations, and educational institutions, locally and internationally. This expansion was accomplished by enhancing and engaging community support for the college's mission, strategic directions, and programs.

At every juncture Seattle Central College has established equity, diversity, and inclusion as strategic goals and as human rights for all. Decisions are considered through the lens of equity, diversity, and inclusion. The college is dedicated to combating institutional racism and believes that critical progress in this area can be accomplished through the achievement of Core Theme Four: Communities Engagement. In response, Seattle Central's planning has invested in strategic and ongoing partnerships with educational, business, governmental, labor, and community organizations to create and reaffirm internal and external partnerships that expand access to educational opportunities.

Internal Communities

Learning Communities

Seattle Central believes strongly in the value of Learning Communities. The Learning Communities program at the college includes Coordinated Studies and Integrated Projects. Each of the preceding curricular structures, in varying ways, builds a learning community and calls on students and instructors to come together to share perspectives and work together. Coordinated Studies are paired courses, team taught by two or more faculty members whose coursework is fully integrated. Some examples include Math in Motion, combining Calculus I and Physics I, and Holocaust: Memory and Meaning, which blends instruction in history, humanities, and English.

Integrated Projects ask groups of students from several different courses to work together. The students collaborate to explore issues related to their life experiences and specific course disciplines in one or more shared assignments. Examples include:

❖ In the Water Project students track and analyze their weekly water use and determine scientific results by comparing findings with publications on global warming and water pollution. This collaboration features statistics, sociology, and English composition. (As a spin-off of The Water Project, a club was formed to promote water conservation and ban the sale of bottled water on campus.)

❖ Academic IBEST is an Integrated Project, in which students are encouraged to synthesize their learning across disciplines and then represent their enhanced understanding by creating a "visual," a display that they present and explain to their classmates. Examples of visuals have included banners with photos and collected sayings, paper mache puppets, collages, dioramas, and other constructions. Academic IBEST features statistics, psychology, English, and human development.

❖ Integrated Projects is 7 Billion and Counting is an Integrated Project dedicated to understanding the effects of urban growth on natural watersheds and water resources. In this project, students from math and environmental studies created an Urban Runoff

Index based on weighted means in field data and participated in critical thinking discussions about the pros and cons of pavement and grass.

The faculty leading the Coordinated Studies and Integrated Projects have met with Student Leadership consistently for five years. Student leaders have been active in planning for Coordinated Studies offerings as well as Integrated Projects assignments. By including student perspectives and input in selecting the themes offered by Coordinated Studies and Integrated Projects, the college has enhanced the internal academic community in which students and faculty work together.

Student Services

Student Services is a critical area of the college's work that involves plans for supporting the needs of the diverse student population attending the college. The department has tried to be as responsive to the needs of student communities as possible and is dedicated to making Seattle Central as accessible and welcoming a college as it can be. Examples of the programs offered through Student Services include:

- ❖ The Student Parent Support Program offers funding, information, and referral resources to students needing childcare assistance while attending school.
- ❖ Disability Support Services (DSS) provides equitable access to students with documented disabilities and acts in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act
- ❖ The Emergency Fund Program provides a funding avenue for students requiring emergency assistance in special circumstances.
- ❖ The VetCorps Navigator connects veteran students with needed resources and benefits. In addition to VA education benefits, the VetCorps Navigator helps students with housing referrals, educational programs and scholarships, job search assistance, resume preparation, and access to other campus and community resources.
- ❖ The Re-Entry Support Program advocates for racial equity, to address institutional racism within higher education and state and federal facilities. To this end, the re-entry navigator educates the campus community regarding the unique challenges faced by currently and formerly incarcerated students. When re-entry students begin investigating attendance at Seattle Central, the navigator follows-up by offering supportive conversations with students who have experienced barriers associated with having been in prison or jail.
- ❖ The Food Pantry is a partnership between Seattle Central College and Jewish Family Services, Operation Sack Lunch, and the Be Good Project. Food Pantry hosts a small pantry of supplemental food, children's supplies, and toiletry items on the main campus. The pantry also schedules regular community meals. Students are encouraged to inquire about resources and income supports for which they may be eligible in the area.

College Council

College Council is a participatory body that advises the President and President's Cabinet on important issues, including providing vital guidance to the annual budget process, critical issues emerging at the college, and strategic planning (both planning and implementation). The Council fulfills an important function as a forum in which students, instructors, and administrators work together. The College Council represents an internal community of representatives from many college communities. Recently, Student Leadership by-laws were changed to stipulate that College Council membership is now included among the Student Leadership responsibilities.

Student Leadership

Student leadership at Seattle Central includes the student government and its boards. The Associated Student Council (ASC) is the official student government body of Seattle Central, representing student interests to the college administration. The ASC oversees a broad range of student committees that address issues and concerns and promote opportunities that enrich the student experience at Seattle Central. This work has nurtured student engagement in the Seattle Central College community.

Student Clubs

The College Activities Board (CAB) is a team of students who develop and organize events and activities on campus that celebrate the community's diversity, promote student involvement, and foster collaboration among student organizations. Examples of such organizations include, among others, the Black Student Union, the Muslim Student Association, and the Vietnamese Student Association. As student diversity has increased, the college's Student Development Department has increased its efforts to create a community where students feel a sense of belonging by increasing the diversity of student clubs. The department conducts student forums and focus groups to gain a better understanding of student concerns. Through this work, for instance, the African American Club and Women in Science and Engineering (WISE) have experienced success in increasing awareness of the different perspectives and backgrounds of students and means to support students on their path to degree completion.

Faculty Learning Communities

Professional development has focused on bringing community members together from across the college. The intentional formation of small working communities started during Engagement Days and has continued with the following examples:

❖ Instruction and student services meet quarterly to discuss student needs and issues.

❖ On Development Day, faculty, staff, and leadership come together to take part in activities and exchange ideas.

❖ Interested members of the community have joined hands to apply the principles of Universal Design to such projects as the redesign of the college Atrium space and the interest in creating all-gender bathrooms on campus.

❖ CLIPS is the acronym for Communities of Learning Inquiry and Practice. Within CLIPS, small groups of faculty and staff pursue common inquiry projects through the year. CLIPs projects derive from college-wide priorities focusing on equity and inclusion. Recent CLIPs focused on critical pedagogy and anti-racist writing assessments.

❖ A First-Year Cohort is created when more than 15 new faculty members join the college in any given year. This program also supports faculty who may not have been able to take part in their first year at the college because the group of new faculty was not sufficient to form a complete First-Year Cohort. The activities of this year-long learning community are designed to introduce faculty to Seattle Central and complement the tenure process for Seattle Central faculty on tenure or Core Status tracks.

External Communities

Core Theme 4 also includes the development and support of external communities as a central aspect of the college's mission. To strengthen and expand the connections between the college and its external communities, Seattle Central engages with a number of key groups.

Service-Learning

Service-Learning is an educational approach in which students combine their classroom studies with work in the community. Students who participate in Service-Learning work cooperatively with faculty and social service agencies to learn about issues in the community. Service-Learning creates an opportunity to realize academic achievement, intercultural empathy, and lifelong social action. By extending learning from the classroom to the community, students cultivate sustainable partnerships that nurture civic responsibility and engage with social issues. Service-Learning may be included as either a requirement or an optional component of classes taking part in the program, depending on the instructor. Students earn academic credit for demonstrating learning achieved through service.

Cooperative Education

"Co–op" is a work-for-credit program offered to students enrolled in college transfer or Professional-Technical programs. Students may earn academic credit for learning experienced on the job or in paid or unpaid internships. Cooperative Education is a coordinated effort between the student, the employing organization, and the college. The program offers

opportunities to acquire career–related experience, explore or clarify career choices, improve existing skills or learn new skills applicable to future employment, and earn college credit, while engaging with the wider Seattle community. Through Cooperative Education, students can also earn credit for international work experiences, internships, and other travel/study and foreign language enhancement activities.

Re-Entry Support Program

Already mentioned as an example of internal community-building, the Re-Entry Support Program has established community ties beyond the college as well. The Seattle Central College Prison Education and Re-Entry Support team partners with the Department of Corrections (DOC) to fund a re-entry navigator. The program offers AA degree coursework at the Monroe Correctional Complex and connects with students as they prepare for release. The college is actively involved with a number of other programs assisting those currently incarcerated. Seattle Central recruits faculty to volunteer for Black Prisoner Caucus Taking Education and Creating History (T.E.A.C.H.) and partners with T.E.A.C.H. instructors at Clallam Bay Corrections Center. Seattle Central faculty also work for the University Beyond Bars program (UBB) at the Monroe Correctional Complex and are active in the Freedom Education Project Puget Sound (FEPPS) at women's prisons. The Washington State consortium includes other community and technical colleges, the DOC, activism groups, and others who support students holistically inside state corrections centers and assist with their re-entry.

Seattle Stand Down

In the 2016-17 academic year, the college took steps to become as open and accessible as possible to Seattle Central's veterans' community within and beyond the college. Seattle Central hired a veterans' specialist to ensure that Central will provide veterans interested in pursuing their education with a wide range of support covering educational plans, financial aid, and other considerations related to their service requirements. In the course of this work, Veterans' Services discovered the extent of need for homeless veterans in the city of Seattle. Subsequently, Seattle Central veterans' navigators created the program called Seattle Stand Down. This program serves nearly 3,000 veterans who are experiencing homelessness or are at-risk of homelessness in the city. Though Seattle Stand Down operates beyond the physical college campus, its work has strengthened veterans' sense that Seattle Central is open, accessible, and aware of their needs.

Technical Advisory Committees (TACs)

Technical Advisory Committees represent important links between the college's industry employers and Seattle Central's Professional-Technical programs. These committees provide industry specific guidance on curriculum and program outcomes. They are constituted at the discretion of each program to include industry representatives and program alumni who guide

the development of each Professional-Technical program at the college. One example of the college's work to build connections with the community beyond the college occurs through the Seattle Maritime Academy (SMA). In a partnership with the Seattle Public Schools District, the Skills Center Program of the SMA now offers summer training opportunities and will soon become the first Underway Maritime Operations Pre-Apprenticeship in the United States. SMA also fosters partnerships with Washington State Ferries, Foss Maritime, and the Seattle Fire Department and is working to contract for educational services to boating partners in the city.

Seattle Colleges Foundation

The work of the Seattle Colleges Foundation promotes both internal and external communities. After the district-wide merger of the philanthropic foundations serving the Seattle Colleges District, the Office of Strategic Partnerships was created to institutionalize external relations and provide infrastructure for community relations and partnership building campus-wide. The Seattle Colleges Foundation staff has grown in size and capacity to solicit and steward private funds from outside donors and to engage in community building activities that create a culture of giving both internally and externally. Highlights include the employee giving campaign and related events, funding from which goes to scholarships that support the Completion Initiative. The Foundation has increased annual scholarship dollars (see Foundation scholarship report). The flagship Central Commitment scholarship program was initiated; and the college's 50th anniversary celebration offered an opportunity for the campus to engage external partners and encourage new and existing scholarship donors.

Other Partners

Seattle Central continues to build partnerships with local school districts, government agencies, and industry when developing new programs or revising existing programs. Through these partnerships, the college expands opportunities for its students. For example, Seattle Central is partnering with Year Up, a non-profit organization serving underrepresented youth, to provide academic instruction and work-based learning. These partnerships include navigation and wrap-around services provided by our external partners. Similarly, Seattle Central has joined with Seattle Public Schools and the City of Seattle to narrow the employment gaps in education careers, with a specific goal of increasing the number of African American male educators. From Kaiser Permanente, Seattle Central has received a grant that supports workers who are already employed in the health care industry as they work towards their medical assisting certificate. Seattle Central has also partnered with community agencies to provide English language training to Seattle's diverse immigrant community. Among the many agencies that work with the college to provide language training are the Asian Counseling and Referral Services, El Centro de la Raza, the downtown King County Correctional Facility, the Seattle Public Library downtown branch, and Seattle Emergency Services.

Seattle Fire Department fights virtual vessel fires at the Maritime Academy

The Seattle Maritime Academy was the site of several major boat fires in 2019. But no one complained about the smoke, and no one was injured in the process.

That's because the events were computer simulations, staged for the benefit of Seattle Fire Department fire boat pilots. The SFD pilots practiced how to respond to vessel and maritime facility emergencies using the Seattle Maritime Academy's vessel bridge simulator. The simulator mimics a fully functional bridge facility, including controls, communications, radar, and 365-degree visual displays.

The training was specifically tailored to the types of vessels and navigation routes that Seattle Fire Department fire boats are likely to encounter. The SFD staff practiced navigation and communication skills using scenarios such as a vessel fire in the Duwamish Waterway, or crossing the Puget Sound to assist with a ferry fire in Eagle Harbor in Bainbridge Island.

The simulator training is part of a general training for boat pilots and staff at SFD, so they can to respond quickly and safely to fires and other emergencies involving vessels and maritime facilities. It is an example of the kind of partnerships and services Seattle Colleges provide to local agencies and the community.

This training builds on skills such as rules of road best practices, radio communications best practices and licensing, working within Vessel Traffic Systems, bridge resource management, and radar and electronic chart display and information systems.

The Seattle Maritime Academy is a division of Seattle Central College that prepares men and women for successful careers in passenger transportation, fishing and seafood processing, international trade, military operations and other maritime sub-sectors. The academy also provides customized trainings for government agencies and businesses in the maritime industry, including the Washington State Ferries and tug boat operator Foss Maritime.

Data Collection and Analyses

3.B.3

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Seattle Central College uses the collection of appropriately defined data to evaluate progress towards the accomplishment of Core Theme objectives. Following are discussions of the data related to Core Theme 4 objectives.

Core Theme Objective 4.A: Enrichment of internal communities

Outcome 4.A.1: Students and faculty collaborate across program and disciplinary boundaries				
#	*Indicator*	*Benchmark*	*2015-2018 Average*	*2018 Progress Rating*
4.A.1.a	Persistence rates of students engaging in cross-program and discipline collaboration (Fall-Winter / Fall-Spring)	73% / 64%	70% / 59%	2 / 1
4.A.1.b	Faculty benefiting from cross-program and discipline collaboration	82%	79%	2

Seattle Central has achieved the benchmark goal related to Core Theme objective 4.A.1, Enrichment of Internal Communities. In support of this objective, the college has intentionally built internal communities to support student success and engagement in cross-program and cross-discipline collaboration. Examples of such cross-program and cross-discipline collaborations include the courses offered as Integrated Projects and Coordinated Studies created as Learning Communities (see section above under Internal Communities). Students have expressed enthusiasm for these academic combinations. Moving forward, the college believes that Seattle Pathways will further enhance the enrichment of internal communities. Faculty and staff will also benefit from these interdisciplinary collaborations as they are strengthened and expanded. The college has met the current benchmark but believes there is significant room for improvement in this area.

Outcome 4.A.2: Students actively participate in college committees and councils as well as student organizations				
#	Indicator	Benchmark	2015-2018 Average	2018 Progress Rating
4.A.2.a	Students participating on college committees, councils, and student organizations	1070	832	1
4.A.2.b	Students earning student development (leadership) transcripts	494	267	1

Seattle Central did not achieve either of the benchmark goals related to Core Theme objective 4.A.2: Students actively participate in college committees and councils as well as student organizations. Student voices are important components in Seattle Central planning and decision-making, and as discussed in the previous section describing internal communities, there are myriad ways for students to be involved in college committees, councils, and student organizations; yet the overall number of participants in these roles has fallen.

The reasons for the drop in both of these indicators is understood. First, more and more of Seattle Central's students are attending part-time and/or online, which may prevent students from participating in student leadership activities. In addition, overall enrollment in the college has been decreasing over the past several years, resulting in fewer students available to participate.

Student Development Leadership transcripts are an official record of student leadership participation and accomplishments. Students who participate on Student Leadership boards and other learning experiences outside course work are able to earn a notation on their official transcripts, which they can use to strengthen their applications to other colleges and universities, as well as for scholarships and employment. In the case of indicator 4.A.2.b: Student Development Transcripts, the college did not attain the benchmark that had been established, but this result was not unexpected.

Student Development Transcripts were very popular with international students, and international student enrollment has been on the sharp decline for the past several years. Additionally, in recent years, it was decided to tighten the criteria for the awarding of Student Development transcripts in order to heighten the value of these transcript notations; therefore, the number of notations was reduced. Additionally, in recent years, it was decided to tighten the criteria for awarding of Student Development transcripts in order to heighten the value of these transcript notations; therefore, the number of notations was reduced. This tightening of

standards has raised expectations overall, but in the short term has caused the total number of notations to drop. As a result, the college did not meet the benchmark for the indicator tallying the number of students earning this distinction.

Both of these indicators are a good example of where the College needs to examine the conclusion that can be drawn based on the type of indicator chosen. The indicators were based on numerical counts that were influenced by external factors and internal decisions. In the future, the college needs to be more aware in choosing indicators that reflect actions taken directly by the college and that are less susceptible to influence by external factors.

Core Theme Objective 4.B: Building external partnerships and relationships

Outcome 4.B.1: College strengthens or expands partnerships and relationships with employers and community groups				
#	Indicator	Benchmark	2015-2018 Average	2018 Progress Rating
4.B.1.a	Increase in scholarships contributed by external donations	136	231	3
4.B.1.b	Student satisfaction of volunteering for community services	70%	90%	3
4.B.1.c	Student satisfaction of cooperative education experience	70%	75%	2
4.B.1.d	Student satisfaction of Service-Learning experience	70%	62%	1
4.B.1.e	Student satisfaction of cooperative education experience	3.5	4.4	3
4.B.1.f	Meeting expectations of employers and agencies partnering to offer Service-Learning for students	98%	99%	2
4.B.1.g	Technical Advisory Committee (TAC) members' satisfaction with the program and their contributions to program quality and student success	70%	55%	1

Since the previous comprehensive report, Seattle Central College has engaged with external community groups through the work of the Technical Advisory Committees in the Professional-Technical programs, the Cooperative Education Program, the Service-Learning Program, the Seattle Colleges Foundation, and other initiatives previously outlined. As a result, the college has

achieved five out of the seven indicators in 4.B. and has reached its benchmark goal related to Core Theme objective 4.B: Building external partnerships and relationships.

Of particular note is the growth in indicator 4.B.1.a reflecting the number of scholarships made available to Seattle Central students by external donors. These numbers signify strong support for the work of the college.

In the case of indicator 4.B.1: Student satisfaction of Service-Learning experience, the drop in the three-year average is disappointing. The college believes strongly in the value of Service-Learning experiences and is working to understand why this indicator fell below the benchmark target. To learn more about this topic, the college has generated a new survey specific to Service-Learning that gauges as closely as possible the quality of student satisfaction with their Service-Learning experiences. Results from the subsequent survey reveal strong student satisfaction with participation in Service Learning. The college believes the newly issued, Service-Learning specific, survey provides a better measure of the Service-Learning experience than the broad, college-wide survey from which the original indicator data was derived.

Interestingly, indicator 4.B.1.b, which measures student satisfaction of volunteering for community services strongly exceeded its benchmark. This contrast with the measure of student satisfaction with Service-Learning experiences – a closely related activity – also argues for modification this indicator.

The results for indicator 4.B.1.g are concerning. In response to this indicator, the college has already discussed the need to revise its data collection methods related to the experience of TACs.

Core Theme 4 Performance Summary

Overall, Core Theme 4: Communities Engagement was not met. Only one out of the two objectives, two out of the three outcomes, and 7 out of the 11 indicators were met. One of the outcomes that was not met included only 2 Indicators of Achievement that were based on student enrollment, which has taken a recent decline. The college will have to be more careful in the future to choose indicators that won't be adversely affected by enrollment changes. Seattle Central has made a lot of progress in this area over the past several years, and will continue to improve in the area of communities engagement.

Core Theme 4: Communities Engagement								
Objective	Outcome	# of IAs	# of IAs Met	% of IAs Met	Outcome Met		Objective Met	
4.A	4.A.1	2	2	100%	1/2	X	X	
	4.A.2	2	0	0%				
Objective 4.A Total		4	2	50%				
4.B	4.B.1	7	5	71%	1/1	✓	✓	
Objective 4.B Total		7	5	71%				
Core Theme 4 Total		11	7	64%	2/3	67%	1/2	50%

Core Theme 4: Assessment (Standard 4.A)

4.A.1

The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2

The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4

The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5

The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

The measurement of institutional success related to Core Theme 4: Communities Engagement utilizes a variety of approaches designed to produce an effective, systematic, assessable, and meaningful collection of verifiable and reliable data. Because of the nature of the fourth Core Theme, however, assessment of Core Theme Indicators of Achievement relies on a more varied array of data collection systems to achieve meaningful results than other Core Themes. Seattle Central College's activities covered by Core Theme 4 are wide-ranging. The communities covered by the Core Theme include the work of Seattle Central students, faculty, staff, alumni, and community members involved in diverse activities meeting at the Capitol Hill campus, in Professional-Technical programs that take place in Greater Seattle, and in Seattle Central-sponsored experiences in other parts of Washington State. As a result, the college has identified three means of collecting data and performing meaningful assessments for Core Theme 4 depending on the nature of the program and the community under consideration.

Because of their association with the Academic Transfer curriculum, a number of Seattle Central College's internal communities, such as the classroom groups created by Learning Communities and the work groups generated by Service-Learning offerings, are assessed using the procedures designed and implemented by the Instructional Assessment Committee (IAC) of the Curriculum Coordinating Council. This process has been described in significant detail in the section of Chapter Four describing Core Theme 1. In this way, a number of the internal communities described by Core Theme 4 are assessed in the same manner as the majority of Seattle Central curricular offerings.

A second assessment approach is applied to a number of college communities that conduct their work beyond the campus on Capitol Hill. The student learning experiences associated with the college's Professional-Technical programs are first assessed by the Curriculum Coordinating Council and its Instructional Assessment Committee as described in the preceding paragraph.

These Professional-Technical programs are also assessed by Technical Advisory Councils (TACs). TACs are required by the State Board of Community and Technical Colleges to meet at least twice a year to review the work of Professional-Technical programs and ensure that such programs have complied with industry standards, upgrades, and revisions. In addition to the reviews conducted by the committees of the Curriculum Coordinating Council, Professional-Technical programs thus also receive an external assessment as they are measured by industry professionals and alumni active in the field, who serve on each TAC. An important measure of success for each Professional-Technical program is the success rate of their graduates in passing licensing and other technical examinations.

A third means of assessment is applied to activities and organizations at Seattle Central that bring together communities of people affiliated with the college, but that are not located within the Academic Transfer or the Professional-Technical divisions. Examples of such Seattle Central communities are the groups of students and faculty associated with the Learning Support Network and Student Leadership teams. In such cases, Seattle Central applies a non-instructional assessment tool that articulates and measures each unit's purpose, goals, criteria for success, and measures of achievement. Because such communities of students, faculty, and staff are not guided by the same course and program-level outcomes that apply to Academic Transfer programs and not required to meet industry-specific standards, the college has developed assessment materials that help each such non-instructional group define its purpose and set meaningful, measurable, appropriate, and verifiable targets. Non-instructional assessments are conducted by the Office of Institutional Effectiveness on a schedule determined for each program or activity.

Core Theme 4: Improvement (Standard 4.B)

4.B.1

Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Because of the different means of assessing Core Theme 4: Communities Engagement, improvements in this area are made in response to information and feedback from a variety of sources. In the case of academic programs, instructional assessments and program reviews conducted by the Curriculum Coordinating Council result in program or course-level modifications.

In the case of Professional-Technical programs, Seattle Central responds to the feedback received from Technical Advisory Committees and industry representatives in addition to recommendations from the CCC+. These responses occur outside of the CCC+ process but are critical. In 2015, for instance, the Commercial Photography Program was struggling with enrollment; and the TAC agreed that the curriculum required updating and renewal. The curriculum that had previously served students well was no longer current with industry standards. In response, the program was scheduled for an external study. This study included members of the TAC and additional industry professionals. Seattle Central examined the Commercial Photography Program's strengths, weaknesses, opportunities, and threats – concluding that the program needed curricular changes. The result was a complete curricular revision, resulting in the current design. New curriculum was developed by a combination of TAC members and industry professionals. This TAC has continued to review the successes and challenges facing the new Visual Media Program during its first two years. The new TAC has continued to recommend modifications, which will be implemented in fall 2019. The former Commercial Photography program, now the Visual Media Program, currently enjoys full enrollment, as well as the support of the TAC and industry representatives.

Programming and Application Development are two Information Technology programs that have also recently undergone successful improvement as a result of program assessments. Both equip students with qualifications that allow them to consider a range of jobs in high demand. At Seattle Central, the TAC determined that instructional approaches in both areas had become quite linear and rigid. The TAC noted that it was a challenge for students to specialize in content areas within the programs, even though the industry required experience in such specializations. The TAC suggested specialized areas on which Seattle Central courses should concentrate. Program leaders researched and strategized internally. The decision was taken to group content options into specialized "chunks." The curriculum was modified so that once students had acquired a core of common experience, they could specialize into areas of personal interest such as Linux or JavaScript by engaging in "chunked" coursework. These program alterations were instituted and then presented to the TAC for review. The result was sound approval.

It is also worth noting that the non-instructional assessment approach outlined above, itself represents an example of program enhancement based on assessment and feedback. Prior to the non-instructional review process that is currently in place, Seattle Central had relied on Program

Analysis and Viability Studies, known as PAVS. These studies were to be conducted on a three-year cycle but proved unwieldy and unsustainable over time. In response, the Office of Institutional Effectiveness has designed a more manageable and effective tool for the assessment of non-instructional programs. As described under Standard 4.A, non-instructional assessments are now conducted by Seattle Central's OIE on a regular basis in such a way as to provide reliable, relevant, verifiable, and quantitative data about a number of college functions that do not otherwise fall under the assessment assignments of the Academic Transfer or the Professional-Technical divisions.

The newly formed Office of Strategic Partnerships (OSP) allows the college to further strengthen its communities engagement by forming relationships with alumni, businesses, and other partners as well as by planning events to celebrate the college's internal communities. One of the highlights of the year, for instance, is the Believe Dinner, a fundraising gala that showcases the work of the college and highlights stories of student success made possible by the faculty and programs of Seattle Central.

In a dual effort to enrich our community and to advance social equity and justice, the Central 2 Community arts and lecture series is a new initiative for 2019. The goals of the series are community engagement, critical conversations, visibility & identity, equity & social activism, and thought leadership.

Supporting Documents: Chapter 4 – Core Theme 4

Foundation scholarship report

Chapter Five: Mission Fulfillment, Adaptation, and Sustainability

Eligibility Requirement 24

Standard 5.A – Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

Ongoing, regular, and systematic collection of data is critical for assessing the accomplishment of Core Themes outcomes, objectives, and indicators of achievement. The college uses data collected at multiple levels to assess performance in all areas of the institution. The levels of data collection are described below.

College Level

- ❖ The Washington State Board for Community and Technical Colleges (SBCTC) Data Warehouse is the source of much college-wide data, including Fall Quarter Reports, annual Academic Year Reports, and data dashboards issued by the State Board. The available data often require additional calculation or analyses to meet evaluative purposes.
- ❖ The Student Management System (SMS) provides the college's Office of Institutional Effectiveness and the district's Institutional Research team a key source from which to extract data to monitor student progress, retention, and success rates.
- ❖ A yearly Facilities Survey gauges the condition of campus buildings, facilities, offices, classrooms, and grounds.
- ❖ Quarterly Enrollment Reports reflect progress in meeting state allocations based on FTEs.
- ❖ Annual campus climate surveys, current student surveys, and graduate surveys allow the college to assess results from various sectors of the college community.
- ❖ Special surveys and/or national survey instruments such as the CCSSE (administered every 3 years) also provide Seattle Central with information, as needed.
- ❖ Third-party vendors (Starfish, AccuCampus, and Civitas), specialized systems, and analysis software offer data for specific activities, such as e-tutoring.

Department, Program, and Division Level

- ❖ Departments, programs, and divisions maintain ongoing monthly, quarterly, and/or annual statistics related to their functions, services, and achievements. For example, Student Leadership maintains data on student participation in co-curricular activities. Service Learning and Cooperative Education track participating employers and agencies.
- ❖ Departments, programs, and divisions conduct regular surveys to assess student needs, service satisfaction, and feedback for improvement. A few examples include the Seattle

Vocational Institute, the Nursing Program, and the Library and Media Services, which conduct student satisfaction surveys.

❖ College-wide committees maintain records of events and attendance. The four standing committees of the Curriculum Coordinating Council share statistics and discuss issues and ideas for improvement at quarterly meetings.

❖ Units such as administrative services, student services, and the President's Office that are not covered by the Instructional Assessment process are regularly reviewed through the Non-Instructional Assessment process.

Leadership teams, including the President's Cabinet, College Council, iDeans, and Executive Leadership Team review and discuss college-wide data on a regular basis. Departments, programs, and divisions review their data and achievements and identify areas for improvement. As needed, the Office of Institutional Effectiveness (OIE) assists programs and divisions in analyzing relevant data and preparing surveys. In particular, the OIE provides data for internal and external program reviews.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Interpretation of Mission Fulfillment

To measure each indicator of achievement (IA), the college uses the following criteria to rate progress:

Progress Rating	Evaluation Criteria
1	Achievement is below 95% of the benchmark
2	Achievement is meeting at least 95% of the benchmark
3	Achievement is at least 10% higher than the benchmark

To determine mission fulfillment, the college has set 70 percent as the minimum threshold. Seattle Central College believes that the indicators of achievement are the best measure of the college's mission fulfillment; therefore:

The mission is fulfilled when 70% of all Core Theme indicators of achievement (IAs) are attained.

Table 5.1 – Summary of Mission Fulfillment Results

Core Theme	# of Indicators	# of Indicators Met	% of Indicators Met	Core Theme Fulfilled?
1. Responsive teaching and learning	18	15	83%	✓
2. Catalyst for success and opportunities	19	13	68%	X
3. Diversity in action	20	19	95%	✓
4. Communities engagement	11	7	64%	X
Mission Fulfillment:			**79%**	✓

Chapter Four details the indicators of achievement. Table 5.1 summarizes the college's performance in achieving IA benchmarks. Seattle Central has accomplished 54 of the 68 indicators of achievement and thus has accomplished its mission at a rate of almost 80%.

Communication of College Assessment Data to Constituencies

The Accreditation Steering Committee shares and discusses results of the mission fulfillment analysis at meetings of the President's Cabinet, the Executive Leadership Team, and the iDeans Group. Furthermore, Core Theme Teams and the Accreditation Steering Committee provide suggestions for improvement after reviewing the analysis results. College leaders share mission fulfillment results and conclusions with the college community at President's Day, and results are presented to the district Board of Trustees. An appendix to Chapter 5 includes a final Core Theme Report reflecting the seven-year accreditation cycle. Accreditation reports are also available on the college website for the college community and the public.

Further Considerations Related to Mission Fulfillment

Seattle Central also examines the attainment of outcomes, objectives, and Core Themes according to the following guidelines.

❖ An outcome is considered achieved when 70% of the IAs under the outcome are rated 2 or 3.

❖ An objective is considered achieved when 70% of the IAs under the objective are rated 2 or 3.

❖ A Core Theme is considered achieved when 70% of the IAs under the Core Theme are rated 2 or 3.

Other measures of the college's degree of success are reflected in the results of Core Theme outcomes and objectives. Seattle Central achieved benchmark levels in 13 of its 19 Core Theme outcomes and 8 out of 10 Core Theme objectives. The college accomplished two of its four Core Themes.

Table 5.2 – Summary of Objectives and Outcomes Met

Core Theme	# of Outcomes	# of Outcomes Met	% of Outcomes Met	# of Objectives	# of Objectives Met	% of Objectives Met
1. Responsive teaching and learning	5	4	80%	3	3	100%
2. Catalyst for success and opportunities	5	1	20%	2	1	50%
3. Diversity in action	6	6	100%	3	3	100%
4. Communities engagement	3	2	67%	2	1	50%
Totals			68%			80%

As reflected in Table 5.2 above, Seattle Central College has achieved its mission according to the benchmark for mission fulfillment that had been established. The college successfully met 54 of 68, or 79%, of indicators of achievement, exceeding the 70% benchmark for mission fulfillment. If the college had used other criteria as indicated in Table 5.2, however, such as Core Theme objectives or outcomes, mission fulfillment results would have varied substantially. Using a 70% threshold of success for Core Theme objectives, the college would have achieved its mission successfully. If a 70% threshold for Core Theme outcomes had been used as the measure of mission fulfillment, however, the college would have fallen short of the 70% threshold. The variable measures of success among Core Theme indicators, outcomes, and objectives necessitate considerations about the criteria used to determine mission fulfillment. These considerations must extend to an evaluation of the overall framework used to measure the success of the college's efforts towards accomplishing its four Core Themes.

Following the 2012 Peer Evaluation and the Year One Evaluation in 2013, Seattle Central College responded to NWCCU recommendations by reducing the number of indicators from 80 to 68. What is now clear from the results of the 2019 self-study is that Seattle Central must not only continue to address the nature and number of *indicators* that are used to assess Core Themes but also give careful thought to the nature and number of Core Theme *outcomes* and *objectives* used.

The distribution of indicators, outcomes, and objectives among the four Core Themes is also of key importance.

The fact that the college would not have successfully fulfilled its mission if Core Theme outcomes had been used as the measure of mission fulfillment is concerning. Most significantly, even using indicators of achievement, the college has only met the threshold for success in two of its four Core Themes. Strong success in Core Themes 1 and 3 is offset by weaker results in Core Themes 2 and 4.

These findings underline the need for Seattle Central College to examine the self-study results and reconsider the most meaningful measures for gauging the college's degree of mission fulfillment. Perceived as an institution that provides a dynamic educational program, offering its students extraordinary opportunities for success and personal advancement, Seattle Central must seek explanations for the low measures of success related to two of the college's four Core Themes.

Core Theme 2 presents the most compelling evidence for the need to pursue these questions. Using any of the three criteria, Core Theme indicators, outcomes, or objectives, Core Theme 2: Catalyst for success and opportunities has not reached a satisfactory threshold of 70%. Evaluated using Core Theme outcomes, the Core Theme has registered an unsatisfactory 20% success rate. Can it be that Seattle Central College is performing so poorly in its efforts to be a catalyst for success and provide its students with opportunities? Or have other factors influenced the assessment of the college's programs in this area, in order to produce the low 20% measure of performance? The results of this self-study require the college to pose important questions:

- ❖ Does the self-study reveal serious issues with the programs at Seattle Central related to Core Theme 2 that have caused this low rate of success? Or,
- ❖ Are there issues with the choice and articulation of the indicators of achievement, outcomes, and objectives in Core Theme 2 that must be addressed to measure the college's efforts in this area? Or,
- ❖ Are there structural features among all four Core Themes that produce unequal or imbalanced assessments of the four Core Themes requiring reconsideration and redesign?

The same questions must be applied to all four Core Themes. Though Core Theme 2 supplies the clearest example of a result that requires study and understanding, all four Core Theme assessments have generated data among indicators of achievement, outcomes, and objectives that demand scrutiny.

Reflection on the results of the self-study has already generated a series of considerations that the Accreditation Steering Committee will take up in the coming months. As the committee works to consider revisions to the objectives, outcomes, and indicators used to assess the work of Seattle Central, it will be important to consider patterns among indicators of achievement that have been particularly effective in assessing the work of the college. This project will help the committee hone in on the best measures of mission fulfillment and should assist the committee in further reducing the number of indicators used. The self-study also demonstrates that Seattle Central should rely on indicators that gauge student achievement and that are directly connected to its mission. Further, Seattle Central should work to incorporate indicators that reflect direct action by the institution and that are not susceptible to influence by factors beyond the control of Seattle Central.

Standard 5.B – Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

As detailed in Chapters 2 and 3, the college has established a structure and processes to ensure the ongoing and regular evaluation of adequacy of resources, capacity, and operational effectiveness. Specifically, the college has been using the following approaches for such purposes.

Strategic and Operational Planning, Plan Assessments, and Updates

- ❖ Prior to the adoption of the district-wide plan, the college conducted a strategic planning process designed to establish a college-wide framework for decision-making, resource allocation, and program planning. Planning across the college built a sense of common purpose in all areas of the college, as strategic planning groups crafted a living document that would guide the day-to-day work of the college.

- ❖ Departments and divisions were asked to complete a yearly survey of their success in meeting strategic goals, Core Theme objectives and outcomes, and strategic priorities. An example of the yearly survey of strategic success is located in the Chapter 5 supporting documents.

- ❖ The new district-wide strategic plan was adopted in 2018 and is in effect until 2023. As explained in Chapter 3, the new strategic plan was developed in conjunction with the other Seattle colleges and the Seattle Colleges District. In the first portion of the seven-year cycle, Seattle Central College's strategic plan was evaluated and used for creating a

new operational plan for the college. Since the adoption of the district-wide plan, the college measures its progress according to its operational plan and an annual action plan that outlines specific actions carried out by department/area.

❖ The college and district are also assessed by a [district-wide scorecard](#) that measures progress towards district goals.

Regular Review of Instructional Programs and Services

❖ Instructional programs are reviewed in a continuous four/five-year cycle to assess and improve the quality of the curriculum and to encourage innovative and creative pedagogies. These reviews are accomplished through the instructional assessment and program review process conducted by the committees of the Curriculum Coordinating Council. Please see Chapter 1 and the Core Theme 1 report in Chapter 4 for more information.

❖ Professional-Technical programs undergo three additional external reviews on a cyclical basis, beyond the instructional assessment process. Each program receives an external study performed by a contracted industry consultant who is hired by the college. Technical Advisory Committees review programs on a regular basis. Professional-Technical programs must also meet the standards of their industries' accrediting boards. For example, Nursing, Surgical Tech, Pre-Apprenticeship Construction Training, and all the programs of the Seattle Maritime Academy must satisfy the standards of their industries' accrediting boards. These external accreditations are covered in detail in the Core Theme 1 report in Chapter 4.

❖ The iDeans review program offerings and program enrollments to reach decisions on quarterly course offerings.

❖ Since 2017, instructional programs have undergone viability studies on a yearly basis, as discussed in Chapter 3. Programs are evaluated for their effectiveness and sustainability. The data used in this process include annual program enrollment figures, FTEs, student faculty ratios, and instructional costs per FTE. The sustainability data are shared and discussed at the President's Cabinet and the iDeans Group as well as at the division and program levels.

Regular Review of Non-Instructional Programs and Services

Until 2014, Program Analysis and Viability Studies (PAVS) compiled supporting data and evaluated all instructional programs and non-instructional support services on a three-year cycle. In 2017, the Office of Institutional Effectiveness piloted a new approach to assessing non-

instructional programs, which continues on a trial basis. Non-instructional review is described in greater detail in Chapter 4.

Budgeting and Resource Allocation

The current integrative processes of college-wide planning, evaluation, reporting, and resource allocation create an annual cycle that incorporates multiple levels of college community involvement in the budget planning process:

❖ The budget planning process begins as the college monitors the previous year's annual budgets. Early in the academic year on behalf of the College Council, the College Council Resource Allocation Committee meets to agree on budget principles for the upcoming budget year. Draft budgets are based on changes in enrollments, projected changes in other revenue sources, and changes in expenses, e.g. inflation, district office expenses, and bargained salary increases.

❖ The Executive Team meets to discuss budget principles and budget targets for each major division, after which Executive Team members work with their respective leadership teams to set budget targets and work through issues at the department level. Considering all relevant information, budgets are created at the dean and director level, with consultation and input from staff as appropriate. Subsequently, deans and directors submit their budgets to vice presidents for approval. The Executive Team reviews the submitted budgets and may recommend changes. The final budget proposal is submitted for the president's approval.

❖ To allocate resources for part-time faculty, the vice president for instruction reviews five years of enrollment data as well as cost per FTE data on an annual basis. Resources are strategically moved to programs that are growing FTEs and holding cost per FTE steady or creating more efficiency in this measure. Programs that show a multi-year loss of FTE, or that show a combination of loss of FTE and increases of cost per FTE have their resources reduced.

❖ During the winter and spring quarters, the wider campus community is informed of budget principles and projections at gatherings such as the president's budget forum, the chancellor's budget forum, the College Council Resource Allocation committee forum, and in an online slide show.

❖ In spring quarter, with the president's approval, Seattle Central presents its yearly budget to the district Board of Trustees for their consideration.

❖ As described in Chapter 3, the budget cycle applies the priorities identified through the strategic planning process to the college's annual resource allocation. Two work groups,

the Strategic Planning committee and the Resource Allocation committee coordinate to formulate long-range strategic planning and budget priorities.

Operational and Long-Term Planning of Information Technology and Facilities

❖ The IT Strategic Plan is regularly updated based on changes in technology, teaching pedagogies, and the needs of support services. Operational effectiveness of IT services is measured by usage, service delivery efficiency, user demand, and satisfaction.

❖ Statewide, the development of new Enterprise Resource Planning (ERP) systems for the community and technical colleges soon will improve the administrative applications of the Student Management System, Payroll/Personnel Management System, and Financial Management System.

❖ Long-term facility planning is ongoing, requiring periodic review of plans in preparation for major capital projects.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make change, as necessary, for improvement.

Cycle of Planning and Assessment

As explained in Chapter 3, Seattle Central conducts annual strategic planning, evaluation, reporting, and resource allocation. Such integrative, ongoing, and regular evaluation and reporting processes reflect an effective cycle of planning and assessment. Ongoing efforts in planning and assessment apply at all organizational levels: the college, committees, administrative units, divisions, and departments. Intentional planning and assessment efforts facilitate the accomplishment of Core Theme objectives and mission fulfillment.

As described in Chapter 3, since 2018 when Seattle Central adopted the shared mission and strategic plan of the Seattle Colleges District, the college has benefited from the efficiencies afforded by systems integration with the district. Operating under the shared mission and strategic plan of the Seattle Colleges, Seattle Central's preparation and continuous monitoring for future contingencies is substantial and wide-reaching.

The college has welcomed the arrival of new leadership in administrative positions. Under the stewardship of a new president, new vice presidents, and new deans and directors, the college

benefits from fresh perspectives and continually renewed investigations into questions of viability and sustainability for the future.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes or its programs and services, and indicators of achievement.

Continuing Assessment of Internal and External Environments

The college environments, internal and external, are dynamic. Internally, during the last three years, the college has experienced major changes in key administrators. Since the Mid-Cycle Report, the president, all three vice presidents, two executive directors, and several deans and directors have assumed their new roles at Seattle Central. These key administrators have brought energy and new perspectives to the college. It is also the case that the new leadership has required time to understand the complexities of the institution.

A robust job market that generated rising employment rates and continuing reductions in state funding required on-going budget cuts and instructional program changes. As these changes progressed, the college's new leadership kept the college community focused on the Seattle Colleges' mission. Seattle Central College continues to provide high quality instruction and support services to students. The college's strengths are reflected in the extent of accomplishment of the Core Theme objectives and in its mission fulfillment results. Moving forward, Seattle Central will continue to monitor internal and external environments closely.

Internal Environment

Internally, Seattle Central employs the following strategies to monitor the functions of the college in order to create an innovative, evidence-based, and inspirational environment that supports student success.

❖ Track and analyze enrollment trends, program demands, student faculty ratios, instructional costs per FTE, student retention rates by program category, student success rates, student progression, and student satisfaction. This work generates essential data for planning and assessment.

❖ Conduct surveys and hold forums and focus groups to gather input and suggestions about programs and services from students, faculty, and staff. For example, listening

sessions held in 2017–2018 as the college helped refine the shared district-wide mission statement provided important sources of college feedback.

❖ Train faculty in developing, revising, and assessing learning outcomes at the course, program, and college-wide levels.

❖ Use non-instructional assessment reports and data to measure operational efficiency and effectiveness in all programs and services, outside of the instructional assessment process.

❖ Implement program viability studies that allow the college to make informed decisions on the continuation or discontinuation of programs based on verifiable, quantitative data.

❖ Support Student Leadership programs to increase student involvement in college governance, generate student feedback, and clarify student perspectives.

❖ Pursue external grants and funding for programs to support faculty in applying innovative approaches to instruction, such as Achieving the Dream, Statway™, and faculty learning communities. These initiatives and the implementation of Seattle Pathways create an environment of continuous innovation.

Using these and other approaches, the college builds upon successful trends and patterns in its internal environment to continue progress toward the accomplishment of Seattle Central's mission. The college remains committed to its emphasis on equity, diversity, and inclusion. These values lie at the core of the college's mission, and the college promoted them as the Seattle Colleges District developed its shared mission and strategic plan in 2017. The college uses its ongoing study of the internal environment as it builds a culture of collaboration, creativity, and participation in teaching and learning.

External Environment

College leaders play key roles in monitoring the external environment. Working closely with the district office and the State Board for Community and Technical Colleges, President's Cabinet members monitor legislative changes, directives from the state Office of Financial Management (OFM), the City of Seattle, and the Governor's Office. Cabinet members also monitor local and statewide economic projections that might result in changes in state appropriations. Seattle Central administrators attend statewide meetings of the Washington Association of Community and Technical Colleges (WACTC) and WACTC commissions. Seattle Central representatives regularly serve in leadership roles on state-wide commissions, where they gather information on state-wide and regional trends that can affect the college. In order to obtain information critical to the college, the president, vice presidents, Executive Director of OIE, deans, and directors maintain regular contact with their respective commissions and councils in the CTC system and in various agencies.

Additionally, the college uses external environmental information sources to support various levels of planning, including:

- ❖ [U.S. Bureau of Labor Statistics](#)

- ❖ [U.S. Census Bureau](#)

- ❖ National surveys of student satisfaction and engagement, such as the [Community College Survey of Student Engagement](#) (CCSSE) and the Survey of Entering Student Engagement (SENSE)

- ❖ [Office of Financial Management](#)

- ❖ [Employment Security Department](#)

- ❖ [National Center for Education Statistics](#) (NCES)

- ❖ [Integrated Postsecondary Education Data System](#) (IPEDS)

- ❖ [Economic Modeling Specialists Inc.](#)

- ❖ [Washington State Board of Community and Technical Colleges (SBCTC)](#) dashboard, reports, and communications

- ❖ [Washington Occupational Information System](#)

- ❖ [Workforce Training and Education Coordinating Board](#)

- ❖ [Workforce Development Council](#) (WDC)

- ❖ [Washington State Education Research & Data Center](#) (ERDC)

- ❖ [Office of Superintendent of Public Instruction](#) (OSPI)

- ❖ [Puget Sound Regional Council](#)

- ❖ [Seattle Jobs Initiative](#) reports and news

- ❖ Seattle Colleges District community surveys

- ❖ Program Viability Studies

Seattle Central College closely monitors the internal and external environments of the college. In response to information gathered, the college modifies existing programs initiates new ones in order to address changing circumstances and needs in the communities the college serves. Below is a list of initiatives and modifications to existing programs that demonstrate the college's ability to respond to current and emerging patterns, trends, and expectations.

Seattle Promise

Starting in the fall quarter of the 2018-2019 school year, Seattle Central began partnering with the City of Seattle and the other colleges of the Seattle Colleges District to offer tuition-fee admissions to any high school graduate of a Seattle Public School. This program reflects the college's strong commitment to respond to the educational and financial needs of young students in Seattle. The Seattle Promise program is designed to provide financial support and guidance students need to succeed in college. The program is open to all students of eligible Seattle Public High Schools regardless of GPA, income, or background. Seattle Promise Scholars are eligible for the following services:

- ❖ Support when applying for admission to Seattle Promise and Seattle Colleges
- ❖ Support applying for and completing financial aid documents
- ❖ Full coverage of any tuition expenses remaining after other scholarships and financial aid are awarded
- ❖ Assistance in choosing and registering for classes
- ❖ Preparation for the transition to college
- ❖ Guidance and mentorship through the first two years of college

Seattle Central has embraced the Seattle Promise because of the program's potential to offer opportunity to the entire range of students graduating from Seattle public high schools, especially those who may not previously have been able to meet the financial demands of college education or manage the challenges of the application and registration process. As a partner in the Seattle Promise program, Seattle Central College assumes responsibility for taking the steps necessary to ensure student success. The Seattle Promise has the potential to change the personal and educational lives of thousands of students in the city and represents a significant innovation undertaken by Seattle Central College to respond to the needs of the community.

Seattle Pathways (Guided Pathways)

In response to low persistence and retention rates and other measures revealing that historically underserved students of color were not performing as well as their peers, Seattle Central has implemented the robust framework of Guided Pathways. Known district-wide as Seattle Pathways, this initiative responds to research that documents the ability to narrow the retention gap for historically underserved students and increase student success overall -- by using more structured means of guiding students in their studies. As part of the Seattle Pathways, Seattle

Central has initiated a comprehensive plan to help students successfully navigate the stages of their college education. These stages include:

❖ Helping students explore the many academic pathways available to them before they begin their studies and understand what career employment opportunities each pathway will afford them.

❖ Working to place students on the academic pathway they choose by helping students select the proper courses and design a plan for their course of study in subsequent quarters through their individual educational plans.

❖ Monitoring and counseling students as they progress on their pathway. If a student chooses to explore another path, the program assists with the necessary plan adjustment.

❖ Insuring that students are learning academic and job skills necessary for transfer or employment. As partners in the Seattle Pathways, instructors at Seattle Central provide interactive, collaborative learning experiences that engage students in their specific subject matter.

Achieving Systems Integration of the Seattle Colleges District

In the last three years, Seattle Central has joined the other two Seattle colleges in working towards systems integration within the Seattle Colleges District. The college, along with its sister institutions, has adopted a district-wide mission and strategic plan. Several college administrative functions have been centralized, including Human Resources, Information Technology, and fund-raising. Changes in the college's administrative structure are informed by studies that identified opportunities for greater efficiencies and consistency across the district with systems integration. Under the leadership of the chancellor and president, systems integration achieved in the Seattle Colleges District to date demonstrates flexibility in response to changing economic conditions and administrative needs.

Office of Equity, Diversity, and Inclusion

Since its founding over 50 years ago, Seattle Central College has been dedicated to eliminating institutional racism and promoting the values of equity, diversity, and inclusion. These institutional values have been inherent to the work of faculty, staff, and administrators at the college. Until recently, however, the college had pursued a de-centralized approach to supporting these key institutional values and did not benefit from a centralized effort to coordinate the practices and programs promoting these values. In 2018, the college created a new position, the associate vice president in the Office of Equity, Diversity, and Inclusion (EDI). This step was taken in response to the need to broaden and coordinate the actions taken at the college to assure

that equity, diversity, and inclusion find expression throughout the institution. The Office of EDI is implementing an institutional equity plan based on these values. This institutional approach is an example of work being done across the district and ensures that inclusion and diversity play roles in the hiring process and provide the basis for training and professional development opportunities for faculty and staff, building their knowledge and understanding about all aspects of diversity.

Infrastructure Improvements

In recent years, Seattle Central College has realized major infrastructure improvements to respond to the needs of the college and to take advantage of opportunities presented by economic forces at work in the city. In the past two years, new light rail and streetcar stations opened adjacent to the college allowing increased public transportation access to campus. The college responded creatively to take advantage of the opportunity. As described in the Introduction and in Chapter 2, the college recently completed plans to exchange commercial properties south of Pine Street for a property located directly between the college's main Broadway Edison building and the new light rail station. This exchange will focus the college's physical campus and allow the creation of a new STEM Center planned to meet increasing demand for STEM programs. The property exchange allows the college to avoid the increasing costs of maintaining properties that do not serve its educational mission and that require funds for deferred maintenance. In addition, Seattle Central will work with Capitol Hill Housing, a community organization, to include 78 low-income housing units on the property that will be exchanged. In this way, the college will create a programmatic improvement in the curriculum and support the community's need for low-income housing.

A second example of Seattle Central College's ability to respond to opportunity involves the new Health Education Center (HEC), which opened in 2016 at the Pacific Tower on Beacon Hill. The Pacific Tower houses several clinics and is close to major hospitals. Colocation with these healthcare providers makes Pacific Tower an ideal location for the Bachelor's in Applied Science programs aligned with Allied Health. The HEC's proximity to clinics and hospitals has further solidified and strengthened partnerships.

Additional Bachelor's Degree Programs in Applied Sciences.

Seattle Central College currently offers six bachelor's degree options within the Bachelor of Applied Science Program (BAS). These four-year degree programs were developed in response to the needs of the wider community and the desire to provide Seattle Central students with additional educational pathways through which professional and technical associated degree graduates can apply credits towards a bachelor's degree. The six programs include BAS degree

tracks in Applied Behavioral Sciences and IT Networking as well as four BAS degree programs in Allied Health: Community and Health Education, Dental Hygiene, Healthcare Services Management, and Respiratory Care.

One particular example of how Seattle Central College's Bachelor's Degree programs have responded to the external environment and the community feedback involves recent changes to the BAS degree in IT Networking. Beginning in fall quarter of 2016, Seattle Central responded to market demands for employees with advanced certifications and skills in occupations such as computer network architect, information security analyst, and systems analyst by offering a [Bachelor of Applied Science in IT Networking](#). The college already offered a certificate and Associate of Applied Science-Transfer (AAS-T) program in Network Design and Administration; industry sources made clear that employers preferred graduates with bachelor's degrees in IT networking fields, and Seattle Central students sought opportunities to apply their AAS-T credits towards a further degree. The degree not only addresses a clear need for IT workers but also an affordable BAS option in IT Networking for a diverse and often underserved population in this area. For more information on the BAS in IT Networking, see the supporting documents for Chapter 5.

eLearning Opportunities

Seattle Central instructors desire access to the most recent advances in classroom technology and associated techniques that support instruction. Surveys and feedback from industry confirm how important it is for Seattle Central faculty to be adept and creative in applying the most current technological approaches to teaching and learning. In response, the college has made available several new professional development opportunities.

- ❖ EDGE is a Faculty Development Program that offers over 60 hours of training in areas of technology tools, pedagogy, and accessibility. The eLearning Department instructional design team provides faculty with pedagogical support in the analysis, design, development, implementation, and evaluation of their courses.

- ❖ The eLearning Department also provides faculty, students, and staff with a variety of training and technical support. Faculty are provided access to training, templates, and other resources that share best practices for teaching online and hybrid courses.

Seattle Central offers fewer online classes than other colleges around the state. To better serve students, Seattle Central has increased the number of on-line and hybrid course offerings. Online course work presents students with greater flexibility in balancing their working lives and college obligations, while helping address the challenges of transportation, childcare, and other obligations. The faculty and student reaction to increased online instruction is positive, and

Seattle Central continues to explore additional ways to increase student access to these modalities.

In summary, the college continues to monitor emerging trends, patterns, and expectations in both internal and external environments. As economic conditions continue to fluctuate, the college will strategically position itself to achieve long-term success and capture new opportunities by regularly re-examining its operational plan, goals, Core Themes, and objectives. In the 50 years of its operation, the college's student body has changed and continues to change today. By remaining sensitive to these changes, Seattle Central aims to meet students where they are, remove barriers, and provide programs and services to help students achieve their educational goals in the most dynamic, responsive, and equitable way possible.

Supporting Documents: Chapter 5

5.A.1 Non-instructional assessment
5.B.1 Annual survey of strategic success
5.B.1 District-wide scorecard
5.B.2 2017-2023 Seattle Colleges Strategic Plan
5.B.3 Bachelor of Applied Science in IT Networking
2018-2020 Seattle Central College Operational Plan

Conclusion

Perspective

Since its founding in 1966, Seattle Central College has offered the Seattle community a critically important means to gain knowledge, improve understanding, and create opportunities for the future. At Seattle Central students encounter both academic challenges and intellectual excitement. The college atmosphere is recognized for its combined sense of diversity and inclusion, an attribute that is felt on entering the Broadway Edison building from the sidewalks of Capitol Hill.

The energy of students and the dedication of faculty, staff, and college leaders is present in classrooms, the library, and service areas. Students of diverse ethnic backgrounds, from across the socio-economic spectrum, accept the challenges of course work at Seattle Central because of what their accomplishments will make possible in the future.

Students choose Seattle Central for the quality, variety, and richness of its programs and for the atmosphere of welcome and belonging that they experience on campus. The college's commitment to social justice underlies the life of the school, and students are proud of Central's traditions. Faculty and staff choose Seattle Central because the college embodies ideals and values to which they are dedicated. In this way, Seattle Central College is both practical and inspirational for those who study and work there.

Since its beginnings, the college has provided students a chance to make better lives for themselves and their families while participating in a strong community. This comprehensive self-study challenged Seattle Central College to reflect on and demonstrate the many ways the college strives to achieve its educational objectives, to put Core Themes into action, and to achieve its mission. The study was not an easy project, but it has been rewarding and important as it revealed the variety and richness of the programs in place at the college, as well as the ways the college must continue to improve in order to fulfill a promise to its students and accomplish its mission.

Core Themes in Action

As described extensively in Chapter 4, Seattle Central is deeply committed to the four Core Themes that provide a measure of the college's mission fulfillment efforts and demonstrate Seattle Central's dedication to providing high quality educational opportunities to the community. Relying on the close assessment provided by 68 Indicators of Achievement across 19 Core Theme Outcomes and 10 Core Theme Objectives, the college can report it has accomplished its mission at a rate of 79%, surpassing the threshold of 70% that defines a satisfactory level of mission fulfillment. The four Core Themes vary in their degree of mission

fulfillment, however. Given the college's historical emphasis on social justice and providing affordable and inclusive opportunities for underserved populations, it is fitting that Core Theme 3: Diversity in Action achieved the highest degree of mission fulfillment among the four Core Themes. Core Theme 3 met its Indicators of Achievement at a rate of 95%. Core Theme 1: Responsive Teaching and Learning satisfied the criterion for mission fulfillment with a rate of 83%. Neither Core Theme 2: Catalyst for Success and Opportunities nor Core Theme 4: Communities Engagement reached the threshold designating satisfactory fulfillment, achieving levels of 68% and 64% mission fulfillment. This was a surprising outcome, as the college identifies closely with communities of all sorts within Seattle and strives constantly to build communities within the college itself. One of the challenges the college faces going forward is to understand the outcomes related to Core Theme 4 and to improve performance in this area.

Responses to Recommendations

The college's responses to recommendations following the 2012 Comprehensive Self-Study and the 2013 Year One Peer Evaluation Report are outlined in the [Response to Recommendations](#). In 2015, the NWCCU expressed its satisfaction with the steps that Seattle Central had taken to address the specifics of these recommendations. The college acknowledges, however, that this work is not complete.

As described in Chapter 5, Seattle Central faculty and administrators tackled this recommendation directly and initially reduced the number of indicators across four Core Themes to 68. Seattle Central faculty and administrators worked to eliminate redundancy of indicators; find common definitions for indicators, objectives, and outcomes; and define terms clearly in support of reliable assessment practices. As the college deliberated on new indicators to assess its Core Themes, additional ideas were suggested; in the end, the college returned to a list still containing a large number of indicators. The challenge of reducing the number of indicators is one the current administration is prepared to undertake. The goals of this project will be to identify a group of fewer indicators that assess the accomplishment of Core Theme objectives and outcomes well but do not overwhelm the college's ability to perform meaningful self-study. For a complete discussion of this challenge, please see [Chapter 5](#).

Evident Future Work

Change is a constant in the life of Seattle Central College; and the ability of the college to exercise flexibility and adapt to change will determine the degree to which Seattle Central succeeds in the future. Three specific challenges facing the college are the local and national economy, future actions by the state legislature, and changes within the Seattle Colleges District. Research studies document an inverse relationship between a strong economy and community college

enrollments. Based on predictions of a continued strong local economy, increasing housing costs, and transportation challenges, Seattle Central must continue to evolve and improve in order to attract students and maintain a skilled workforce. Engaging in meaningful planning, assessment, and improvement efforts is necessary to the college's future success.

Along with its sister institutions in the Seattle Colleges District, Seattle Central continues to receive diminishing support from the state legislature. As a result, the college must seek innovative ways to operate with less support in the face of the demands presented by the economy. The aging campus infrastructure presents significant deferred maintenance issues; salaries that have not kept pace with the cost of living in the Seattle metropolitan area present challenges to recruiting and retaining faculty and staff. These financial demands require the college to exercise precise budgeting and significant fiscal restraint to support the range of programs currently offered. Moving into the next accreditation cycle, the college will need to balance the realities of maintaining a diverse and far-reaching educational program with diminishing support from state funding sources.

Seattle Central College continues to manage the challenges and realize the benefits created by the integration of systems within the Seattle Colleges District. In 2018 the college helped refine the mission statement that defines the operational focus of the three Seattle colleges. The district-wide integration project requires understanding and flexibility among faculty, staff, and administrators and is still a work in progress. The coming years will allow the college to function more effectively and more efficiently within the district system and thus serve students better.

Bright Horizons

While Seattle Central College faces difficult challenges in the years to come, the college also holds great optimism for the future. Two programs, particularly, are exciting to consider. The first is the Seattle Promise, which began with a soft launch in the fall of 2018. This program provides full tuition support for graduates of Seattle high schools. With the City of Seattle, Seattle Central College and the other two colleges of the Seattle Colleges District have started by partnering with a handful of schools but will eventually expand to welcome all graduates of any of the Seattle Public Schools to begin their educational journeys.

The Seattle Promise has the potential to invigorate Seattle Central College in positive ways. The young cohort of new students from Seattle Public Schools will boost enrollment, adding members to the energetic mix of students already filling college hallways and classrooms. Further, as these new college students enter the world of post-secondary education, they will identify Seattle Central as the institution that encouraged them to take the first steps towards their eventual careers. Seattle Central's important role in the city's educational landscape will be

augmented as the college welcomes high school graduates regardless of financial resources and offers them a change to realize their dreams without economic barriers that have historically blocked access to a college education.

Seattle Central's initiation of Seattle Pathways, a tailored version of Guided Pathways, will also create positive change and help students. Seattle Pathways will assist students in all phases of their college trajectory, from exploring career and program options and selecting classes, to ensuring that students learn how to study and are able to apply themselves effectively to their classwork. Under the auspices of Seattle Pathways, students will be monitored as they move through their course work and receive advising and tutoring support as needed. The goal of Seattle Pathways is to equip students with the skills and the guidance they need to succeed. As is the case with the Seattle Promise, Seattle Pathways has the potential to serve a new generation of entering students.

Closing

Seattle Central College hopes this report creates a three-dimensional understanding for the work of the college, the depth of the dedication of its faculty, staff, and leadership, and the breadth of its students' diverse talents. Seattle Central College is an extraordinary place to learn and work. It has been a rewarding challenge to convey this picture of the college's programs and community through the 2019 Comprehensive Self-Study.

Supporting Documents: Conclusion

Response to Recommendations
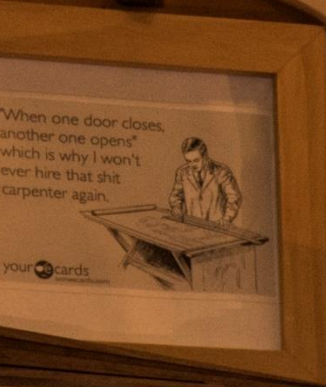
LIST OF SUPPORTING DOCUMENTS

LINKED IN REPORT

General Documents

[District Catalog](#)

SCD Policies and Procedures – [Section 100](#)

SCD Policies and Procedures – [Section 200](#)

SCD Policies and Procedures – [Section 300](#)

SCD Policies and Procedures – [Section 400](#)

SCD Policies and Procedures – [Section 500](#)

SCD Policies and Procedures – [Section 600](#)

SCD Policies and Procedures – [Section 900](#)

[Seattle Central Fall 2019 Class Schedule](#)

Institutional Overview

[Enrollment Trends (2012-2013 to 2018-2019)](#)

Basic Institutional Data Form

[Basic Institutional Data Form](#)

[Financial Report](#)

Preface

[Response to Recommendations](#)

[Letter](#) from NWCCU - July 21, 2015

Email from NWCCU – November 20, 2015

Letter from NWCCU – February 5, 2016

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Core Theme Team Roster

Chapter 2: Resources and Capacity

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2.A.8 board evaluation materials

2.A.10 Resume – Dr. Sheila Edwards Lange

2.A.10 Resume – Dr. Shouan Pan

2.A.11 Resume – vice president for instruction

2.A.11 Resume – vice president for student services

2.A.11 Resume – vice president for administrative services

AFT Contract

Collective Bargaining Agreement for classified staff

Collective Bargaining Agreement for professional staff

District purchasing policies and procedures

Standard 2.B Human Resources

2.B.2 [Exempt/Administrative Evaluation Questions](#)

2.B.2 [Classified Staff Evaluation Form](#)

2.B.2 [Faculty Evaluation Schedule](#)

2.B.2 [Tenure Evaluation Form](#)

2.B.2 [Post-Tenure Faculty Evaluation Form](#)

2.B.2 [Request for Faculty Evaluation Forms](#)

2.B.4 [Seattle Central College Administrative Organization Chart](#)

2.B.4 [Instructional Organization Chart](#)

[Collective Bargaining Agreement](#) for classified staff

[Collective Bargaining Agreement](#) for professional staff

[AFT Contract](#)

Standard 2.C Education Resources

2.C.2 [Example Master course outlines](#)

2.C.2 [Example course syllabi](#)

2.C.2 [course description suggestions](#)

2.C.2 [syllabi template](#)

2.C.4 [Professional-Technical degree and certificate programs](#)

2.C.6 [Library Information Literacy Plan](#)

2.C.11 [General education program outcomes](#)

2.C.17 [CE customer service survey](#)

Standard 2.D Student Support Resources

Standard 2.E Library and Information Resources

Standard 2.F Financial Resources

Standard 2.G Physical and Technological Infrastructure

Chapter 3: Institutional Planning

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Seattle Central (Preliminary) Strategic Plan (2016-2020)

Seattle Central Operational Plan (2018-2020)

Seattle Colleges Strategic Plan (2017-2023)

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Listening Sessions: Core Theme 1 – Responsive Teaching and Learning

Listening Sessions: Core Theme 2 – Catalyst for Opportunities and Success

Listening Sessions: Core Theme 3 – Diversity in Action

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Academic Master Plan

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Facilities Master Plan

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CCC+ Annual Report

3.A.3 Program Viability Studies

3.A.5 Emergency Action Plan

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PRC/IAC/External Studies annual schedule

External Study summary report

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2018 CTI Progress Report

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Direct Transfer Agreements – Washington State

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Chapter Five – Mission Fulfillment, Adaptation, and Sustainability

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5.B.1 [Annual survey of strategic success](#)

5.B.1 [District scorecard](#)

5.B.2 [2017-2023 Seattle Colleges Strategic Plan](#)

5.B.3 [Bachelor of Applied Science in IT Networking](#)

[2018-2020 Seattle Central College Operational Plan](#)

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