SELF-STUDY

For Reaffirmation of Accreditation

Submitted March 2005

to the

Commission on Colleges and Universities
of the
Northwest Association of Schools and Colleges

By

Seattle Central Community College

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<th>DEFINITION</th>
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<tbody>
<tr>
<td>AA</td>
<td>Associate of Arts</td>
</tr>
<tr>
<td>AACRAO</td>
<td>American Association of Collegiate Registrars and Admissions Officers</td>
</tr>
<tr>
<td>AAL</td>
<td>Assessment as Learning</td>
</tr>
<tr>
<td>AAMA</td>
<td>American Association of Medical Assistants</td>
</tr>
<tr>
<td>AAS</td>
<td>Associate of Applied Science</td>
</tr>
<tr>
<td>AAS-T</td>
<td>Associate of Applied Science-Transfer</td>
</tr>
<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
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<td>ACAC</td>
<td>Administrative Computing Advisory Committee</td>
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<td>ACRL</td>
<td>Association of College and Research Libraries</td>
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<td>ADA</td>
<td>American Dental Association</td>
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<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<td>AS</td>
<td>Associate of Science</td>
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<td>ASC</td>
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<td>American Sign Language</td>
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<td>AS-T</td>
<td>Associate of Science-Transfer</td>
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<td>Assessment Technologies Institute</td>
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<td>Business Affairs Council</td>
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<td>CAAHEP</td>
<td>Commission on the Accreditation of Allied Health Education Programs</td>
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<td>CEU</td>
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<td>CIP</td>
<td>Comprehensive Individualized Plan</td>
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<tr>
<td>CIS</td>
<td>Center for Information Services</td>
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<td>CL</td>
<td>Computer lab (fee)</td>
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<td>COLA</td>
<td>Cost of living adjustment</td>
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<td>COP</td>
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<td>CRC</td>
<td>Curriculum Review Committee</td>
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<td>CSP</td>
<td>Coordinated Studies Program</td>
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<td>CTC</td>
<td>Community and Technical Colleges</td>
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<td>Acronym</td>
<td>Definition</td>
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<tr>
<td>EFF</td>
<td>“Equipped for the Future” framework</td>
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<tr>
<td>EMPOWR</td>
<td>Empowerment Means Political Organizing for Women’s Rights</td>
</tr>
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<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>FAS</td>
<td>Financial Aid System</td>
</tr>
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<td>FERPA</td>
<td>Family Educational Rights and Privacy Act of 1974</td>
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<td>FITT</td>
<td>Facilities, Infrastructure, Technology and Telecommunications</td>
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<td>FMS</td>
<td>Financial Management System</td>
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<td>FTE</td>
<td>Full-time equivalent</td>
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<td>GAAP</td>
<td>Generally Accepted Accounting Principles</td>
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<td>Gross square feet</td>
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<td>Higher Education Coordinating Board</td>
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<td>IPEDS</td>
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<td>Information Technology</td>
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<td>LGIP</td>
<td>Local Government Investment Pool</td>
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<td>MIO</td>
<td>Major Institution Ordinance</td>
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<td>MIOD</td>
<td>Major Institution Overlay District</td>
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<td>MOU/A</td>
<td>Memorandum of Understanding/Agreement</td>
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<tr>
<td>MRTE</td>
<td>Mutual Research Transcript Enterprise</td>
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<tr>
<td>NISOD</td>
<td>National Institute for Staff and Organizational Development</td>
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<tr>
<td>OAL</td>
<td>Office of Adult Literacy</td>
</tr>
<tr>
<td>OCPE</td>
<td>Office of Continuing and Professional Education</td>
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<td>OFM</td>
<td>Office of Financial Management</td>
</tr>
<tr>
<td>PAC</td>
<td>Planning Advisory Committee</td>
</tr>
<tr>
<td>PIER</td>
<td>Projects for International Education Research</td>
</tr>
<tr>
<td>PIO</td>
<td>Public Information Office</td>
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<tr>
<td>PIU</td>
<td>Professional improvement units</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>PPMS</td>
<td>Payroll/Personnel Management System</td>
</tr>
<tr>
<td>RMI</td>
<td>Repairs and Minor Improvement</td>
</tr>
<tr>
<td>RRT</td>
<td>Retention Response Team</td>
</tr>
<tr>
<td>S&amp;A</td>
<td>Services and Activities</td>
</tr>
<tr>
<td>SAO</td>
<td>State Auditor’s Office</td>
</tr>
<tr>
<td>SBCTC</td>
<td>State Board for Community and Technical Colleges</td>
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<tr>
<td>SCCD</td>
<td>Seattle Community College District</td>
</tr>
<tr>
<td>SCCFT</td>
<td>Seattle Community Colleges Federation of Teachers</td>
</tr>
<tr>
<td>SCCTV</td>
<td>Seattle Community Colleges Television</td>
</tr>
<tr>
<td>SCIE</td>
<td>Seattle Central Institute of English</td>
</tr>
<tr>
<td>SEOG</td>
<td>Supplemental Education Opportunity Grant</td>
</tr>
<tr>
<td>SGID</td>
<td>Small Group Instructional Diagnosis</td>
</tr>
<tr>
<td>SLEP</td>
<td>Secondary Level English Proficiency</td>
</tr>
<tr>
<td>SMA</td>
<td>Seattle Maritime Academy</td>
</tr>
<tr>
<td>SMS</td>
<td>Student Management System</td>
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<tr>
<td>SORC</td>
<td>Student Organization Resource Council</td>
</tr>
<tr>
<td>SSI</td>
<td>Student Satisfaction Inventory</td>
</tr>
<tr>
<td>SSS</td>
<td>Student Support Services</td>
</tr>
<tr>
<td>STAR</td>
<td>Success, Training, Advising, and Registration</td>
</tr>
<tr>
<td>SVI</td>
<td>Seattle Vocational Institute</td>
</tr>
<tr>
<td>S.W.O.T.</td>
<td>“Internal strengths and weaknesses, and external opportunities and threats”</td>
</tr>
<tr>
<td>TAC</td>
<td>Technical Advisory Committee</td>
</tr>
<tr>
<td>TESL</td>
<td>Teaching English as a Second Language</td>
</tr>
<tr>
<td>TLC</td>
<td>Technology Learning Center</td>
</tr>
<tr>
<td>USF</td>
<td>Usable square feet</td>
</tr>
<tr>
<td>UW</td>
<td>University of Washington</td>
</tr>
<tr>
<td>WABERS</td>
<td>Washington Adult Basic Education Reporting System</td>
</tr>
<tr>
<td>WAC</td>
<td>Washington Administrative Code</td>
</tr>
<tr>
<td>WACTC</td>
<td>Washington State Community and Technical Colleges</td>
</tr>
<tr>
<td>WAOL</td>
<td>Washington Online</td>
</tr>
<tr>
<td>WAVE</td>
<td>Washington Award for Vocational Excellence</td>
</tr>
<tr>
<td>WISE</td>
<td>Women in Science and Engineering</td>
</tr>
<tr>
<td>WCC</td>
<td>Wood Construction Center</td>
</tr>
<tr>
<td>WORM drive</td>
<td>“write once, read many” drive</td>
</tr>
</tbody>
</table>
ACCREDITATION COMMITTEES AND TEAMS

STEERING COMMITTEE

Chair: Wai-Fong Lee
Members: Loris Blue, Lexie Evans, Danny Howe, Karen Kato, Mildred Ollée,
        Doug Cole, George Gary, Carol Kallfelz, Bea Kiyohara,
        Steve Conger, Ron Hamberg, Sean Kane,
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Chair: George Gary
Committee: Susan Bean  Janet Barker  Brigid McDevitt

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Committee: Dick Coulter  Sharon Hager  Daniel Vicente  Jeff Watts

STANDARD NINE
Chair: Bea Kiyohara
Committee: Ken Matsudaira  Jane Shoop  Tina Young
OVERVIEW

INTRODUCTION
Seattle Central Community College is located in the Capitol Hill area near downtown Seattle. It is a uniquely urban college serving an average of 10,500 students each quarter in buildings occupying several city blocks (main campus under 10 acres) surrounded by the business area. The college mirrors the community it serves with the student body being highly ethnically and socioeconomically diverse. Students range from 17-80 years of age, and are from a wide variety of cultures and backgrounds.

Students from over 50 countries choose Seattle Central as the place to pursue their education. This diversity makes for a spirited and sometimes challenging environment, where students and faculty are exposed to new views, experiences, and cultures. It is this diversity that led *Time* magazine to name Seattle Central “College of the Year” in 2001.

At Seattle Central, access leads to success. Beginning with the application process, students are assisted every step along the way toward achieving educational and career goals.

Seattle Central is among the top community colleges in the state to transfer students to four-year institutions. The college’s graduates and transfer students are academically prepared to complete baccalaureate degrees. During the past several years, a comparison of grade point averages at graduation indicates that Seattle Central transfer students had equal or higher averages than the native University of Washington students.

In addition to its transfer program, Seattle Central has 33 diverse degree or certificate programs on the main campus for workforce education and eight certificate programs offered at the Seattle Vocational Institute. Based on enrollment, the college has the largest basic skills program in the state.

The college’s courses and programs reflect the needs of students. Seattle Central offers a generous scholarship and financial aid program for those who qualify for assistance. The college also provides three free collegewide tutoring programs: drop-in for basic skills; drop-in for science and math; and by appointment for all subjects. The college provides hundreds of personal computers (IBM and Mac) for student use at the Computer Center, computer classrooms, and 44 networked demonstration classrooms. The college strives to replace all student computers on a three-year cycle.

Seattle Central, under the auspices of the Washington State Board for Community and Technical Colleges, is accredited by the Northwest Commission on Colleges and Universities. The college is a member of the League for Innovation, a prestigious group of 18 community colleges and districts nationwide. Each college or district is selected for membership based on educational excellence.

ELIGIBILITY REQUIREMENTS
Seattle Central Community College is in compliance with the Commission’s eligibility requirements as follows:

1. **Authority.** As an entity of Seattle Community College District VI, Seattle Central is authorized by the state of Washington under the Community College Act of 1967 to offer “comprehensive educational, training and service programs to meet the needs of both the communities and students served.” It is approved to grant associate degrees and program certificates as provided by the Revised Code of Washington (28.B.50).

2. **Mission, Values, and Goals.** The current mission and values were established and approved by the Board of Trustees in 1994. Review and comment by the college community during 2003-2004 reaffirmed the mission.

Mission: Seattle Central Community College promotes educational excellence in a multicultural urban environment. We ensure opportunities for academic achievement, workplace preparation and service to the community by creating a learning
environment which is accessible, diverse, responsive and innovative.

Values: The college’s values, which are appropriate for a community college, are incorporated in the mission statement in that the college strives to be the following to the community:

- Accessible
- Diverse
- Responsive
- Innovative

Goals: The eight 2000-2005 goals reflecting the mission and values are listed in Figure 1.1 in Standard One.

3. **Institutional Integrity.** As described in Standard 9.A.1, Seattle Central “subscribes to, exemplifies, and advocates high ethical standards in the management and operations and in all of its dealings with students, the public, organizations, and external agencies.” For further support of institutional integrity, see Standard Nine.

4. **Governing Board.** Local governance for the college is the responsibility of the Seattle Community College District Board of Trustees, a body of five individuals appointed by the Governor. Members of the Board have no contractual or financial interest in the college.

5. **Chief Executive Officer.** The college President is appointed by the Chancellor under authority of the Board of Trustees. President Mildred W. Ollée was appointed in September 2003 and is responsible for the institution full-time.

6. **Administration.** The college is organized into four units: Instruction, Student Services, Administrative Services, and the President’s Office. Student Services is divided into two sub-units: Enrollment Services and Student Development Services. Except for the President’s Office, each unit and sub-unit is under the supervision of a vice president.

7. **Faculty.** As of 2003-2004, the college has 155 full-time tenured faculty positions. As prescribed by the Agreement between the Seattle Community College Federation of Teachers (SCCFT) and the Board of Trustees, faculty members are involved in the formulation of instructional curriculum, academic planning, and professional development. Faculty in transfer programs possess at least a master’s degree in the discipline they teach. Faculty in workforce and basic skills programs possess a degree or experience adequate for the educational level offered.

8. **Educational Program.** The college offers a comprehensive curriculum of transfer courses, workforce programs and basic skills courses. Degrees offered are Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of Applied Science-Transfer. These degrees comprise courses of appropriate content and length and are taught by outstanding faculty. The college also offers high school diplomas, GED, and certificates in a wide range of workforce education programs.

9. **General Education and Related Instruction.** Except for short-term workforce education programs, all degrees and certificates contain appropriate general education and related instruction components, and follow the statewide Intercollege Relations Commission guidelines for general education.

10. **Library and Learning Resources.** The college library is available to students, faculty, and staff onsite and through the Internet. Two satellite libraries are located at the Wood Construction Center and the Seattle Maritime Academy. The library has adequate print and online resources to support all instructional programs. The college’s librarians promote information literacy across curricula and teach library credit courses.

11. **Academic Freedom.** Seattle Central is committed to maintaining an environment where all members of the college community are free to express themselves, explore learning, and share opinions and ideas. Further information on academic freedom is found in the Agreement between the SCCFT and the Board of Trustees.
12. **Student Achievement.** Seattle Central provides a learning experience that is enriched through faculty and student discussions. The college adheres to the following student learning outcomes:
   - Intra-personal learning
   - Appreciation and expression through the arts and literature
   - Social behavior
   - Skill development
   - Knowledge of ideas and issues shaping human history

13. **Admissions.** The college has an open door policy as prescribed in Revised Code of Washington (RCW) 28.B50.020. Admission requirements are shown in the college Catalog and on the college Web site. Students may be eligible for special admission through state mandated or permissive programs such as Running Start and Career Link.

14. **Public Information.** As part of Seattle Community College District VI, the college publishes a Catalog every two years that includes the college mission, admissions requirements and procedures, academic rules and regulations, degrees and certificates and their requirements, refund policy, academic credentials of faculty and administrators, and other information of relevance and interest to students and the public. Information on tuition and fees is published in the quarterly class schedule distributed through mail and on the college’s Web site.

   General information on student rights and responsibilities is published in the Catalog, the Student Handbook, and on the college’s Web site.

15. **Financial Resources.** The college receives approximately 60 percent of its funding through the state of Washington legislature and approximately 40 percent from local revenues, specifically in-state and out-of-state tuition. Capital funding is primarily from the state legislature, although recently the College Foundation has begun to raise funds for renovation projects. The college maintains a fund reserve of approximately five percent.

16. **Financial Accountability.** The college’s financial activities are audited by the Washington State Auditor’s Office (SAO) in conjunction with the annual college district review. The college submits its financial information annually to the State Board where the data is combined, and the large consolidated account balances are examined (by the SAO). The results of the SCCD financial activities are reflected in the state of Washington’s General Purpose Financial Statements. Those statements are audited by the SAO and reported in the systemwide Comprehensive Annual Financial Report issued each December by the Office of Financial Management.

17. **Institutional Effectiveness.** The college is currently transitioning from its previous structural plan (2000-2005) to a new strategic plan (2005-2010). As part of the budgeting process, budget allocation is tied to program goals in relation to the college mission. The college has a long-standing practice of curriculum and program review, assessment of program outcomes, and regular institutional-wide surveys of students and employees. Additionally, educational programs and support services conduct their own specific studies to evaluate program effectiveness.

18. **Operational Status.** Seattle Central was established in 1967 as part of the Washington State Community College system, now SBCTC, and is currently accredited in good standing through the Northwest Commission on Colleges and Universities. Where appropriate, workforce education programs are accredited through appropriate professional associations (e.g., the National League for Nursing Accrediting Commission (NLNAC)).

19. **Disclosure.** The college regularly discloses requested information to the Northwest Commission on Colleges and Universities and to other appropriate agencies.

20. **Relationship with the Accreditation Commission.** The college subscribes to and complies with the standards and policies of
SELF-STUDY PROCESS

The college began to prepare its internal constituencies in 2002 by communicating the importance of institutional effectiveness, educational planning, and assessment in the self-study process. In fall 2002, the college invited Dr. Ron Baker, Associate Executive Director of the Commission, to discuss institutional effectiveness and assessment at an open forum. Three accreditation committee members from the South Seattle Community College shared their successful assessment experience at this forum. The forum was well attended by faculty, staff, student leaders, and administrators. In addition, the Director of Planning and Research posted related information in the e-mail public folders and articles in Central Questions, the online institutional and educational effectiveness newsletter.

The official self-study process began in February 2003 when three administrators and two faculty attended the NWCCU Institutional Self-Study Workshop. These five participants included the Director of Planning and Research and the chair of the Curriculum Review Committee. In March 2003, Dr. Al Johnson, the Associate Executive Director of the Commission, presented the self-study process to the college community in an open forum.

In early 2003, the college President appointed a 14-member Self-Study Steering Committee, which included three faculty members and was chaired by the Director of Planning and Research. Dr. Al Johnson met with the Steering Committee to explain the assignments of the evaluation committee members and other logistic matters.

From spring to fall 2003, there were important personnel changes at the college: the former college President became the Chancellor of the college district, and a new President was appointed to start in September 2003. At the same time, the Director of Planning and Research resigned, and a new Steering Committee chair was assigned by the new President. Nevertheless, 11 standards committees and six teams were formed to carry on the self-study process, which included faculty, staff, and administrators. The standards committees met regularly and reported their progress at the Steering Committee meetings.

To encourage faculty and staff to provide evidence of assessment and share their assessment activities, an assessment database, “Institutional Effectiveness and Assessment,” was created. The newly formed Institutional Effectiveness Committee (IEC) and the Instructional Assessment Team (IAT) were active in developing templates for assessment schedules (plans) and reports for both instructional and non-instructional programs. The collaboration and innovative synergy of these groups established a great momentum of wide participation in posting assessment activities in the shared database. Faculty from these groups have been the key trainers to assist other faculty, staff, and administrators in adding their assessment plans and reports to the database. They provide regular assessment training sessions each quarter where discussion of assessment also takes place. In a relatively short period of time, “Assessment Matters” has become a commonly known slogan on campus, and it now represents all assessment related matters as well as the database. As a result, faculty in IAT started calling themselves the Assessment Matters Team.

Furthermore, four teams have been formed to prepare the college for the Evaluation Committee’s site-visit in April 2005. Students are part of these teams, which will assist in tasks related to collegewide communication, logistical arrangements, and preparation of facilities and the exhibit room. A campuswide special accreditation celebration is planned for April 12 for the college community to get ready for the site-visit. It is anticipated that it will be an exciting and enjoyable event for all.

SUMMARY OF FINDINGS

The self-study process has been a great learning process allowing the college to evaluate its activities, to celebrate its successes, and to identify significant challenges that must be addressed. The strengths and challenges as well as initiatives to address identified issues are included in the latter portion of each standard.
MAJOR ACCOMPLISHMENTS

Strong Student Leadership

Seattle Central’s students play an invaluable role in ensuring that Seattle Central meets its mission. Student Leadership provides the structure that ensures student representation in college governance. Students gain valuable leadership and analytical skills through service to the college. The Student Development Transcript documents students’ extracurricular leadership experience.

Students serve on college committees, work on projects that benefit students, and allocate services and activities (S&A) funds. Examples of their work are abundant. They have provided responsible stewardship in allocating technology fee funds since the fee’s inception in 1999 and they have allocated funds for library reserve textbooks that many Seattle Central students cannot afford to buy. Students set up a visible drop-in area (“The SPOT”) on campus that promotes student involvement and leadership.

Academic and Service Assessment

Although programs, service areas, and individual faculty have long been engaged in assessment, their efforts were not always widely shared outside of individual program areas. Since 2004, the college has made significant progress in documenting collegewide assessment to allow faculty and staff to share their assessment experiences. Through this initiative, the college has increased the awareness of assessment efforts and strategies. Faculty, administrators, and staff now share a common assessment vocabulary and understanding. Assessment is integrated into curriculum and program planning efforts. The recently developed “Institutional Effectiveness and Assessment” database allows service and instructional areas to openly share their assessment plans, activities, and experiences. This resource provides the college with a centralized access point for collegewide assessment progress. The assessment database promotes institutional understanding of assessment as an ongoing effort to improve instruction and services.

Improving Effectiveness

The college follows assessment efforts with action, particularly when assessment instruments identify issues or areas needing improvement. The college seeks real change in response to findings from student and employee surveys. Collaboration across student services departments and instructional divisions plays a key role in solving problems and improving effectiveness. To improve student satisfaction and retention, the college implemented new services such as the document imaging system to streamline the flow of student information among different service areas, and the Success Training, Advising, and Registration (STAR) orientation program to make the advising and registration process more efficient. To make students of color feel more comfortable and welcome, the college developed several strategies, which include the establishment of a Retention Response Team (RRT) bringing together student services staff and faculty from across campus to identify conditions that affect student retention and develop strategies for student success.

Significant Growth in Online Distance Learning

Impacted by market demand and technology change, online distance learning at Seattle Central has matured. The college offers a wide array of online courses that meet the same standards of quality and the same learning outcomes as their traditional “on-ground” counterparts. Except for the science lab requirement, students can complete an associate of arts degree online. Courses that are converted to online delivery undergo the same review process to ensure standards compliance. Online courses are offered and managed by their respective academic divisions with support from the Distance Learning Office. Seattle Central is among the state community colleges that have had a significant increase in online course enrollment during the last several years.

Instructional Effectiveness

Individual programs maintain currency and excellence through regular planning. Program faculty and administrators engage in annual planning retreats or meetings to identify goals and to examine outcomes. Academic transfer
and basic skills programs are regularly reviewed by the Curriculum Review Committee, a process that requires programs to examine their overall effectiveness in meeting program and college goals. Workforce Education programs work with Technical Advisory Committees to ensure that programs keep pace with industry developments and needs.

Seattle Central’s culture respects individual teaching styles and approaches, values academic freedom, and encourages diversity. Faculty share their perspectives by participating on committees and activities such as the Global Education Design Team and the Curriculum Review Committee. Faculty also share their expertise by offering professional development workshops. The Coordinated Studies Program (CSP) instructional model allows faculty to collaborate over a sustained period, resulting in opportunities to reflect on new pedagogical approaches and explore teaching strategies across disciplines. Long a model in the academic transfer areas, the CSP is now being applied to workforce education programs with great success. Service-learning is increasingly common, giving students opportunities to connect their learning to their communities.

Technology

Across the college, faculty and staff have improved their skills with technology, which they use as a tool to improve service and instruction. Using computers to support instruction is a given, and faculty are finding ways to use technology to serve instructional goals. Websites, online textbook resources, shared electronic files and file storage, and online research tools (general Internet and online databases) are examples of technology commonly used for classes. Faculty, particularly those who have participated in district summer institutes, are developing electronic instructional materials that supplement their teaching.

Computing resources have improved significantly in recent years:

- Standardized equipment and improved labs with more hours through the Computer Center remodel and support of technology fee funds
- Standardized instructional and administrative computing equipment and streamlined support
- Internet2 high speed access and updated network infrastructure, including the new wireless network

Challenges

Communication

With so many different modes of communication available—e-mail, online public folders, Web pages, to name a few—the college needs to consider the best ways to reach students and employees with consistent and reliable information. More ways of communicating mean there are more places to look and more publications to maintain. Staff are inundated with so much information through folders, Web pages, and e-mail that the most important information is sometimes obscured by the volume of less critical information.

Although the college decision-making process typically includes strong participation from across the college, final decisions are not always communicated effectively. This is reflected in the 2004 Climate Survey results.

Funding Issues

The state continues to have revenue shortfall and there is great concern about additional budget cuts for the 2005-2007 biennium and further tuition increase. State community college employees have not received any cost of living adjustment (COLA) for four years. Continuation of such a trend will negatively impact recruitment, retention, and morale, as well as the quality of educational programs and services. During the last several years, the revenues from the International Education Program and Running Start as well as grants have prevented the college from making major budget cuts. However, the college cut approximately one percent in its 2004-2005 budget. It is critical for the college to develop strategies to deal with further state funding reduction and potential weakening of revenue streams.

Though the college has received some reasonable amount of state capital funding during the last two biennia, the competition for capital funds is
high, and funding for major projects such as a new library has been difficult to obtain. Most of the college buildings are aging, and many areas are not configured to meet current needs or program requirements. There is also no space for new programs. The main campus and the three satellite locations are in a land-locked situation, which makes the expansion of the campus a great challenge.

**Enrollment**

During the last four years, the enrollment at Seattle Central had been on a slight increasing trend, which also coincided with economic depression in the state. The college was successful in applying various strategies to manage the enrollment growth with reduced state funding without having to enforce a major budget cut. However, enrollment beginning with fall 2004 is showing a slight reverse trend. The major factors that impact Seattle Central’s enrollment trends are fluctuating economic conditions and their effect on employment rates, the number of high school graduates in any given year, and the rate of population growth in the City of Seattle. There are signs the economic conditions in the state might be improving, and the number of high school graduates is projected to increase through 2008 or further.

However, Seattle Central is located in an area where population is not expected to grow significantly in the near future. Another key factor that has significant impact on Seattle Central’s enrollment is the changing polices of the public four-year institutions, especially the University of Washington, regarding transfers and admission of first year students. The later factor has already had a negative influence on the college’s transfer programs.

The college needs to equip itself with sound strategic directions to balance decreasing funding with growing demand for quality improvement in instructional programs and services and to successfully achieve its mission and goals. The following major institutional initiatives will assist the college to accomplish such a purpose.

**Key Institutional Initiatives**

The college is looking forward to several key institutional initiatives that will have significant impact on the college during the coming years. Most of these initiatives have just begun, and their accomplishments will provide a pathway to continuous improvement, which makes Seattle Central an outstanding college and an institution that is willing to be flexible and creative in dealing with matters that are critical for achieving its mission and goals.

**College Planning Council**

The newly formed College Planning Council will take a more cohesive approach in connecting strategic planning, assessment, and resource allocation to improve institutional effectiveness. Its replacement of the former Planning Advisory Committee (PAC) and the Structural Planning process demonstrates the college’s commitment to evaluate long-standing committees and replace them with a more effective planning approach. There is high expectation to see this council become a vital and effective planning mechanism on campus.

**Assessment Matters**

The continuous success of “Assessment Matters” requires sustainable efforts, not only to document assessment activities, but also to integrate assessment into existing planning endeavors such as the curriculum and program review processes as well as annual program planning at the division and department levels. Assessment training and opportunities to share strategies and techniques will be vital to improve the quality of educational programs and services. There is also a need to evaluate the effectiveness of the assessment database. The success of this initiative will be crucial for advancing the college’s institutional effectiveness.

**Restructuring Instructional Divisions**

Over a period of time, the structure of the instructional divisions has become a barrier for students to get information and assistance efficiently. It also prevents faculty in related fields from communicating and planning effectively. The decision to evaluate and establish a different structure is a necessity but also a bold approach. The process will take about one year, involving input and feedback from faculty, staff, students, and administrators in both instruction and student services units.
Implementation of the results will further the success of the instructional programs and improve service to students. The first meeting of this process took place in March 2005.

**Continuous Facilities Planning**

Both long-term and short-term facilities planning are essential to provide adequate and efficient space to meet all programs’ current and changing needs for the future. A facility master plan, which links program planning with space planning, must be reviewed and updated regularly to support capital project requests to the state. The planning process should involve relevant constituencies and cover immediate needs (three to six years), long-range needs (six to 10 years), and a comprehensive plan (10 to 20 years) as well as an implementation plan that is consistent with the state capital project request cycle. Insightful and effective facility planning will put the college in a favorable position for future growth as well as meeting current space needs.

**Follow-Up on Results of 2004 Climate Survey**

Because several items in the 2004 Climate Survey did not receive favorable ratings from faculty and staff, the college plans to form an advisory group to evaluate the survey results and to identify the priority, additional information, and the strategic methods to implement the remedies. The college intends to create and maintain a positive work environment at Seattle Central that nurtures high morale, open communication, and student success.

**Program and Services Vitality Study**

For some time, the college has recognized the need to perform an analytical study of all instructional programs and service areas. For example, the instructional deans suggested a list of criteria for such a purpose last year. The former Planning Advisory Committee (PAC) developed several criteria for its budget request review process. A new program vitality study initiative will provide a systematic approach to measure, analyze, and prioritize all instructional programs and service departments. The study results will provide strategic directions to support the college’s continuous institutional effectiveness, improvement, and accountability.
RESPONSE TO RECOMMENDATIONS FROM 2000 INTERIM REPORT

In 2000, the Northwest Commission on Colleges and Universities made the following recommendations:

1. **It is recommended that SCCC develop a formal process enabling SVI students to make a smooth transition into degree and certificate programs at SCCC.**

Over the past four years, Seattle Vocational Institute (SVI), as a member of the Seattle Central Community College, has worked diligently with the main campus to increase coordination and articulation. It has made a great deal of progress in the area of providing opportunities for students to smoothly transition into community college certificate and degree programs.

SVI has made great strides in establishing articulation agreements with the main campus and North Seattle and South Seattle Community Colleges in the Seattle Community College District.

- Medical Assistants graduating with a certificate from SVI are now admitted to the AAS degree program at North Seattle by passing the ASSET test with a sufficient score, demonstrating the ability to do college-level work.

- The Cosmetology Program is a joint partnership and has an articulation agreement with the main campus. Students enroll in SVI and matriculate to complete the technical skills portion of the program, and then transfer into the associate of applied science program at the main campus to complete general education and science requirements, and receive their associate degree. Resources are shared to offer this program.

- The new Dental Hygiene Program now under development (slated to begin in fall 2005) will follow a model similar to the Cosmetology Program. SVI and the main campus have entered into an articulation agreement to build the program in two tiers. Students will enroll at the main campus and matriculate to complete the classroom portion of the program, and then take their technical skills training at SVI to complete the associate of applied science-transfer program at the main campus.

- SVI has played a key role in the state-funded Health Care Institute over the last year. It has hosted quarterly meetings of partners and members, and has two representatives working on the dean’s committee. This involvement will result in a series of articulation agreements with community colleges, and will provide greater visibility to, awareness of, and respect for SVI’s programs. The program manager and the Nursing Assistant Program instructor have worked extensively with the Health Care Educators’ Institute (HCEI) team in articulating programs and redesigning some curriculum descriptions to make a smooth transition for students that may move from one campus to another.

- SVI has a number of collaboration agreements with other community colleges, as evidenced by its Building Trades Program (South Seattle), its ESL Program (North Seattle), and its Certified Nursing Assistant Program (South Seattle).

2. **It is recommended that SCCC continue working with the universities in Washington to obtain relevant useful follow-up data on SCCC’s former students who are now at those universities (Standard II).**

Since 2000, Seattle Central has investigated statewide sources of data in order to track students who transfer from Seattle Central to four-year institutions. Statewide there is only one database that is available for tracking Seattle Central students after they transfer; this is the Mutual Research Transcript Enterprise (MRTE; http://mrte.opb.washington.edu/), which has limitations. The MRTE only includes the following public four-year institutions: University of Washington (all branches), Eastern Washington University, Western Washington University, and Central Washington University. The MRTE does not include the Evergreen State
College, Washington State University or any of the independent institutions. The other major problem with the MRTE is that it is not current. As of today it is current for the community and technical colleges and the University of Washington (UW) only. The regional university data are out of date. The latest data available are as follows:

- Eastern 2002-03 Spring
- Western 2001-02 Spring
- Central 2002-03 Fall

This situation is not expected to improve any time soon. A significant percentage of students transferred to independent institutions, for which there is no common database; the attainment of useful and uniform data from these institutions remains a challenge.

In 2004, the UW agreed to assume responsibility for bringing current all public institutions, with the exception of Evergreen State College, in the MRTE database. The timeline for this to occur has not been established. Until this occurs, Seattle Central is limited to the data available in the MRTE database.

Regarding independent institutions, Seattle Central will continue to work on establishing tracking mechanisms for Seattle Central graduates. The college realizes the attainment of this goal is largely dependent on the cooperation of these institutions.

Fortunately, the majority of Seattle Central students transfer to public four-year institutions, and the majority of these students transfer to the UW. This means the college can only get useful data from the UW records for number of transfers, GPA, majors and degrees, but almost nothing from the other public institutions, and nothing from the independent institutions.

Seattle Central concludes that the best measure of students’ performance, as compared to students at state universities, is GPA at graduation (by bachelors, masters, juris doctor and doctoral degrees). Based on 10 years of the MRTE data, Seattle Central transfer students outperformed native students at Central Washington and the UW, including UW Bothell and UW Tacoma, and underperformed slightly at Eastern Washington and Western Washington, as shown in the following table. This table compares cumulative GPA at graduation between Seattle Central transfer students and native students at four-year public institutions. Except for the UW, the data for the other universities is limited.
Comparison of Cumulative GPA Between Former Seattle Central Students With At Least 30 Seattle Central Credits and Four-Year Native Students
By Type of Degree By Institution
Summer 1995 Through Summer 2004

<table>
<thead>
<tr>
<th>SELECTED WASHINGTON PUBLIC FOUR-YEAR INSTITUTION</th>
<th>TYPE OF DEGREE</th>
<th>UNDUPLICATED HEADCOUNT FROM SEATTLE CENTRAL</th>
<th>CUMULATIVE GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Wash. Univ.</td>
<td>Bachelor</td>
<td>64</td>
<td>2.96</td>
</tr>
<tr>
<td>Subtotal</td>
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<td>64</td>
<td>2.96</td>
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<tr>
<td>Eastern Wash. Univ.</td>
<td>Bachelor</td>
<td>10</td>
<td>3.34</td>
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<tr>
<td>Master</td>
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<td>4.00</td>
<td>3.48</td>
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<tr>
<td>Subtotal</td>
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<td>11</td>
<td>3.35</td>
</tr>
<tr>
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</tr>
<tr>
<td>Master</td>
<td>72</td>
<td>3.73</td>
<td>3.42</td>
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<tr>
<td>Doctor</td>
<td>15</td>
<td>2.93</td>
<td>3.63</td>
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<tr>
<td>Juris Doctor</td>
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<td>Subtotal</td>
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<td>1,446</td>
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<td>UW, Bothell</td>
<td>Bachelor</td>
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</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>78</td>
<td>3.00</td>
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<tr>
<td>UW, Tacoma</td>
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<td>Master</td>
<td>2</td>
<td>3.53</td>
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<td>Subtotal</td>
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<td>Western Wash. Univ.</td>
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<td>Master</td>
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<td>Grand Total</td>
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<td>1,697</td>
<td>3.27</td>
</tr>
</tbody>
</table>

Seattle Central Community College
MISSION
The Seattle Community Colleges will provide excellent, accessible educational opportunities to prepare our community for a challenging future.

GOALS
Meet Student Needs
- Serve more students in our academic and workforce programs
- Meet the needs of a diverse student population through flexible programs, curriculums and scheduling
- Assure funding, facilities and services to support our students

Build and Nurture Community and Business Partnerships
- Build awareness of the depth, breadth and quality of Seattle Community Colleges
- Anticipate and respond to local industry workforce requirements
- Develop and promote international and global education
- Develop customized training courses for local businesses and community organizations
- Establish a leading role in technology training

Work Together to Realize Our Common Vision
- Ensure that administrative systems and organizational structures are effective, efficient and responsive
- Maintain, promote and expand diversity of students, faculty and staff
- Support, highlight and recognize faculty, staff and student excellence
- Ensure accountability to the public
MISSION
Seattle Central Community College promotes educational excellence in a multicultural urban environment.

We ensure opportunities for academic achievement, workplace preparation and service to the community by creating a learning environment which is accessible, diverse, responsive and innovative.

VALUES

Accessible
We provide:

- Learning opportunities to students from varied backgrounds and circumstances
- Direct and developmental pathways to instructional programs
- A safe, healthy and barrier-free learning environment

Diverse
We value:

- Basic, general, professional-technical and continuing education
- Different cultures, races, lifestyles and learning styles
- Collaborative learning and decision making

Responsive
We promote:

- Programs to reflect and anticipate community needs
- An international focus in curricula and services
- Integration of general and professional-technical education
- Assessment and continuous improvement

Innovative
We practice:

- A holistic model of student growth and learning
- Alternative teaching and learning methods
- Technology-based instruction services

Adopted September 1994
Reaffirmed 2000 and 2004
STANDARD ONE CONTENTS

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INTRODUCTION

The public higher education system in Washington state is coordinated in its entirety by the Higher Education Coordinating Board. The State Board for Community and Technical Colleges (SBCTC) in turn governs the 34 institutions that make up the 30 community and technical college districts, of which the Seattle Community College District (SCCD) is one. The SCCD has oversight of the three colleges that comprise it: North Seattle Community College, Seattle Central Community College, and South Seattle Community College.

Seattle Central operates on the same planning cycle as the district. In both cases, the current plans were developed with a timeframe of 2000 to 2005. Given this timeframe, both the district and the college are in the process of creating new five-year plans. This is especially appropriate given the many changes, both internal and external, since the existing plans were developed.

MISSION, VALUES, AND GOALS

DISTRICT AND COLLEGE MISSIONS AND GOALS (1.A.1, 1.A.2, 1.A.4)

As shown in Figure 1.1, the mission and goals of Seattle Central Community College are consistent with those of the district. College goals flow directly from the elements of the mission, and they provide a framework and context for Seattle Central’s planning efforts. The mission and goals of Seattle Central with specific objectives and strategies are detailed in the Seattle Central Structural Plan, 2000-2005 (Appendix 1.1). Figure 1.2 illustrates how the college mission and values lead to strategies.

Mission Reaffirmation

Seattle Central’s mission and values last underwent a major revision in 1994, the result of a year-long, highly participatory process. It was led by the Mission Review Taskforce, a nine-member group composed equally of faculty, staff, and administrators. The taskforce was charged with gathering input from all college constituencies regarding the college mission and values, and revising them accordingly. After several iterations, the final draft was endorsed by faculty and staff, approved by the President’s Executive Cabinet, and subsequently adopted by the Board of Trustees in September 1994. Since its adoption, the mission statement and values have been reviewed and reaffirmed twice, once in 2000, and most recently in 2004, when the new President initiated the process for developing a new strategic plan. Meetings of representatives from each of the constituencies—students, faculty, staff, and administration—met to review the current mission and values. Directions expressed in these planning forums informed the all-campus review of mission and values during President’s Day in fall 2004. An institutional Climate Survey was also conducted at the fall session.

The involvement of all college constituencies in both the development and review of the mission and values has led to a wide understanding of, and commitment to, the college mission and values by its employees. The fall 2004 institutional Climate Survey found that the overwhelming majority of employees understand the mission and values of the college (82 percent), and feel their jobs are relevant to it (87 percent) (Exhibit 1.1).

The mission and values appear in a wide range of institutional publications, including the Seattle Community Colleges Catalog, the quarterly class schedules, the Student Handbook, and the college
Seattle Central Community College promotes educational excellence in a multicultural urban environment. We ensure opportunities for academic achievement, workplace preparation and service to the community by creating a learning environment which is accessible, diverse, responsive and innovative.

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

<table>
<thead>
<tr>
<th>GOALS, 2000-2005</th>
<th>GOALS, 2000-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create social structures and processes that encourage and facilitate genuine interaction and understanding among the many racial, national, linguistic and cultural groups of Seattle Central students, faculty and staff.</td>
<td><strong>Work together to realize our common vision</strong> Maintain, promote and expand diversity of students, faculty and staff Support, highlight and recognize faculty, staff and student excellence Ensure accountability to the public</td>
</tr>
<tr>
<td>2. Create a physical campus environment that supports students, faculty and staff in their learning and work and encourages pride in and respect for our college and each other.</td>
<td><strong>Meet student needs</strong> Assure funding, facilities and services to support our students, faculty, staff and student excellence</td>
</tr>
<tr>
<td>3. Provide services that are coordinated, easy to access, accurate and respectful of students and their needs.</td>
<td><strong>Meet student needs</strong> Meet the needs of a diverse student population through flexible programs, curriculum and scheduling</td>
</tr>
<tr>
<td>4. Provide broad access, innovative curricula, and quality instructional support that respond to the diverse and changing needs of our comprehensive college community.</td>
<td><strong>Meet student needs</strong> Serve more students in our academic and workforce programs <strong>Build and nurture community and business partnerships</strong> Build awareness of the depth, breath and quality of Seattle Community Colleges Anticipate and respond to local industry workforce requirements Develop and promote international and global education Develop customized training courses for local businesses and community organizations Establish a leading role in technology training</td>
</tr>
<tr>
<td>5. Strengthen Seattle Central's professional support for faculty and staff.</td>
<td><strong>Work together to realize our common vision</strong> Support, highlight and recognize faculty, staff and student excellence</td>
</tr>
<tr>
<td>6. Increase student enrollment and retention.</td>
<td><strong>Meet student needs</strong> Serve more students in our academic and workforce programs</td>
</tr>
</tbody>
</table>
Meet the needs of a diverse student population through flexible programs, curriculum and scheduling
Assure funding, facilities and services to support our students
Build and nurture community and business partnerships
Build awareness of the depth, breadth and quality of Seattle Community Colleges
Anticipate and respond to local industry workforce requirements

7. Provide students, faculty and staff access to current and emerging technologies and the skills and support needed to use these technologies.

Build and nurture community and business partnerships
Establish a leading role in technology training
Work together to realize our common vision
Support, highlight and recognize faculty, staff and student excellence

8. Provide adequate facilities and space for instructional programs and support services.

Meet student needs
Assure funding, facilities and services to support our students

Web site (see Exhibit 1.2 for a complete list of where the mission appears). Further, the mission and values are widely posted in nearly every administrative office, meeting room, hallway, and common area on campus.

Institutional Goals
The focus of the institutional goals for 2000-2005 was greatly affected by the results of two Community College Student Experiences Questionnaire (CCSEQ) surveys conducted in 1996 and 1999. The results struck at the core of the mission – accessibility, appreciation of diversity, and services to students. In response to the unexpected low student satisfaction rates, especially by certain student groups, the college launched a comprehensive 18-month review of its “structure,” i.e., its collective culture, attitudes, and procedures. The planning and implementation process that evolved from this review was coordinated by a team composed of representatives from all areas of the college (see Section 1.B for more details on this process). In January 2000, their recommendations for institutional change were organized into the eight institutional goals shown in Figure 1.1, and adopted by the Executive Cabinet.

Each of the eight goals is a succinct, action-oriented restatement of a broader commitment by the institution to its students, faculty, staff, and community. Each institutional commitment, in turn, is an amplification of some aspect of the college mission and values. In this way, each institutional goal is directly connected to, and consistent with, the mission. The Seattle Central Structural Plan, 2000-2005, including value commitments, goals, objectives, strategies, and progress is given in its entirety in Appendix 1.1.

Progress Toward Mission, Values, and Goals (1.A.3)
A collegewide forum was held in February 2000 to launch the new Structural Plan and structural planning process. Since then, regular updates on progress towards the plan have been posted to the Structural Planning public folders1 in the e-mail system and the Office of Planning and Research Web page, and presented at various planning forums and retreats. Accomplishments

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1 Microsoft® Outlook Public Folders is one of the primary methods used by Seattle Central to share documents across the college and the district.
are also detailed in regular institutional publications such as the *Communiqué*, a bi-weekly (formerly weekly) newsletter from the President, and *Central Questions*, a biannual online newsletter sponsored by the Office of Planning and Research (Exhibit 1.3).

**Influence of Mission, Values, and Goals (1.A.4, 1.A.5)**

The mission of providing *educational excellence in a multicultural learning environment that is accessible, diverse, responsive and innovative* provides a clear sense of purpose that strongly influences college policies on educational offerings, student admissions and support services, faculty selection, resource allocation, and planning. Academic and workforce education programs are evaluated for congruence with the institutional mission and learning outcomes through the curriculum review process and the program review process, respectively. As part of these

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**Figure 1.2—Structural Plan Schematic**

![Diagram showing the relationship between mission, commitments, goals, objectives, and strategies](image-url)
In institutional processes, faculty must demonstrate how their courses and/or programs are consistent with the college mission and learning outcomes (Exhibit 1.4). See Standard Two (2.A.7, Policy 2.2) for details.

In keeping with the mission, Seattle Central has an “open door” admissions policy and tailors its services according to the needs of its multicultural, urban students, of whom approximately one-half are of color, and nearly one-fourth are low-income. The diversity of the faculty and staff, like that of the students, is the highest in the state community and technical college system (Exhibit 1.5). Faculty selection criteria include awareness of the college mission and goals (Exhibit 1.6).

The broad language of the institutional goals can accommodate many strategies for carrying them out within the parameters of available human, physical, and financial resources of the college (Figure 1.2). The more specific strategies, in the shape of budget requests, are evaluated through the budget development process for their congruence with Seattle Central’s mission, values, institutional goals, and learning outcomes (see Standard 1.B). In this way, goals are consistent with resources, and resources are allocated consistent with the goals, educational offerings, student admissions and support services, faculty selection, resource allocation, and planning.

PUBLIC SERVICE (1.A.6)

Seattle Central’s commitment to community service is explicitly stated in the institutional mission, and where possible is linked to student learning. A number of instructional programs offer free or low-cost services to the public in conjunction with their classroom learning, including Commercial Photography, Cosmetology, Culinary Arts, Graphic Design and Imaging, Interpreter Training, Opticianry, and Specialty Breads and Desserts.

In those programs and courses that do not have service as part of their standard curricula, students can take advantage of Seattle Central’s extensive service-learning program. Service-learning is an educational program that combines community involvement with academic instruction, and is linked to specific classes as either a requirement or an option. It gives students the opportunity to enhance understanding of course content, build experience for a resume, explore career options, and to earn college credit – all while serving the community. To minimize the administrative burden to faculty and students, Seattle Central’s Service-Learning Office is staffed by one part-time employee who assists in many of the logistics of the program, including orientation, placement, and follow-up (Exhibit 1.7).

College facilities are available for rental to other educational institutions, governmental agencies, and civic and community organizations for the purposes of meetings, seminars, and workshops. These include multipurpose rooms, classrooms, the Atrium, and the Broadway Performance Hall. Scheduling priority is given to activities related to the college’s educational mission (Exhibit 1.8) such as the annual Black College Fair.

Other services available to the public on a fee basis include dining, childcare, and recreation. The One World dining room and the more casual Square One Bistro are staffed by Culinary Arts students, while the cafeteria-style Student Place is staffed by college employees. The cooperative Childcare Center, heavily subsidized by the college, is open to the public, although the children of students and staff are given priority. Community members may use the exercise and recreational facilities at the Student Activity Center, and attend the performance at the Little Theater for a fee.

The college sponsors a number of lectures, performances, and events that are open to the public. These include the Women’s Programs noon lecture series, the Global Education Design Team’s lecture series and the exhibits at the Rosetta Hunter Art Gallery. All lectures, panel discussions, cultural performances, and films sponsored or co-sponsored by the Office of Multicultural Initiatives are free and open to the public.

Finally, many college faculty, staff, and administrators are actively involved in the community. They serve as members or volunteers in the local community and service organizations, public institutions, and clubs. Some serve as board members or leaders in local,
state, and national organizations. For faculty’s public service in the community, see Standard Four, page 137.

**Substantive Change (1.A.7)**

Since Seattle Central’s last full-scale accreditation in 1995, two substantive change proposals have been filed with the Northwest Commission on Colleges and Universities in accordance with Policy A-2 – Substantive Change (Exhibit 1.9). The first, submitted in 1996, sought the Commission’s approval to offer the associate of arts degree entirely through distance learning. It was rejected. The proposal was subsequently modified and resubmitted in 1998. This time it was approved, the Commission having judged the intention to offer an associate of arts degree entirely through distance learning to represent no change in the institution’s accreditation status.

**Planning and Effectiveness**

**Institutional Planning and Evaluation (1.B.1 to 1.B.5)**

Institutional planning and evaluation at Seattle Central take place through four separate, but closely related processes: structural planning; budget development; strategic planning; and the collegewide assessment initiative, Assessment Matters. These processes, and the committees and events central to them, are detailed in the sections that follow. Also described is a recent effort to better align and integrate them.

**Structural Planning**

As briefly described in Standard 1.A, structural planning evolved from the college’s response to the student survey results. In December of 1996, the national Community College Student Experiences Questionnaire (CCSEQ; Center for the Study of Higher Education, University of Memphis) was administered to 626 Seattle Central students (Exhibit 1.10). The results of this survey contradicted some widely held beliefs regarding the institution’s accessibility, pedagogy, curricula, services to students, and attitudes towards diversity. Since many of the areas of student dissatisfaction were central to the mission, the college launched a comprehensive internal review of what collectively became known as its “structure”: its climate, attitudes, organization, procedures, and facilities. During the 18-month period following the publication of the survey results, a series of forums, colloquia, surveys, focus groups, committee meetings, and retreats were held in which hundreds of faculty, staff, students, and administrators ultimately participated.

During this exploratory phase, which relied heavily on data provided by the Office of Planning and Research, both a plan and a planning and implementation process began to take shape. The latter was initially composed of four committees – Student Satisfaction, Instruction, Resource Allocation, and Decision making – and was led by a Steering Committee. In December 1999, the committee recommendations were organized into the Seattle Central Structural Plan, 2000-2005 (Appendix 1.1), and the planning and implementation process was revised to consist of Workgroups, Taskforces, and Goal Teams attached to each of the goals, and a Coordinating Team charged with their oversight. Both the plan and the revised planning process were adopted by the Executive Cabinet in January 2000, and presented to the entire campus at a forum in February (Exhibit 1.11).

The Coordinating Team was chaired by the Director of Planning and Research and included the President, workgroup leaders – most of whom were mid-level managers or faculty members – classified staff, and several key employees to ensure full representation; attempts to engage students for membership on this committee were mostly unsuccessful. The Coordinating Team’s purpose was to coordinate and integrate the planning activities, provide leadership and motivation, monitor progress, and communicate to and with all stakeholders. The Coordinating Team also evaluated the planning process itself. The workgroups, taskforces, and goal teams developed strategies and, to the extent feasible, implemented them. Each of these groups was organized around a single goal in the plan. Depending on their particular tasks, pace, level of activity, and working style, the membership and activities differed.
The structural planning process was designed to be collaborative, flexible, dynamic, and responsive to its participants and to new information. Several of the goals required cross-boundary initiatives, and thus could not be the responsibility of a particular department. They required action by the college community as a whole if they were to be achieved. The Coordinating Team and the planning groups were responsible for building and sustaining this broad support.

**Budget Development and the Planning Advisory Committee (PAC)**

The budget development process at Seattle Central is part of the annual, districtwide budget planning process. This process is briefly summarized here with particular attention paid to its role in institutional planning and evaluation.

Each spring, the Seattle Central Business Office prepares budget planning packets for each department (Exhibit 1.12). These packets contain a memorandum from the President highlighting any important funding considerations; instructions for completing the budget requests; budget planning sheets with the current permanent level budgets; and a calendar of related events, including the schedule of presentations to the Planning Advisory Committee.

The Planning Advisory Committee (PAC) was established in the late 1970’s as a representative advisory body to the college leadership. According to its bylaws (Appendix 1.2):

> PAC advises the President on issues related to strategic planning. It is the campus body that reviews annual budgetary requests and makes resource allocation recommendations to the President. PAC reviews and advises at each phase of Seattle Central’s annual planning cycle, which includes environmental and institutional assessment, goal setting, strategy formation, and budget allocation. PAC also evaluates the planning process at the completion of each yearly cycle.

Its 20 members included faculty, staff, students, and administrators; they were nominated by their constituencies and appointed by the President in consultation with the Director for Planning and Research, who served as the committee chair. While in theory the scope of PAC reached beyond the budget development process, in practice its primary function was to review the annual budgetary requests submitted by departments, and especially for the last four years – since new requests typically exceeded available funds – to prioritize them. Its recommendations were addressed directly to the President, and were non-binding.

PAC met far in advance of the budget requests presentations in order to prepare for them. In the fall and winter, the committee convened monthly to orient members to the current and projected budget situation, and to begin developing criteria against which budget requests would be evaluated. At a minimum, these criteria included:

- Congruence with Seattle Central’s mission, values, and learning outcomes
- Congruence with Seattle Central’s institutional goals
- Support or maintenance of enrollment and recruitment
- Support for fiscal responsibility

In recent years, preparation for budget development also included a “blind” review of college programs. The Office of Planning and Research prepared data that spoke to program/unit demand, effectiveness, and efficiency – such as course waitlists, student to faculty ratios, and cost per full-time equivalent (FTE) – without identifiers (Exhibit 1.13). To encourage objectivity, programs/units were identified only once the data had been analyzed and some consensus had been reached regarding which, if any, required further scrutiny.

The bulk of the PAC’s work occurred in the spring, when the upcoming year’s budget was being developed. It met twice weekly, according to the schedule of oral presentations. The President and the Business Office gave the committee an overview of the budget situation for the year. Senior administrators then presented and discussed their departmental budgets, which were evaluated against the established criteria. PAC completed its work by
submitting its recommendations in writing to the President.

**Strategic Planning and the President’s Planning Retreat**

By design, the *Seattle Central Structural Plan, 2000-2005* focused mostly on specific, customer-service issues that were largely internal to the college. Since the plan’s inception, however, a number of significant changes have occurred in the college’s external environment: the decline of the high-tech industry; the terrorist attacks of 9/11 and resultant changes in immigration policies; record unemployment; Washington state’s budget deficit; a burgeoning student population; and the gentrification of the service area. In response to these changes, Seattle Central began a complementary, externally-focused strategic planning process that continues today.

In December 2002, the Office of Planning and Research published an environmental scan, i.e., a summary of political, economic, social, and environmental trends (Exhibit 1.14). A number of groups, including the instructional deans, Faculty Senate, Planning Advisory Committee, Administrative Computing Advisory Committee, Student Leadership Institute, and the Student Services Managers, analyzed the trends for their potential impact on the college. A representative from each group presented their findings at the President’s Planning Retreat the following spring (Exhibit 1.15).

First held in 1987, the President’s Planning Retreat is an annual, all-day planning event that focuses on strategic rather than operational issues. All those on active planning, such as the Structural Planning Coordinating Team and PAC, are invited to attend. Additional participants are selected based on their expertise, active involvement with the college, and ability to represent their constituency’s interests. Every effort is made to include students. The President sets the agenda in consultation with the Executive Cabinet and the President’s Cabinet.

Given the prominent role structural planning had played in recent years, the retreat in the spring of 2003 was a chance to reengage the college community in strategic planning. Participants conducted a “S.W.O.T.” analysis, i.e., an analysis of: (1) internal strengths and weaknesses, and (2) external opportunities and threats. The environmental scan was used to inform the latter. To provide data to assess the former, the results of two companion surveys were used: the *Student Satisfaction Inventory (SSI)* and the *Institutional Priorities Survey (IPS)* (Noel-Levitz, Inc., Iowa City, IA), administered to students and staff, respectively, in the fall of 2002 (Exhibits 1.16 and 1.17). These surveys helped to evaluate the college’s ability to respond to the changes forecasted in the environmental scan.

Shortly after the retreat, several changes in personnel put strategic planning temporarily on hold. The then president of Seattle Central was appointed Chancellor of the district, and the college welcomed his replacement, Dr. Mildred W. Ollée. The Director for Planning and Research amicably resigned, resulting in a six-month vacancy in that position. This pause in the action actually proved beneficial: it allowed for an evaluation and subsequent restructuring of collegewide planning at Seattle Central.

**Assessment Matters - Collegewide Assessment Initiative**

Seattle Central has a long commitment to assessment that began in the late 1980s. Though outcome assessment originally started mostly in instructional programs, assessment practices are now regularly conducted in both instructional and non-instructional areas. In general, there are three key periods that demonstrate the progress of assessment activities at Seattle Central:

**Before 2000**

For the instructional areas, faculty regularly attended the state sponsored quarterly Teaching, Learning, and Assessment conferences. Instructional assessment activities and experiences were shared in *Inside Outcomes* (Exhibit 1.18), a quarterly assessment newsletter. Assessment and evaluation activities in the non-instructional departments were not as widely communicated. Results of institutional effectiveness and student satisfaction surveys were posted in the e-mail public folders, and were openly discussed and shared at various retreats and collegewide forums.
Faculty and the Director of Planning and Research continued to participate in the state quarterly Teaching, Learning, and Assessment conferences, and other assessment workshops. College assessment activities were reported to the state annually. Both instructional and non-instructional assessment activities were reported in the online institutional and educational effectiveness newsletter Central Questions (http://seattlecentral.edu/planning; indexed in ERIC). Results of the CCSEQ, SSI, and IPS surveys were widely distributed and discussed on campus through the e-mail system, the Planning and Research Web page, retreats, and collegewide forums. The Assessment as Learning (AAL) model for workforce education programs was under development during this period.

The college formed the Institutional Effectiveness Committee (IEC) and a subcommittee called the Instructional Assessment Team (IAT). Collegewide, programs started posting assessment schedules (plans) and reports in a centralized database “Institutional Effectiveness and Assessment” (http://seattlecentral.edu/assessment) to encourage both horizontal and vertical communication and sharing of assessment activities and resources between all campus areas. “Assessment Matters” is a term coined by the IAT that refers to their training of faculty, staff and administrators in the design of assessment activities and the recording of these activities in the database.

The assessment database is a tool through which:

- Programs can plan and review their assessment activities over a length of time
- Instructional deans and other administrators can monitor the progress of assessment of their programs, providing guidance and support where needed
- The college has a centralized access point from which to gain a collective awareness of assessment activities

On the Institutional Effectiveness and Assessment Web site, there are assessment resources and templates for plans and reports for instructional as well as non-instructional programs. Both the Instructional Assessment Team (IAT) and the Institutional Effectiveness Committee (IEC) were involved in the design of the templates and the structure of the database.

The IAT, comprised of eight faculty and administrators, kicked off the use of the assessment database by sponsoring a collegewide “Assessment Matters” event in early 2004. A total of 130 faculty and administrators attended the three-hour forum. The event accomplished its three objectives: (1) to move all programs, instructional and non-instructional, onto the same page, (2) to introduce a Web-based assessment database as a tool to centralize and formalize the collective collegewide assessment efforts, and (3) to begin program-wide dialogues regarding program assessment plans – past, present, and future.

IAT continues to provide training, guidance, and assistance to all programs, faculty, staff, and administrators in all assessment related matters by offering a series of training sessions throughout the year. Though the assessment database is a tool, the training process has stimulated and motivated many faculty and staff to re-examine how they have been conducting their assessment activities, including the evaluation of their plans, methods, criteria, and use of their findings. The goal is to help all programs become proficient in developing their assessment plans and reporting their assessment progress in order to reflect the collective assessment effectiveness of the college.

As of winter 2005, 49 (83 percent) instructional programs and 16 (60 percent) non-instructional departments and programs have posted their assessment activities on the assessment database. For detailed review of collegewide assessment activities, visit the Institutional Effectiveness and Assessment Web site (http://seattlecentral.edu/assessment). See also Standard Two (2.A.1 to 2.A.3 and Policy 2.3) for instructional assessment, and Standard Three (3.B.6) for assessment in the student services area.

**Alignment of Planning Processes and the College Planning Council**

Over the last 10 years, there has been decreasing financial support from the state. As a result, the Planning Advisory Committee (PAC) went from
a committee focusing on assessment, strategy, goals, and budget allocation to concentrating mainly on the budgeting process. In response to the CCSEQ results, the President created the structural planning process in 1998 to address student dissatisfaction. The new President, who arrived in fall 2003, evaluated the two committees with input from different constituencies, and decided to replace them with a new College Planning Council for greater effectiveness.

Based on active participation from PAC members during these events, and information collected, the President initiated the College Planning Council (CPC) (Exhibit 1.19). This council is expected to integrate the related functions of strategic planning, operational planning, institutional effectiveness, instructional effectiveness, and budget review.

The steps leading to the new council are as follows:

Planning Forums
A series of four planning forums, led by the President, were held with students, faculty, staff, and administrators, respectively. Participants spoke frankly about the continued relevancy of the mission, and discussed challenges currently facing the institution. The results of these forums formed the basis of the planning activities on President’s Day in fall 2004.

President’s Day 2004
President’s Day is an annual “welcome back” event to which all college employees are invited. Held several days before the beginning of fall quarter, historically it has been a celebratory event. The format was changed this year, with attendees participating in two small-group planning activities. In the first activity, they were asked to consider whether the college mission should be reaffirmed as is, revised in wording only, or undergo a major revision. A slight majority (51 percent) voted that meaning of the mission is fine, but the wording could be improved. In the second activity, participants were asked to prioritize the twelve primary issues that were raised in the spring forums. Of these, relations among faculty, staff, and administrators (16.3 percent); declining state and local resources (16.2 percent); and student outcomes (11.9 percent) were ranked the highest (Exhibit 1.20).

Seattle Central Climate Survey
The Institutional Priorities Survey (IPS) administered in 2002 received some negative feedback from faculty and staff as not addressing their concerns. In response to this feedback, the Office of Planning and Research developed an in-house instrument, the Seattle Central Climate Survey (Exhibit 1.1) to more accurately document the climate on campus and to guide planning. Intended as a biennial survey, it was first administered by the Office of Planning and Research during the early part of fall quarter 2004.

Collegewide Follow-up Forums
A series of collegewide forums were held to follow-up on the planning activities conducted at President’s Day and the Climate Survey.

INSTITUTIONAL RESEARCH, EVALUATION, AND PLANNING

THE OFFICE OF PLANNING AND RESEARCH

Seattle Central has a long history of supporting institutional research, planning, and evaluation. It was one of the first community colleges in the state of Washington to establish an office dedicated to these tasks. The Office of Planning and Research was originally established in 1975 to conduct research on, and planning for, institutional and instructional effectiveness. While the intent of the office has changed little since then, its scope and impact have increased considerably.

The mission of the Office of Planning and Research is to provide timely, valid, and useful information to all college units, and to lead the college in its strategic and operational planning efforts (Exhibit 1.21). The office is currently staffed by one full-time director, who reports directly to the college President, and one half-time program assistant. At the time of this writing, steps are being taken to fill a full-time research analyst position that has been vacant for over a year.
DATA SOURCES FOR INSTITUTIONAL RESEARCH, PLANNING, AND EVALUATION (1.B.6)

Nearly all institutional data at Seattle Central are stored and managed by one of four administrative computing applications: the Student Management System (SMS); the Financial Aid System (FAS); the Financial Management System (FMS); and the Payroll/Personnel Management System (PPMS). These applications are part of a legacy system developed nearly 30 years ago by the Center for Information Services (CIS), a public entity responsible for providing information technology support services to the Washington Community and Technical College system. This system eases state and federal reporting requirements and ensures comparability of data across peer institutions. It has also led to the development of the State Board for Community and Technical Colleges (SBCTC) Data Warehouse (Exhibit 1.22). This data warehouse combines student, personnel, and facilities data from all colleges with data from GED testing centers, four-year colleges and universities, community-based organizations, Employment Security, and other state agencies. It is used by the State Board for executive policymaking, decision support, outcomes assessment, research, and legislatively mandated studies on the system level. The SBCTC Data Warehouse also serves as a valuable resource on the local level.

Because adult educational programs have unique state and federal reporting requirements, the State Board developed an additional tracking system for just these programs. The Washington Adult Basic Education Reporting System (WABERS) is a Web-based application designed to facilitate data collection and reporting of student enrollments and outcomes; it contains numerous data elements that are not collected in the Student Management System (SMS). All community colleges, technical colleges, and community-based organizations that provide state-funded adult education services are required to use WABERS.

Several other sources exist in addition to the SBCTC Data Warehouse for tracking transfer students once they have left Seattle Central. One is the Mutual Research Transcript Enterprise (MRTE), affectionately referred to by its users as “Mister T.” This is voluntary, collaborative sharing of student transcripts among the State Board, the University of Washington, and some of the regional state universities. Because it contains entire student transcripts, MRTE can be used to study student attendance patterns, transfer majors, academic performance, and completion rates. Although open to independent institutions, to date none have chosen to participate. The sole source of data for transfers to these institutions is the Fall Mobility Report, published every spring by the University of Washington for the Intercollege Relations Commission (ICRC) of the Washington Council of Higher Education. This report contains the number of incoming and outgoing transfer students by academic standing for every public two-year, public four-year, and independent institution in Washington state. As with MRTE, however, participation by the independent institutions is voluntary; only outgoing transfers are reported for those institutions that do not submit data.

The quantitative data sources described above are supplemented with qualitative data based on national and locally-developed surveys. National student experience and satisfaction surveys are administered every three years: the Community College Student Experiences Questionnaire (CCSEQ) was administered in 1996 and 1999; and the Student Satisfaction Inventory (SSI) in 2002. The companion survey to the SSI, the Institutional Priorities Survey (IPS), was simultaneously administered to faculty and staff in 2002. Standing local surveys include: the Professional-Technical Follow-up Survey, which is administered twice a year to workforce education graduates; and the Climate Survey, which was newly implemented in the fall of 2004. Summaries of the available quantitative and qualitative data sources by subject area are given in Figures 1.3 and 1.4, respectively.
INTEGRATION AND SUPPORT OF INSTITUTIONAL EVALUATION AND PLANNING (1.B.7)

The Office of Planning and Research receives over 100 ad-hoc requests for data annually. The office supports faculty, staff, and administrators, as well as collegewide initiatives, by offering assistance in study design, assessment, and evaluation. The office determines the best source for the information, gathers the data, and then presents them in a useful form for the requester. Most of the research and reporting done by the office fall into one of the following categories (see Exhibit 1.23 for samples):

- Student demographics
- Student retention and progress
- Student follow-up
- Enrollment management
- Program and curriculum review
- Resource allocation
- External reporting requirements
- Environmental scanning
- Public requests for information

Results of many of the above studies can be found in Standard Two. In addition to conducting research, reporting and planning, the office also consults with faculty, staff, and students on research and assessment methods; facilitates forums, retreats, and workshops; assists in program and institutional accreditation; and advises on coding issues.

EVALUATION OF INSTITUTIONAL RESEARCH, PLANNING, AND EFFECTIVENESS (1.B.8)

The Office of Planning and Research periodically evaluates the effectiveness of its activities. Most typically, this takes the form of a survey that solicits input from the users of its services.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>FREQUENCY</th>
<th>INSTRUMENT</th>
<th>YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Satisfaction</td>
<td>Every 3 years</td>
<td>Community College Student Experience Questionnaire (CCSEQ)</td>
<td>1996, 1999</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Satisfaction Inventory (SSI)</td>
<td>2002</td>
</tr>
<tr>
<td>Former students: Transfer</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Former students: Workforce</td>
<td>Every 6 months</td>
<td>Professional-Technical Follow-up Survey</td>
<td>1999 - present</td>
</tr>
<tr>
<td>Employees</td>
<td>Varies</td>
<td>Institutional Priorities Survey (IPS)</td>
<td>2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate Survey</td>
<td>2004</td>
</tr>
</tbody>
</table>
and/or participants in its activities (Exhibit 1.24).

The institution’s research and planning efforts are formally evaluated by the President at the end of each academic year, and less formally throughout the year by the Kitchen Cabinet and the Executive Cabinet.

**COMMUNICATION OF INSTITUTIONAL EFFECTIVENESS (1.B.9)**

The Office of Planning and Research documents significant research findings and ongoing institutional effectiveness efforts in the public folders of the e-mail system, on its Web site, in its biannual online newsletter, *Central Questions*, the Assessment Matters database, and at collegewide forums. Communication also takes place via committees: the director attends the Executive Cabinet, the President’s Cabinet, the instructional deans’ meetings, the Instructional Council, the Structural Planning Coordinating Team, the College Planning Council (formerly Planning Advisory Committee, PAC), and the Administrative Computing Advisory Committee.

**STANDARD ONE ANALYSIS**

**STRENGTHS**

Seattle Central is an energetic and dynamic institution that fosters a culture of inquiry and has a long history of planning, evaluation, and data-based decision making. At every level within the organization there is a strong commitment to the mission and to student success. Individualism and diversity in its broadest context – ethnic, cultural, socioeconomic – are not only valued, they are celebrated. Collaboration is not only encouraged, it is expected. Some examples of these values are as follows:

**Participatory Collaboration**

Historically, Seattle Central has used a participatory process to develop collegewide consensus regarding new initiatives, especially in relation to the college mission and values. This is exemplified by the initial development of the college mission and values in 1994, and the subsequent review and acceptance in 2000 and 2004. The college also used a participatory process to respond to student concerns expressed in the CSEQ surveys. In this case, institutional goals, objectives, and strategies were formulated to improve student satisfaction. This process included student focus groups, workgroups, retreats, and other collegewide events held to openly address the concerns. The Planning Advisory Committee (which has been restructured as the College Planning Council), and the structural planning process, have been the primary mechanism for review and recommendation regarding planning and resource allocation. PACs annual recommendations were widely distributed throughout the college.

**Commitment to Mission**

The mission and values of the college are internalized at all levels. They are fully infused into all educational programs, as reflected in the collegewide student learning outcomes. These are apparent in all areas ranging from course objectives, program curriculum, and non-instructional support service areas. As demonstrated in the 2004 Climate Survey results, a high majority (82 percent) of college employees understand the college mission and values. In addition, all budget development considerations are analyzed for congruence to the college mission and values.

**Effectiveness**

Seattle Central has a long history of planning and measuring effectiveness in relation to the achievement of institutional goals. The college’s commitment to institutional success is demonstrated in the formation of the non-traditional structural planning process to address critical internal issues such as student satisfaction. The collegewide student surveys have provided the college with specific issues where the college needs to improve. This has resulted in measurable support service improvement, which required the cooperation of all college units.

The college regularly reviews and evaluates different aspects of institutional effectiveness. For example, for student success, the college reviewed the AA degree requirements and course distribution. This resulted in streamlined degree
requirements and reduction in student frustration. The morphing of PAC into the new College Planning Council demonstrates the college’s flexibility and willingness to make changes to increase the college planning effectiveness. As of March 2005, the college began the process for reviewing and planning the restructuring of instructional divisions. The process will involve faculty, staff, students, and administrators from all divisions.

CHALLENGES

Communication and Participation
As the college is still in the process of developing a new strategic plan for 2005-2010, its focus on strategic planning and institutional effectiveness will continue to require meaningful collegewide involvement and participation. The college must continue its efforts in the improvement of communication, collaboration, and transparent decision-making based on effective planning, sound budgeting, and resource allocation that lead to the achievement of the college mission and goals.

College Climate
It is important for the college to investigate the real issues of the concerns expressed in the 2004 Climate Survey. To this end, the college is committed to review the survey results and will identify and accurately categorize the important issues in order to seek solutions.

Quality Assessment and Improvement
The college recognizes the need to promote and create a campus culture that embeds assessment into routine planning activities. The college must provide continuous quality assessment and evaluation, as well as training, for college employees to improve institutional effectiveness.

Restructuring Instructional Divisions
Over the last 10 years, there has been a change in the management team and program mix in the instructional divisions, resulting in an imbalance in division size and deans’ workload, as well as barriers to faculty collaboration in related fields and confusion to students. For example, there are faculty teaching in related disciplines, who are currently under different divisions. The college aims to evaluate and restructure instructional divisions to improve organizational functions to promote and facilitate faculty collaboration and efficient service to students.

Vitality Study of Educational Programs and Services
Over the year, different segments of the college attempted to develop some criteria to evaluate educational programs and support service functions. The Planning Advisory Committee (PAC) used some criteria for the budget review process, and the instructional deans’ group had suggested a list of criteria for the administration to consider. However, there has not been a well established and systematic approach that defines a specific process with appropriate criteria to accomplish such a purpose. The college is currently looking into this area and plans to initiate a process that will apply to all programs and services on campus.

DESIRED FUTURE OUTCOMES
The majority of the future outcomes described here are currently being addressed in some fashion. That is, the college is actively pursuing the resolution to the following initiatives:

Mission, Vision, and the 2005-2010 Strategic Plan
- Reword the mission statement based on information received
- Develop a vision statement
- Identify overall college strategic directions
- Set institutional goals for 2005-2010
- Develop unit goals, objectives, and strategies for 2005-2010, which support the institutional goals and strategic directions

College Planning Council
- Communicate clearly and regularly to the college community on the progress of the council’s specific charges and responsibilities
- Ensure that the council works effectively in accomplishing its purpose and goals
- Periodically review and evaluate the success, functions, and structure of the council
College Climate Improvement
Form an advisory group to:

- Identify and investigate the real issues behind the survey items that have low satisfaction rates
- Develop and implement strategies to improve satisfaction rates and improve campus morale

Quality Assessment
- Provide regular training sessions and support to ensure faculty, staff, and administrators are well equipped to perform assessment in their respective areas
- Use sound strategies to motivate faculty and staff to achieve continuous improvement in their programs and service areas
- Improve collegewide assessment participation rate
- Evaluate the success level, structure, and process of the assessment database

Effective Structure of Instructional Divisions
- Complete the proposed instructional division review process with recommendations for implementation, including the evaluation of the impact of division re-structure
- Communicate broadly to the college community of proposed changes
- Implement the recommendations

Implementation of a Vitality Study
- Develop a framework, system, and timeline to implement the vitality study of instructional and non-instructional programs and services
- Communicate clearly to the college community the purpose and use of the study results and how it links to the collegewide planning
- Involve the college community in the study and decision-making process
- Apply results of vitality study to support and improve institutional planning effectiveness
STANDARD ONE

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Appendix 1.2  Planning Advisory Committee Bylaws

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Exhibit 1.1  2004 Climate Survey Results
Exhibit 1.2  College Publications Containing the College Mission
Exhibit 1.3  Samples of Publications Containing Progress Toward Mission and Goals
Exhibit 1.4  Curriculum Review: Mission and Outcomes Form
Exhibit 1.5  Seattle Central Student and Staff Demographics
Exhibit 1.6  Faculty Selection Criteria
Exhibit 1.7  Service-Learning: Student and Faculty Manuals
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INTRODUCTION

Standard Two is organized in six sections: overview; academic transfer programs; workforce education programs; basic skills (Basic Studies); continuing education; and Seattle Vocational Institute. Appraisal and analyses for Standard Two are included at the end of the overview section. The overview section addresses all the responses to standard indicators, including instructional goals, program design and planning, curriculum approval and review process, educational assessment, and general education, among other topics. Complete program self-studies are included in Exhibit 2.1.

Since the last accreditation visit in 1995, the college has made the following significant changes in instructional areas:

- Implemented a major revision of ESL requirements in response to mandates from state and federal funding agencies
- Introduced and expanded online courses and programs
- Responded to the growth in enrollment demand without additional state funding during a period of economic downturn
- Adjusted to significant changes in technology such as:
  - Increased use of Internet connections and demonstration classrooms
  - Dramatically increased the number of computer labs and computers
  - Added more library online databases and a new automated library system
  - Implemented online reporting of student grades and class rosters
  - Significantly improved faculty and staff technological skills
  - Added six information technology programs

- Integrated technology as an instructional tool
- Revised AA degree requirements
- Revised course distributions for both AA and AS degrees
- Proposed and received funding for several capital projects for instructional programs
- Increased the number of foundation scholarships

Currently, Seattle Central is among the top community colleges in the state in regard to the transfer of students to four-year institutions. The college also offers a great variety of workforce education programs, which account for approximately 32 percent of graduates. The student population includes a high percentage of first generation college students, students of color (51 percent), and basic skills students. Close to 60 percent of the students are full-time students and most of them work outside of school; more than a third work full-time. These demographic attributes have direct instructional implications. The college uses a number of strategies to support students as they work their way up to college level programs. These strategies include developmental courses, coordinated studies programs, the Critical Moments Project, service-learning, and other initiatives that help promote student retention and student success.

OVERVIEW

RESOURCES (2.A.1)

Human

The college is fortunate to have highly qualified faculty with a long-term commitment to the institution. Seattle Central faculty are far more diverse ethnically (24.9 percent) than the state system average (11 percent), which is important in supporting the diverse student population.
This, combined with dedicated staff and administration, has allowed the college to fulfill the college mission and values, beginning with the ability to “promote educational excellence in a multicultural urban environment.”

All faculty teaching in transfer programs possess a minimum of a master’s degree, while almost 30 percent have earned doctorates. Workforce education faculty have the required educational background and experience to meet industry and state standards. For additional information about college faculty, please see Standard Four.

Based on payroll records, as of fall 2003, there were 294.1 FTE faculty, representing 52 percent of total FTE college employees. In any given year, there are a number of full-time positions that are temporarily filled by part-time replacements (e.g., vacancies, release time, sick or professional leaves). This negatively affects the ratio of full-time to part-time-faculty. For fall 2003, excluding Seattle Vocational Institute (SVI), the permanent full-time to part-time ratio was 60 to 40, with 23 full-time permanent positions (15 percent) filled by temporary full-time and part-time faculty for the above mentioned reasons. Including faculty at SVI, the ratio of permanent full-time to part-time faculty was 58 to 42. Over the last nine years the college added 10 full-time faculty in critical areas and removed six full-time positions from lower priority areas; three of the removed positions were SVI faculty. In spite of budget constraints over the last four years, there has been only one personnel reduction: a dean’s position in July 2001. To address temporary enrollment growth over the last four years, the college hired part-time faculty and added a significant number of classes.

**Physical**

Seattle Central is an aging campus. A majority of the college buildings, including facilities at three satellite locations, were built in the early 1970’s or earlier. These buildings are old and not well suited to adaptations for new technologies, which have impacted many aspects of the college including workforce education programs, science labs, and the library. Limited state capital funding has had a severe impact on proposed building projects: a need for appropriate classroom and lab space exceeds available state resources. The college is continually short of classroom and parking space during the most desired class hours for students.

Historically, Seattle Central’s students have preferred morning course offerings. However, due to increased enrollment and the needs of international students, the Afternoon College concept was added. Seattle Central’s urban location, local traffic patterns, and limited parking all have an impact on student scheduling needs. Space limitations make it difficult to develop new and expanding programs. Fortunately, the college has several capital projects in process: a new Science and Math Building; the renovation of the Little Theater; and approved funding for renovating the student services area on the first floor and areas used by workforce education programs on the third and fifth floors of the Broadway-Edison Building. Details of the physical resources are described in Standard Eight.

**Financial**

Seattle Central funding comes primarily from two sources, state education funding and tuition. Funding for instruction is 68 percent of the college budget. State support has not kept pace with increasing needs and inflation. There has been no cost of living adjustment (COLA) approved by the state legislature in four years, which has affected morale.

Obtaining local funds and grants has become critical for supplementing the collegewide budget. State funding is 63 percent of the revenue for the 2004-2005 budget. Local funds, mostly from tuition and fees including tuition collected by the International Student Programs and the Running Start Program, make up 37 percent of the total operating budget. The college has successfully supplemented state and local funding with major grants such as the state worker retraining funds, and federal grants, including the Carl Perkins, Adult Basic Education, Title III, and Title VIA. Seattle Central has become increasingly dependent on local funds, which are more susceptible to fluctuations. Detailed information about financial resources is presented in Standard Seven. There have been substantial tuition
increases for a total of 31 percent over the last four years. This increase exceeds the rate of inflation. The college is concerned about the impact of these increases on enrollment.

**INSTRUCTIONAL GOALS (2.A.2)**

Seattle Central has a learning environment which is accessible, diverse, responsive, and innovative. The instructional goals and objectives for the college transfer, basic skills, and continuing education programs, as well as the Seattle Vocational Institute (SVI), are clearly stated in the *Seattle Community Colleges Catalog* (Appendix 2.1) and Web site. The instructional goals for workforce education programs are listed on the college Web site. Seattle Central’s diverse educational programs meet students’ varying learning goals.

Faculty and administrators collaborate in continuous instructional planning. Faculty members participate in reviewing learning outcomes on a continuing basis through three long-standing committees: Curriculum Review, Faculty Development, and the Instructional Assessment Team. Faculty and administrators participate in departmental retreats and meetings, and regional workshops and retreats, which enrich program planning and development. Planning also takes place during monthly deans’ and Instructional Council meetings, as well as at periodic retreats that address issues related to instruction. The college instructional goals and objectives are detailed in the *Seattle Central Structural Plan, 2000-2005* (Exhibit 2.2).

In keeping with the college values of accessibility and responsiveness, the college offers a variety of onsite day and evening courses, as well as distance learning courses. Diverse instructional designs are offered, including coordinated studies programs, linked and stand-alone courses, service-learning community engagement, and student-centered learning environments. Group work is emphasized in many classes. Distance learning modes of delivery include online, correspondence, videocassette, telecourses, online seminars, and campus seminars. Many students take courses both online and onsite. Recently, the college added hybrid courses (a combination of online and onsite student contact), which allow students to benefit from the advantages of face-to-face contact and also the flexible schedule of online delivery.

The shared instructional goals of the college are compatible with the college mission statement in terms of promoting educational excellence in a multicultural urban environment. These goals are expressed through the collegewide student learning outcomes (see Figure 2.1). These outcomes were developed and approved, and subsequently revised and refined over time, through a systematic process that included faculty, staff, and administration. Every program and course that goes through the curriculum review process is required to address these learning outcomes.

---

### Figure 2.1—Collegewide Student Learning Outcomes

<table>
<thead>
<tr>
<th>Gain intrapersonal abilities by developing</th>
<th>Life-long learning</th>
<th>Self-esteem</th>
<th>Self-reflection</th>
<th>Self-responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop appreciation and expression through</td>
<td>Art</td>
<td>Dance</td>
<td>Drama</td>
<td>Literature</td>
</tr>
<tr>
<td>Develop social behavior by practicing</td>
<td>Social interaction</td>
<td>Social responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop skills by practicing</td>
<td>Computer use</td>
<td>Critical thinking</td>
<td>Information literacy</td>
<td>Language proficiency</td>
</tr>
<tr>
<td>Gain knowledge of ideas and issues shaping human history in the following areas</td>
<td>Economic</td>
<td>Environmental</td>
<td>Ethical</td>
<td>Media</td>
</tr>
</tbody>
</table>
Seattle Vocational Institute’s (SVI) legislative mandate to focus on short-term workforce training and education leading directly to employment has led SVI personnel to establish separate instructional goals. Within the context of the collegewide student learning outcomes, SVI’s goals are to provide students with job-relevant, short-term, career training in order to:

- Encourage students to become contributing members of their community
- Promote good interpersonal skills
- Offer individualized instruction

**Program Design and Planning (2.A.3, 2.A.4, 2.A.6, 2.B.1)**

**Degrees and Certificates (2.A.3 to 2.A.5)**

Seattle Central offers a variety of degrees and certificates to address the various needs of the student population. The transfer programs include the Associate of Arts (AA), Associate of Science (AS) and Associate of Science-Transfer (AS-T) degrees. The college also offers 33 workforce education programs with certificates and/or Associate of Applied Science (AAS) and Associate of Applied Science-Transfer (AAS-T) degrees. The objectives of the transfer degrees are published in the college catalog (Appendix 2.1, page 17). The objectives of workforce education degrees and certificates are included in the program descriptions of the catalog (Appendix 2.1, pages 143-164). For degree and certificate details, see Exhibits 2.3 and 2.4. The design and sequencing of courses is based on statewide degree and certificate requirements and specific program content, purpose, and outcomes. The college does not offer programs in concentrated or abbreviated timeframes.

The rationale for transfer programs is to prepare students to perform successfully at four-year institutions. The college participates in a statewide articulation program for public and independent institutions of higher education as defined in the *Policy of Intercollegiate Transfer and Articulation among Washington Public Colleges and Universities* included in the *Intercollegiate Relations Commission (ICRC) Handbook* (Exhibit 2.5).

Seattle Central offers a full-spectrum of college transfer courses which can apply toward a four-year program of study. In recent years, the three colleges in the Seattle Community College District collaborated twice to review college transfer degree requirements. The collaboration resulted in the recently updated AA degree and new course distributions for the AS degree. This streamlined the requirements and increased the number of course options for students. Effective summer 2004, returning students have the option to choose either the former or new AA degree requirements (http://seattlecentral.edu/transfer/aa_degrees.php).

The college’s workforce education programs prepare students for employment in a broad spectrum of industries and occupational areas. The State Board for Community and Technical Colleges (SBCTC) has developed specific degree and performance requirements for workforce education programs. Seattle Central’s programs are designed to conform to these requirements, industry standards, and those standards established by relevant external accrediting bodies. Workforce education degrees and certificates are shown in Table 2.1.

AAS degrees offered at Seattle Central include 16 different occupational areas. This degree prepares students for employment through development of technical and related skills and instruction in academic subjects appropriate to the occupational field.

Certificate programs prepare graduates for employment in a wide variety of professional and technical careers. Credits earned in certificate programs are generally applicable toward the AAS degree.

Seattle Central has designated nine workforce education programs that fulfill requirements for the Associate of Applied Science-Transfer degree (AAS-T). The AAS-T is designed to assist students who enroll in a workforce education degree program and who also seek to continue their education by transferring to a four-year institution for a specific bachelor’s degree. Following state policy, as described in the *Intercollegiate Relations Commission (ICRC) Handbook*, the AAS-T degree is based on technical courses required for job preparation but also includes a minimum of 20 credits of college transfer general education courses (Exhibit 2.5, page 44).
The State Board has developed specific degree and performance requirements for basic skills programs. Seattle Central’s basic skills programs provide instruction for those who want to improve basic verbal and math skills or earn a high school diploma in order to get better jobs, continue their education, and improve their lives. Each of the programs in this area is designed to meet a particular set of student needs. The basic skills programs include college preparatory English; English as a Second Language (ESL); Adult Basic Education (ABE); General Education Development (GED) examination preparation; College Matriculation COMPASS examination preparation; and pre-college English, math, and human development courses. The college also offers two high school completion options: Option A, standard high school diploma; Option B, associate degree conversion diploma.

The rationale for the Seattle Vocational Institute (SVI) programs is to prepare students for jobs, self-improvement, and educational advancement through basic skills and short-term workforce training. These programs focus directly on vocational training and basic skills courses in reading, writing, math, and critical thinking. The programs lead to jobs with livable wages, and students are offered personal and professional development courses to develop individual potential and success in the workplace. SVI offers certificates in allied health, business computers, cosmetology, and multiple trades.

**Enrollment (2.A.3, 2.A.4)**

Enrollment was relatively stable for the first six of the last 10 years, but has steadily increased over the last four years. Although enrollment for fall 2004 dropped slightly, the statewide projection is for increased enrollment through 2010.

Over the last five years, state-supported full-time equivalencies (FTE) have increased approximately 10 percent, from 5,294 in 1999-2000 to 5,839 in 2003-2004 (excluding SVI). The growth has been in transfer and workforce education programs, and has resulted in a corresponding change in the distribution of FTEs. During the same time period, state-supported headcounts have increased only 2.9 percent.

### Table 2.1—Workforce Education Programs: Degrees and Certificates

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>AAS</th>
<th>AAS-T</th>
<th>CERTIFICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparel Design and Services</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications Support</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Arts Management</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biotechnology</td>
<td>✓</td>
<td></td>
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<tr>
<td>Business Information Technology</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Chemical Dependency Specialist</td>
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</tr>
<tr>
<td>Child and Family Studies</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Health Advocate</td>
<td>✓</td>
<td></td>
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<tr>
<td>Cosmetology</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Culinary Arts</td>
<td>✓</td>
<td></td>
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<tr>
<td>Database Admin. and Development</td>
<td>✓</td>
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<tr>
<td>Deaf Interpreter Training</td>
<td></td>
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<td>✓</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Film and Video Communications</td>
<td>✓</td>
<td></td>
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<tr>
<td>Graphic Imaging and Printing Technology</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>Graphic Design and Illustration</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>Interpreter Training/Sign Language Technology</td>
<td>✓</td>
<td></td>
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<tr>
<td>Marine Deck Technology</td>
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<tr>
<td>Marine Engineering Technology</td>
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<td></td>
<td></td>
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<tr>
<td>Network Design and Administration</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Nursing</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Programming</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Respiratory Care</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>School of Opticianry</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Social and Human Services</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Special Desserts and Breads</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>Surgical Technology</td>
<td>✓</td>
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<td>Web Design</td>
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<tr>
<td>Web Development</td>
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<tr>
<td>Wood Construction/Carpentry</td>
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<tr>
<td>Wood Construction/Marine Carpentry</td>
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<tr>
<td>Wood Construction/Cabinetmaking</td>
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<td>✓</td>
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<tr>
<td><strong>SVI PROGRAMS</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Allied Health (short-term)</td>
<td>✓</td>
<td></td>
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<tr>
<td>Business Computers (short-term)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Trades (short-term)</td>
<td>✓</td>
<td></td>
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</tbody>
</table>

The rationale for the Seattle Vocational Institute (SVI) programs is to prepare students for jobs, self-improvement, and educational advancement through basic skills and short-term workforce training. These programs focus directly on vocational training and basic skills courses in reading, writing, math, and critical thinking. The programs lead to jobs with livable wages, and students are offered personal and professional development courses to develop individual potential and success in the workplace. SVI offers certificates in allied health, business computers, cosmetology, and multiple trades.
Educational Program and Its Effectiveness

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Table 2.2—ENROLLMENTS: State-Supported FTEs by Type of Enrollment

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL</th>
<th>ACADEMIC1</th>
<th>WORKFORCE EDUCATION</th>
<th>PRE-COLLEGE</th>
<th>BASIC SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUMBER</td>
<td>PERCENT</td>
<td>NUMBER</td>
<td>PERCENT</td>
<td>NUMBER</td>
</tr>
<tr>
<td>1999-2000</td>
<td>5,294</td>
<td>2,139 40.4%</td>
<td>1,381</td>
<td>26.1%</td>
<td>499</td>
</tr>
<tr>
<td>2000-2001</td>
<td>5,300</td>
<td>2,261 42.6%</td>
<td>1,407</td>
<td>26.5%</td>
<td>470</td>
</tr>
<tr>
<td>2001-2002</td>
<td>5,709</td>
<td>2,477 43.4%</td>
<td>1,513</td>
<td>26.5%</td>
<td>482</td>
</tr>
<tr>
<td>2002-2003</td>
<td>6,000</td>
<td>2,642 44.0%</td>
<td>1,665</td>
<td>27.7%</td>
<td>489</td>
</tr>
<tr>
<td>2003-2004</td>
<td>5,839</td>
<td>2,639 45.2%</td>
<td>1,528</td>
<td>26.2%</td>
<td>499</td>
</tr>
</tbody>
</table>

1 Includes Transfer and Vocational Support
Source: State Board for Community and Technical Colleges Data Warehouse, Class table

Table 2.3—ENROLLMENTS: State-Supported HEADCOUNT by Type of Enrollment

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL</th>
<th>ACADEMIC1</th>
<th>WORKFORCE EDUCATION</th>
<th>PRE-COLLEGE</th>
<th>BASIC SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUMBER</td>
<td>PERCENT</td>
<td>NUMBER</td>
<td>PERCENT</td>
<td>NUMBER</td>
</tr>
<tr>
<td>1999-2000</td>
<td>19,676</td>
<td>7,447 37.8%</td>
<td>5,011</td>
<td>25.5%</td>
<td>2,754</td>
</tr>
<tr>
<td>2000-2001</td>
<td>19,556</td>
<td>7,564 38.7%</td>
<td>5,216</td>
<td>26.7%</td>
<td>2,512</td>
</tr>
<tr>
<td>2001-2002</td>
<td>20,837</td>
<td>8,237 39.5%</td>
<td>5,335</td>
<td>26.0%</td>
<td>2,632</td>
</tr>
<tr>
<td>2002-2003</td>
<td>21,058</td>
<td>8,532 40.5%</td>
<td>5,485</td>
<td>26.0%</td>
<td>2,746</td>
</tr>
<tr>
<td>2003-2004</td>
<td>20,249</td>
<td>8,495 42.0%</td>
<td>5,157</td>
<td>25.5%</td>
<td>2,662</td>
</tr>
</tbody>
</table>

1 Includes Transfer and Vocational Support
Source: State Board for Community and Technical Colleges Data Warehouse, Class and Student tables

percent, indicating an increase in the average credit load carried by students (Tables 2.2 and 2.3). Enrollment in terms of headcount from all funding sources (state funded, contract, and student funded) was 25,331 in 2003-2004, and the total FTE was 7,050 as shown in Appendix 2.3.

The FTE enrollment at SVI is shown separately in Tables 2.4 and 2.5. Enrollment at SVI increased substantially, from 407 to 700 FTEs during the same period of time. SVI followed a similar trend in enrollment as the rest of the college, with a consistent increase over a four-year period followed by a slight drop in 2003-2004. SVI Enrollment in terms of headcount and FTE from all funding source is also shown in Appendix 2.3.

Class Hours and Credit Assignments (2.A.6)

Seattle Central operates on a quarter system. Fall, winter, and spring quarters average 55 instructional days; summer quarter is compressed to 39 days with longer class hours. The college subscribes to the statewide Policy of Intercollege Transfer and Articulation among Washington Public Colleges and Universities included in the Intercollege Relations Commission Handbook (Exhibit 2.5). As such, quarter credit hours conform to class hour and credit assignments consistent with Washington state four-year transfer standards. The curriculum review and course approval process refers and adheres to state requirements for contact hours for lecture and lab. Workforce certification programs conform to the quarterly credit hour system, except for SVI, which follows a clock-hour system.
Accessibility and Scheduling (2.A.9)

The college offers classes morning, afternoon, and evening, augmented by distance learning, to allow students to earn transfer degree credits at their convenience. The Afternoon College concept was implemented in 2003-2004 to address student needs, and to accommodate international students, who often arrive just before the quarter begins only to find many classes are already full. Most workforce education programs are offered during the daytime. Basic skills programs offer both day and evening courses. A growing number of hybrid courses allow students to earn credit for part-time attendance on campus and part-time participation online. These alternatives accommodate different learning styles, address space and scheduling issues, and accommodate student schedules. To help students plan their schedules, each quarter the schedule provides “Projected College Transfer Courses and Electives” for the current academic year (Appendix 2.2). SVI’s clock-hour system is based on industry and state licensing standards. SVI programs have four start dates each year. For medical programs, the American Dental Association (ADA) or the Commission on the Accreditation of Allied Health Education Programs (CAAHEP) and the American Association of Medical Assistants (AAMA) mandate the length of training. Students are closely monitored and must complete all work and attend all hours of instruction in order to graduate. Students who miss a class must make up the instructional time through regularly scheduled makeup sessions (Appendix 2.4).

Distance Learning Course Offerings (2.G.5, 2.G.6, Policy 2.6)

Distance learning has become an integral part of the college’s course offerings and degree programs. Increasing demand for alternative modes of delivery, students’ technical abilities, diverse learning styles, and scheduling needs have contributed to the steady growth of distance learning enrollment over the last five years. With the exception of a science laboratory course, students are able to complete an AA
degree through distance learning. The online courses in particular are increasingly in demand. The focus of distance learning programs is the offering of alternative modes of delivery for transfer degrees, which include online, correspondence, credit-by-exam, online/seminar, telecourses, and videocassette. Telecourses are delivered through the district’s award-winning Seattle Community Colleges Television (SCCTV) program channel (http://www.scctv.net).

Distance learning courses go through the same curriculum review and planning process as all other transfer courses. Distance learning is also discussed under Continuing Education on page 48.

**Student Services**

Criteria and procedures for admission, student retention, maintenance of student records, and award of credits are detailed in Standard Three. Sample documents are included in Exhibit 2.6.

**Program Innovation**

Seattle Central has developed a national reputation for its Coordinated Studies Programs (CSP). These innovative programs, which have been offered since 1984, explore a major theme through a variety of academic disciplines. A team of faculty and students apply critical thinking to explore important issues and concerns through an entire quarter of self-directed and experiential learning. Frequently, CSPs employ inquiry-based learning through which students develop the issues and problems they want to explore and apply research strategies to develop a final group project. Students enroll for the entire program, which is generally considered a full course load. The programs usually have intriguing course titles such as Art and Anarchy, Six Feet Under, and Back to the Beat: Legacies of Rhythm and Rhyme.

Annual collegewide planning retreats for CSPs project a three-year schedule and allow teams to propose and develop new programs. Faculty participate in workshops, institutes, seminars, and conferences. Annual debriefings allow faculty to assess CSP program effectiveness with others, share successes and challenges, as well as discuss future adjustments. Seattle Central also participates in the regional Washington Center for Improving the Quality of Undergraduate Education retreats, which cultivate the essential values behind these programs. CSPs are offered in both transfer and workforce education programs. CSP proposals and designs are faculty driven and very popular with many faculty and students. This format is especially successful in addressing alternative learning and teaching styles and increases course completion rate relative to non-CSP classes. The average completion rate for CSP courses over the last five years is 88 percent.

Seattle Central is known for CSPs that are flexible and innovative, and have creative structures and themes (Exhibit 2.7). Because of national interest in Seattle Central’s programs, the college offers site visits for high schools, colleges, and universities that are interested in learning communities programs. Since the 2001-2002 *Time* magazine College of the Year award, the college has received international recognition as well. Faculty, staff, and administrators are often invited to present at conferences to help others who want to develop this kind of program. Seattle Central instructors practice a number of other innovative instructional strategies and techniques to make teaching and learning more effective. Many of the techniques developed in coordinated studies programs have been adopted in stand-alone classes. Some programs, such as Wood Construction, Nursing, Respiratory Care, and the Seattle Culinary Academy, operate as learning communities. Other strategies to improve instructional effectiveness include:

- Service-Learning: Instructors integrate service-learning projects into their curricula (Exhibit 2.8).
- Critical Moments: Instructors use diversity case studies designed to foster critical thinking skills (Exhibit 2.9).

**Curriculum Approval and Review Process (2.A.7, Policy 2.2)**

**Transfer, Basic Skills, Continuing Education**

Curriculum review is a comprehensive self-review process, which was instituted in 1979 by
Educational Program and Its Effectiveness

the Dean for Instruction (now the Vice President for Instruction). The goal of the Curriculum Review Committee (CRC) is to review each program every five years and to evaluate new course proposals and revisions on a quarterly basis. However, that goal has not been met because of the time and labor intensive review process. In fall 2004, the committee established a new plan to review programs on a five-year cycle (Exhibit 2.10). All distance learning transfer courses are reviewed with the programs to which they belong. The formal curriculum review process requires faculty to examine and discuss program curricula and their goals and learning outcomes in relation to the collegewide mission and outcomes. Originally, the CRC reviewed all college programs, but since 1999-2000, workforce education programs have had a separate program review process that avoids redundancy.

The CRC has continuously made procedural changes and revisions to improve review effectiveness. Instead of using a handbook, CRC maintains a Web site to provide the most current curriculum review policies, procedures, and resources (Appendix 2.5; http://seattlecentral.edu/users/crc/). Recently revised program review guidelines coordinate with the college assessment plan so that each review serves as both a summary of assessments and as an assessment tool in itself.

The CRC chair, who is a faculty member with release time, reports to the Vice President for Instruction. The chair uses e-mail and campus publications to notify faculty and administrators each quarter about course review timelines. The chair produces occasional summaries of CRC activities and concerns in the campus newsletters, such as Central Questions (from spring 2001 to fall 2003; http://seattlecentral.edu/planning/). CRC procedures and meeting minutes are available to college employees through shared Outlook folders in the e-mail system.

The CRC comprises faculty members from each instructional division. The committee facilitates the self-review process, becomes familiar with the curricula, and promotes intra-campus communication about programs. Program challenges, strengths, and needs are identified and documented for the faculty, the divisions, and the Vice President for Instruction. The program review reports are available for public review in the college library.

The CRC also approves all new courses and course revisions, including changes in mode of delivery. The procedures for new courses and course revisions involve review and approval by respective faculty at all three colleges in the Seattle Community College District. This process promotes uniform course content among the colleges for the benefit of students transferring among the colleges or to four-year institutions. Faculty members play a leading role in developing and implementing curriculum, but both faculty and deans may initiate changes in transfer programs and courses. Deans working with faculty are expected to implement new courses and programs. Courses not offered in five years are reviewed for deletion from the district catalog. To be reinstated, these courses must go through the review process again.

Workforce Education

Seattle Central strives to remain an active educational partner in implementing strategies to meet the economic development needs of the Puget Sound Region, local and regional businesses and industries, as well as the community-at-large. The college responds appropriately to current and emerging market demands, employment trends and workforce education needs of individuals seeking entry into or advancement in the market place. The college also ensures all programs remain viable, responsive and consistent with the institution’s mission and structural plan. There are three methods of curriculum approval and review: Carl Perkins continuous improvement review requirements (external), specialized accreditation (external), and internal assessment.

External review for all workforce education programs is conducted on an annual basis as part of a comprehensive continuous improvement and program review process established and required by the Carl Perkins Vocational-Technical Education Act. This process sequences review of all aspects of workforce education program delivery over a period of five years. One of the five continuous improvement
areas, outlined by the Carl Perkins grant, is reviewed each year. At the end of five years, all areas of program delivery will have been reviewed. The process then begins again. As required by external professional accreditation agencies, the Culinary Arts, Specialty Desserts and Breads, Nursing, Dental Hygiene, Respiratory Care, Surgical Technology, and the School of Opticianry programs all have a periodic and intensive self-study process and site visit by the accrediting bodies (Exhibit 2.11). The Marine Engineering and Marine Deck programs are periodically reviewed by the U.S. Coast Guard for curriculum and overall program compliance with current licensing requirements.

Internally, the college is currently implementing new policies to guide systematic and ongoing comprehensive curriculum planning and review for workforce education programs (Exhibit 2.12). The criteria for workforce education curriculum review include market analysis, occupational growth and decline trends, the impact of technological development in the related industries, the current demand for target workforce and skill sets, wage progression, and a demographic analysis. For those programs that are significantly impacted by technology, or are technology or science-based, this review should occur at least every two academic years. For other programs, the review should occur at least every three to five academic years.

Each workforce education program has its own Technical Advisory Committee (TAC) comprised of local industry and labor representatives. All TACs are actively involved in the general curriculum review process. The TACs must approve and/or endorse all newly developed and revised curricula before they are approved by the State Board. The college provides a Technical Advisory Committee Members’ Handbook to all TAC members, which outlines responsibilities and rules of procedure. The goal is for each TAC to meet three times per year (Exhibit 2.13). In 1993, Seattle Central adopted a unique process for workforce education programs and curriculum development entitled the “Collaborative Curriculum Design Model.” The model is based upon concepts and practices arising from group dynamics theory, inductive reasoning, and use of the Socratic method of inquiry and query. This is an innovative approach to curriculum development that involves industry and labor in the initial design of the curriculum rather than the traditional model of faculty developing curricula and presenting it to industry for comment. The process brings together individuals representing business and industry, labor, the community, higher education personnel, former students, and related public, independent, and professional organizational or institutional groups. These groups meet together and collaboratively design a curriculum. This inclusive approach results in greater and more meaningful involvement of industry and labor.

**Seattle Vocational Institute (SVI)**

SVI has its own process for curriculum development and review. All programs are evaluated at least annually through feedback received from technical advisory boards, employers, graduates, and faculty participation in conferences and training. The Executive Dean, working with faculty and other administrators, responds to external review programs as required for the allied health programs. Education consultants are occasionally engaged to help faculty develop new curricula or to review existing curricula. SVI evaluates learning outcomes by reviewing students’ grades and training, quarterly evaluations, and placement activities. SVI also uses retention and placement statistics, and graduate and employer surveys for assessment (Exhibit 2.14).

**Information Literacy and Use of Library Resources (2.A.3, 2.A.8, Policy 2.6)**

Information literacy is a collegewide core learning outcome. The college library coordinates collections, instruction, and services to help students in all programs to meet this learning outcome. Library support for this outcome takes many forms, including direct instruction by librarians, collaboration with other college faculty, collection development, and instruction support services. Library support services are detailed in Standard Five, Part One.

The library reaches out to all faculty and offers course-integrated instruction to all classes and for all academic levels. In addition, faculty may
contact the library, request workshops for their students, and work together with a librarian to develop one or more sessions based on a specific assignment. Over the last five years, Seattle Central was among the top five community colleges in the state system for offering 210 to 258 workshops per year, averaging 5,500 students per year. These workshop statistics also reflect that faculty in all divisions and programs are requesting library instruction for their classes. Each workshop is customized for specific course assignments (Exhibit 2.15).

The library also encourages faculty to use library classrooms for supervised library work even when they are not requesting library instruction. On average, during each of the previous five years, 60 faculty taught 110 research classes to approximately 2,500 students in the library instruction lab. Librarians work with faculty to develop assignments that include information literacy in order to challenge students to question and examine the reliability and validity of the sources they use. Library collaboration with faculty has resulted in 132 research guides on a broad variety of topics created for specific classes or programs. Reference librarians provide consulting for both faculty and students through in-person contact, e-mail, the library Web site, or by phone. An online calendar was created to facilitate scheduling library workshops.

Library collection policy focuses on supporting instructional programs. College programs and subject areas are divided among the full-time librarians, who develop working relationships with faculty in order to keep current with resources needed by the faculty. Each area of instruction is allocated a portion of the library acquisitions budget. In addition, faculty members are encouraged to communicate needs to their assigned librarian, to review subject collections for currency and relevance, and to recommend specific titles. The trend in library collection use is reflected in total print circulation and in-house use statistics. Total circulation increased 11 percent from 1999-2000 to 2003-2004. This is true even with the increased use of online databases and e-books (Table 2.6). In addition, students are using more books in the library, but not checking them out.

The Information Literacy Committee (ILC) provides a forum for faculty and administrators to integrate information literacy into all programs. The ILC has representatives from all divisions and has developed a curriculum planning rubric to develop research and information skills and strategies (Exhibit 2.16). The committee is developing a list of courses that require substantial research projects, as well as identifying core curriculum courses in workforce education programs to ensure that all students have opportunities to develop their information literacy.

The Curriculum Review Committee, whose membership always includes a librarian, also plays a role in promoting information literacy. Information literacy is addressed in program reviews as well as in new course proposals and revisions. Faculty engaged in their program review or revision are expected to work with the library to ensure that collections support classroom instruction and research projects.

<table>
<thead>
<tr>
<th>PRINT</th>
<th>MEDIA</th>
<th>DATABASE</th>
<th>IN-LIBRARY USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>41,517</td>
<td>6,192</td>
<td>39,906</td>
<td>30,860</td>
</tr>
</tbody>
</table>

The Curation Review Committee has an online research course, telephone or email contact with librarians, and an online tutorial for students and faculty. Remote access and digital collections have greatly improved service to both distance learning and non-distance learning faculty and students. For
more information, please see
http://dept.sccd.ctc.edu/libraries/dl/.

**EXPERIENTIAL LEARNING**
(2.A.10, POLICY 2.3)

**Cooperative Education**
Seattle Central’s cooperative education program is designed to provide students with the opportunity to acquire career-related experience or explore career choices through work, internship, or volunteer experiences. Enrollment in the program averages between 400 and 600 students per year and consists primarily of students enrolled in workforce programs that have a mandatory internship requirement. Since 1998, the program has also been involved with developing and coordinating internship programs for several groups of international students from Ireland and Taiwan. These projects are a collaborative effort with the International Education Program.

**Service-Learning**
This instructional strategy allows students to combine community involvement with academic instruction and to apply critical and reflective thinking to enhance understanding of complex social, economic, philosophical, and political issues. Service-learning is linked to specific classes as either a requirement or an option. Faculty determine course requirements and hours. Service-learning enhances understanding of course content, builds experience for a résumé, and enables students to explore career options and earn college credit. The number of courses with a service-learning component has increased to 82 in 2003-2004.

**Public Services**
Several workforce programs incorporate public service elements into their curriculum and training. For example, the Culinary Arts program provides daily food service to the general public through two on-campus restaurants and one bakery. The Opticianry program, through its retail shop, offers eyeglass services to the public. The Cosmetology program offers services and hairdressing to the public.

**ADDITIONS AND DELETIONS**
(2.A.11, 2.A.12)

Seattle Central’s policies and procedures for additions and deletions of courses and programs are periodically reviewed by the Vice President for Instruction, the Executive Dean for Workforce Education, the deans, and affected faculty.

**New Programs and Courses**
New transfer and basic skills programs are initiated by faculty and deans, but must be approved by the Vice President for Instruction. They are then subject to the curriculum review process. The majority of new workforce education programs are initiated by faculty or administrators. Some programs, such as Dental Hygiene, were initiated by industry. All workforce education programs must go through the State Board workforce education program approval process. Administrators and faculty create a technical advisory committee and meet with industry representatives to develop programs. If approved, counselors, advisors, transfer institutions, and certification boards are notified of changes.

A recent example of a program developed to meet local needs is the new Dental Hygiene Program. This program, initiated at the request of two state professional associations, will enroll its first students in fall 2005. The program responds to three distinct workforce needs: a shortage of skilled dental hygienists; the need to increase diversity of the workforce to match the diversity of the population; and the necessity of improving access to careers in the dental field for persons of color (Exhibit 2.18).

**Process for Program Elimination**
Historically, declining enrollment triggers an administrative review. This review examines enrollment trends, market demand, equipment needs, and availability of qualified faculty. When program elimination is necessary, the college then initiates a formal process. The process involves recommendations by the Vice President for Instruction or the Executive Dean for Workforce Education and the division dean. If the program is also offered at one of the other two colleges in the district, relevant deans are
Educational Program and Its Effectiveness

Seattle Central Community College | Standard Two

Educational Assessment (2.B.1 to 2.B.3, Policy 2.2)

Seattle Central has demonstrated an ongoing commitment to educational assessment since the late 1980s. Assessment planning continues to be an integral part of the curriculum review process and program level planning. Learning outcomes assessment intensified with the formation of the Student Outcomes Taskforce. The taskforce, comprised of faculty who attended assessment conferences and workshops, developed student outcomes supporting the college’s mission and goals.

The college periodically conducts collegewide student surveys, covering all aspects of the college. As a result of the Community College Student Experiences Questionnaire (CCSEQ 1996 and 1999) surveys (Exhibit 2.19), the college initiated a series of retreats and forums to address student concerns expressed in the surveys. A campuswide structural planning process was established to improve student satisfaction. Inside Outcomes, the long-standing forum for outcomes assessment was replaced by the online assessment newsletter Central Questions from 2001 to 2003 (indexed in ERIC, http://seattlecentral.edu/planning/).

The college conducted a Student Satisfaction Inventory (SSI) in fall 2002 (Exhibit 2.20). This survey identified 14 instructional effectiveness-related items. Seattle Central students expressed higher expectations and correlated satisfaction rates than students in the comparison group (40,000 western community college students). For two out of the 14 items, students were less satisfied than the average: 1) students want to be

Table 2.7—Program Additions and Deletions

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>ADDED</th>
<th>DELETED</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications Support</td>
<td>✓</td>
<td></td>
<td>Fall 1999</td>
</tr>
<tr>
<td>Business and Accounting (Technical)</td>
<td>✓</td>
<td></td>
<td>Fall 1999</td>
</tr>
<tr>
<td>Corrections Officer</td>
<td>(Inactive)</td>
<td>✓</td>
<td>Fall 2004</td>
</tr>
<tr>
<td>Database Admin. and Develop.</td>
<td>✓</td>
<td></td>
<td>Fall 2002</td>
</tr>
<tr>
<td>Fire Command</td>
<td>✓</td>
<td></td>
<td>Summer 2001</td>
</tr>
<tr>
<td>Network Design and Admin.</td>
<td>✓</td>
<td></td>
<td>Fall 2000</td>
</tr>
<tr>
<td>Ophthalmic Technician</td>
<td></td>
<td>(Inactive)</td>
<td>Spring 2004</td>
</tr>
<tr>
<td>Programming</td>
<td>✓</td>
<td></td>
<td>Fall 1999</td>
</tr>
<tr>
<td>Technical Communications</td>
<td></td>
<td>✓</td>
<td>Fall 2004</td>
</tr>
<tr>
<td>Web Design</td>
<td>✓</td>
<td></td>
<td>Fall 2000</td>
</tr>
<tr>
<td>Web Development</td>
<td>✓</td>
<td></td>
<td>Fall 2000</td>
</tr>
<tr>
<td>Wireless Telecommunications</td>
<td></td>
<td>(Inactive)</td>
<td>Spring 2004</td>
</tr>
</tbody>
</table>

notified to discuss potential impacts. The college continues to offer required courses in eliminated programs until currently enrolled students have completed their programs.

With the approval of the college President and notification of affected faculty and students, faculty union and advisory groups, the Chancellor presents decisions on deletion to the district Board of Trustees. Workforce education program eliminations are reported to the State Board, which in turn notifies other state colleges and universities. The process for reduction in force is outlined in the Agreement: Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers, Local 1789 (“Agreement”), Article 8 (Appendix 2.6). During the last 10 years, the college has added six new programs, eliminated three and placed three programs in inactive status, all of which have been in workforce education (Table 2.7). In 2004-2005 the college discontinued engineering courses due to low student enrollment. Meanwhile, students interested in engineering courses are directed to North Seattle and South Seattle Community Colleges.
Educational Program and Its Effectiveness

notified early in the term if they are doing poorly in a class; and 2) students want program requirements to be more clear and reasonable. These areas require improvement and are being addressed.

The current Instructional Assessment Team (IAT) provides training and support for assessment activities, and promotes the use of the new centralized assessment database. Until recently, the college did not have a global reporting mechanism for all of its instructional and non-instructional assessment activities. In 2003-2004, the college developed an assessment database to accomplish this goal. This database makes it convenient for instructional programs and individual faculty to post their assessment plans and progress. The database provides a centralized access point so that faculty can view each other’s assessment activities and exchange information about effective assessment practices. The database also makes it possible to view collegewide assessment as a whole and is a resource for sharing information across the college: http://seattlecentral.edu/assessment/.

Learning Outcomes and Assessment Practices

Assessment at the program, division, and course levels is tied to the college’s mission, values, and student learning outcomes (Appendix 2.7). In addition to collegewide learning outcomes, there are specific outcomes for each degree and certificate program. The program-level goals and outcomes are posted in the college assessment database (http://seattlecentral.edu/assessment/) as well as in the program review reports (Exhibit 2.21). As of winter 2005, 83 percent of the instructional programs have posted assessments reports in the assessment database.

Transfer Programs

The latest revision of the districtwide AA degree, which was approved in spring 2004, went into effect summer 2004. Resulting changes in course distributions also apply to the AS and AS-T degrees. The learning outcomes for the revised AA degree are clearly stated in the college catalog (Appendix 2.1, page 18). The revision includes seven new AA degree learning outcomes, five of which apply to the AS and AS-T degrees.

Currently, there are no formal specific learning outcomes for the AS and AS-T degrees.

Workforce Education

General learning outcomes, which are registered with the State Board, apply to all workforce education programs and are based on the institutional learning outcomes. These outcomes include the areas of communication, computation, critical thinking, personal qualities, technology, information literacy, appreciation for aesthetics, history of ideas, and ethics. Each program also has outcomes for occupation-specific knowledge and skills. In addition, some programs (e.g., allied health) have external accrediting agencies that specify standards to establish and evaluate outcomes.

Basic Skills (Basic Studies)

Program outcomes in this area are consistent with collegewide learning outcomes. Instruction in these programs is competency-based, interactive, and collaborative. Instructional strategies combine learner-initiated and teacher-directed activities. The latest adult education pedagogy such as the Equipped for the Future framework is also practiced. The state Office of Adult Literacy (OAL) mandated that all federally funded ESL programs must conform to newly standardized state competencies and assessment measures by 2002-2003. The ESL faculty revised and implemented the curriculum and intake system to meet these requirements.

Seattle Vocational Institute (SVI)

SVI systematically collects, evaluates, and reports evaluation results. Institutional trends, strengths, and weaknesses are illuminated through a systematic review of the data. SVI institutional outcomes are published in the general catalog, and instructional goals are published in its Institutional Effectiveness Plan, June 2004 (Exhibit 2.14). Data is collected through a number of formal tools that are used on the campus, such as the census/drop report and feedback from the advisory committees. Informal mechanisms, such as dialogue with students and employers, also provide invaluable information about the college’s effectiveness in achieving its mission and objectives. For allied health programs, SVI uses the mandated standards for assessment as required by the American Dental Association (ADA), Commission on the Accreditation of
Allied Health Education Programs (CAAHEP), and the American Association of Medical Assistants (AAMA).

**Assessment Leading to Improvement**

The college promotes planning and assessment by providing funding for retreats and other planning and assessment activities, from sources such as the President’s Fund, the college foundation, and workforce education funds. At the program and course level, assessment planning takes place at departmental meetings, retreats, and training workshops. These events provide opportunities to review assessment results and fold them into continuous planning and program design and implementation.

Each program develops its own goals, outcomes, and appropriate assessment plans. In general, the college does not prescribe the method of assessment, but provides training and resources for a variety of assessment methods. The college faculty develop assessment models and methods appropriate to their program or discipline. Planning and results of instructional assessment are posted to the assessment Web site (http://seattlecentral.edu/assessment/) with links to assessment resources, templates, and schedules (Appendix 2.8). The assessment plans and reports document evidence of continuous improvement efforts and are designed to be cyclical in nature. Each program examines its own goals and outcomes in relationship to the collegewide learning outcomes. The resulting reports are program specific, and each report examines a specific outcome, detailing the criteria, data collected, findings, and actions taken for that outcome, completing one cycle of the process.

All programs, except for workforce education, are assessed by the Curriculum Review Committee (CRC). The CRC program reviews assess at both program and course levels to evaluate program effectiveness. In 2004-2005, the curriculum review process incorporated the new collegewide assessment reporting system, “Institutional Effectiveness and Assessment,” as evidence for program assessment activities. The program assessment plan is required as a supporting document for the review process.

Faculty post their assessment reports and any changes made as a result of the assessment.

Workforce education programs initiated a comprehensive student learning assessment plan in 1995. The Assessment as Learning (AAL) model focuses on student progress and course performance relative to learning outcomes and is internal to the program (Exhibit 2.12). Individual faculty members record student performance so that students can see their progress. The model includes eight key implementation phases ranging from developing student learning outcomes and performance measures to training and data analysis. Faculty training by program group was scheduled to occur throughout 2003-2005. However, AAL was tabled temporarily while the college developed a new “Institutional Effectiveness and Assessment” reporting system. Currently, the assessment database is a public posting mechanism for the whole college—including workforce programs—to conveniently post all program and course assessment plans, progress, and results.

At the student level, many workforce education programs provide end-of-program assessment with capstone projects or portfolios. These portfolios are often presented to industry representatives (Exhibit 2.22). At the program level, success is evaluated through employment rates, certification exam passing rates, and technical advisory committees (TACs). The TACs are involved in applying industry standards to curriculum design, including national skills standards and assessment outcomes (Exhibit 2.13). Some workforce programs, such as the allied health programs, undergo an additional external accreditation process (Exhibit 2.11).

All programs regularly track student information, including gender, age, and ethnicity, through the registration process. The divisions also track placement test results, completion rates, and grade distributions, and use this information for planning and review.

College-level assessment has included an examination of grade distribution, retention, and workforce education completion. An examination of grade distribution appears to indicate a trend of grade inflation as shown in
Table 2.8—Grade Distribution, 1999-2000 to 2003-2004

<table>
<thead>
<tr>
<th>YEAR</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>S¹</th>
<th>Y²</th>
<th>OTHER³</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>36%</td>
<td>19%</td>
<td>7%</td>
<td>2%</td>
<td>5%</td>
<td>8%</td>
<td>6%</td>
<td>17%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>38%</td>
<td>19%</td>
<td>7%</td>
<td>2%</td>
<td>4%</td>
<td>8%</td>
<td>6%</td>
<td>16%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>39%</td>
<td>19%</td>
<td>7%</td>
<td>2%</td>
<td>4%</td>
<td>7%</td>
<td>6%</td>
<td>16%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>42%</td>
<td>20%</td>
<td>7%</td>
<td>2%</td>
<td>4%</td>
<td>6%</td>
<td>5%</td>
<td>14%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>40%</td>
<td>21%</td>
<td>8%</td>
<td>2%</td>
<td>4%</td>
<td>7%</td>
<td>5%</td>
<td>14%</td>
</tr>
<tr>
<td>FIVE-YEAR AVERAGE</td>
<td>39%</td>
<td>20%</td>
<td>7%</td>
<td>2%</td>
<td>4%</td>
<td>7%</td>
<td>6%</td>
<td>15%</td>
</tr>
</tbody>
</table>

¹S = Credit granted  
²Y = Ongoing program, grade reported at later time  
³Other = Including no grade reported (3.9%), non-credit (6.4%), withdrawal (3.6%), and incomplete (1%)
these programs (Exhibit 2.26). Individual faculty sometimes use Small Group Instructional Diagnosis (SGID) to realign expectations between students and faculty. SGID is a technique which allows faculty to get feedback from students about the effectiveness of their teaching and enables students to redefine their role in the class. Samples of course examinations and other instruments used to assess student achievement or competency are shown in Exhibit 2.27.

**Examples of how Assessment has led to Program Improvement**

The Mathematics Placement Exam Wizard was developed after the district moved to a standard computerized placement model (COMPASS) in fall 2001. Seattle Central math faculty scrutinized the exam in order to determine why students were often placed either too high or too low in their courses based on exam results. As a result of their analysis, the math department created a series of in-house “Are You Ready For…?” math exams that are used by faculty during the first week of class. Students who perform unsatisfactorily on these exams are assigned to a lower level math class. In addition, the faculty created a COMPASS score analyzer for students, advisors, counselors, and faculty, to complement the placement test and be linked specifically to the curriculum. This tool helps advisors and students determine if they were accurately placed in the course. See http://seattlecentral.edu/assessment/tools/reportview.php?AssessmentID=81, and Mathematics Placement Exam Wizard: http://seattlecentral.edu/learn/math/.

“Norming Sessions” are a technique used by English composition faculty to arrive at more consistent student writing evaluations, as well as to improve the quality of students advancing to higher level classes. Faculty meet to review student writing and compare how they grade certain kinds of essays. This practice has led to the faculty honing in on the criteria they use to evaluate student writing. The main goal of the norming activities is to determine how consistent or divergent faculty are in evaluation practices and standards. Another goal is to identify criteria to be used and agreed upon as departmental standards. This effort is ongoing.

**Coordinated Studies Retreats** have been an important tool to evaluate the success of learning community programs. These retreats are used to share the experiences of seasoned CSP faculty with faculty who are interested in becoming part of the learning communities. CSP instructors debrief on their programs and evaluate them by conversing with each other and new faculty. The retreats are effective for recruiting, sharing effective methodologies, synthesizing curriculum from different disciplines, and for planning and developing new programs.

**Student Self-Evaluation** is an assessment technique practiced in classrooms and learning communities, such as the linked English composition and “Ways of Knowing” curricula. In this type of self-evaluation, students respond to a number of specific questions in essay form, or in a journal. Their responses are commented on by faculty in writing or in conference. The process enables students to critically evaluate their own writing and learning processes.

The Writing Toolbox was compiled in 1998 to record the writing and assessment strategies developed through the “Writing Across the Curriculum” initiative. All faculty who use writing as a curriculum outcome can use this toolbox to review successful assignment design and assessment strategies. The toolbox includes samples of “best practices” writing assignments, instruments for assessing writing, descriptions of writing skills, and expected minimum writing competencies at Seattle Central (Exhibit 2.28).

**ESL Writing Assessment** is accomplished by two ESL faculty who separately read all of the writing samples from the SLEP test received from the college Testing Office. Each uses an assessment rubric to determine the best placement for each student based on the writing sample (Exhibit 2.29). The instructors then meet to review each student’s score. If the two instructors cannot agree on placement, a third instructor is called in to read the sample. Students placed into the ESL program then take the ESL placement test for Levels 1-6. Students placed into English 096, 099 or 101 register for those courses.

**ATI Testing** in Nursing has been developed by an outside firm, the Assessment Technologies
Educational Program and Its Effectiveness

Institute (ATI). A series of tests are used quarterly to assess the Nursing students’ skill levels in various areas of Nursing content. Assessment results assist faculty in program revision to include more instruction in areas where the student skill sets are most lacking.

Student Evaluation of Faculty and Courses
As outlined in the faculty Agreement (Appendix 2.6), all faculty are required to conduct anonymous student evaluations on a quarterly basis. Full-time and priority hire faculty submit one set of evaluations to their unit administrator per year. Part-time and full-time tenure-track faculty conduct evaluations for each course each quarter. For more details, see Standard Four (4.A.5). Sample student evaluation forms and summary reports are shown in Exhibit 2.30.

General Education (2.C.1 to 2.C.3)
General education requirements for all students are incorporated in the collegewide learning outcomes, and they apply to all programs.

Transfer Programs
The general education requirements for transfer degrees conform to the associate degree transfer agreements for Washington state. These include basic and distribution requirements, such as communication skills, quantitative/symbolic reasoning skills, humanities, social sciences and natural sciences (Appendix 2.9, pages 6-10). Specific general education requirements are integrated into each transfer degree program, as stated in the learning outcomes and degree requirements (Exhibit 2.4).

Workforce Education
Workforce education programs changed their approach to workforce education and preparation three years ago. The current goal is to prepare graduates with a strong general academic foundation (general education) and a broad set of technical skills that will transfer to a variety of work environments and work opportunities (as opposed to specific jobs), thus enabling them to be competitive and to achieve career progression. Most programs are moving away from job-specific training. Based on student follow-up survey results and anecdotal comments of graduates and alumni, preparation for career progression is one of the most important skills they received during their workforce education at Seattle Central. Core general education courses are essential for all AAS and AAS-T degree programs and all certificate programs of an academic year or more in length. The foundational core of knowledge necessary to developing these skills is inherent in general education courses such as mathematics, science, humanities (English, composition and speech), computer science, and the social sciences.

Seattle Vocational Institute, offering short-term certificate programs, does not usually include general education requirements. The college provides general education courses for programs that do require it, such as cosmetology. General education development exam preparation courses are offered at both SVI and the central campus.

Transfer and Acceptance of Credit (2.C.4, Policy 2.5)
Seattle Central meets the Intercollege Relations Commission (ICRC) articulation guidelines for all public four-year institutions, all community and technical colleges, and many independent institutions in the state of Washington. Specific policies regarding transfer of credit are detailed in the Commission’s ICRC Handbook (Exhibit 2.5). Agreements with a number of additional out-of-state institutions are in progress (Exhibit 2.31). The University of Washington maintains a Web site of equivalent courses for college transfer in Washington state (http://www.washington.edu/students/uga/tr/planning/ccequivguide/CET/index.htm).

Students who wish to transfer credits from another institution to Seattle Central may submit an Incoming Academic Transcript Evaluation application as soon as they apply to a specific program and the college receives the official transcripts from the other institution. Seattle Central has three credential evaluators for college transfer programs, workforce education, and international students. Evaluators work closely with faculty and division deans to determine coursework commonality among institutions.
Seattle Central accepts transfer credits using policies and procedures that ensure quality comparability and appropriateness. The college accepts credits transferred from regionally accredited institutions as identified in the Accredited Institutions of Post Secondary Education directory published by the American Council on Education. Seattle Central also adheres to the statewide Policy of Intercollege Transfer and Articulation among Washington Public Colleges and Universities included in the Intercollege Relations Commission Handbook (Exhibit 2.5).

Whenever students request transfer of credits from foreign institutions, a number of resources are used to evaluate international documents, such as documents published by the following: Projects for International Education Research (PIER); American Association of Collegiate Registrars and Admissions Officers (AACRAO) World Education Series; the Council on Evaluation of Foreign Credentials; the Council on International Education Exchange; and the National Association of Foreign Student Affairs.

### Academic Advising (2.C.5)

The Academic Advising Center provides accurate and up-to-date information on courses and programs at Seattle Central. New students are required to see an advisor before they register. Advisors verify course eligibility based on previous coursework or placement test scores and assist students with course scheduling. Advisors also assist students in selecting courses appropriate to their individual academic goals, as well as matching the requirements for two-year degrees and/or transferring to a four-year institution. The center tracks student enrollment trends and registration activities that affect course scheduling, course offerings, and course section use. This information is used by divisions and programs to make timely adjustments to course offerings to satisfy enrollment demand.

Success Training, Advising, and Registration (STAR) sessions are designed for new students as they enter their first quarter. STAR sessions introduce students to many opportunities at the college and train students to use Web registration for future quarters. Students also meet advisors and counselors who will continue to work with them throughout their college experience.

Seattle Central counselors, who have faculty status, assist students in educational planning and career and personal counseling. They are located in the Admissions Office, International Student Programs, and each instructional division. Other faculty also advise students as appropriate.

Students whose cumulative grade point average (GPA) drops below 2.0 are placed on academic alert and enter a process which requires them to see a counselor, through which they are given an opportunity to improve their academic standing. Second and third warnings are provided before suspension or dismissals are considered. In addition, the college performs a mandatory 45-credit degree audit as a mid-program advising tool for students in degree programs to evaluate their progress and plan for degree completion. Students in workforce certificate programs must successfully complete each required course to advance to the next level in their program. Materials and forms used in the academic advising process are in Exhibit 2.32.

### Developmental (Pre-College) and Remedial Courses (2.C.6)

It is the college mission and policy to provide pre-college and remedial courses to assist students to meet prerequisites of college-level English and math courses. When students apply for admission to the college, they are referred to the Testing Office where they are assessed for their reading, writing, and math skills. Two assessment tests, COMPASS and SLEP, are used to place students in appropriate courses. Unless otherwise noted, all courses require college-level reading and writing. All natural science courses require eligibility for Math 084 (Algebra I) and English 101. Students are required to meet any prerequisites before enrolling in programs and courses.

Based on the results of placement testing, students are directed to the Admissions Office to receive an orientation appointment (STAR) or to the Basic Studies Division for Adult Basic Education (ABE) or English as a Second Language (ESL). Students referred to STAR will enroll in college transfer and workforce education courses. The college provides developmental classes in English and math for
those students who test above ABE but lower than college level.

Some programs, such as nursing, may require outside testing. The Assessment Technologies Institute (ATI) exam for nursing students identifies any remedial work that is required before entering the program. The same company that developed the exam also publishes remedial packets available for purchase by students. Remediation is provided by both ATI and the college. The ATI exam results also help programs place students in appropriate classes.

Other programs, such as Apparel Design, provide pre-program instruction to prepare students. In this case, the faculty observed that many people applying to the program did not have the required intermediate sewing skills. As a result, they developed pre-program courses to help students develop these skills prior to enrolling in the program. After three years, the attrition rate has declined markedly.

**FACULTY (2.C.7)**

All faculty teaching transfer program courses possess a minimum of a master’s degree in their subject area. A few of the pre-college level and basic skills courses are taught by faculty possessing a bachelor’s degree only. In the workforce education programs, faculty have relevant education, training, and work experience: workforce education faculty must meet the certification requirements as provided by the Washington State Community and Technical College Personnel Standards (WAC 131.16) and the current Seattle Community College District personnel standards.

Faculty are strongly encouraged to participate in ongoing professional and educational programs and activities. As an incentive, faculty can earn salary credits toward salary step increases. Faculty development programs are offered both on the campus and by the district, and the college encourages faculty to attend external programs such as conferences and courses. Grants are provided by the college and the district for conferences and other activities to encourage participation.

Faculty are involved in instructional planning and curriculum development and review. This involvement happens at both the campus and district levels (Exhibit 2.33). Faculty are included in decision making and planning through their participation in these committees and workgroups. In many cases, faculty chair the committees and provide leadership, as in the examples of the Curriculum Review Committee, the Instructional Assessment Team, and the Global Education Design Team. For more details about faculty, please see Standard Four.

**STUDENT ACHIEVEMENT AND JOB PLACEMENT (2.C.8)**

Seattle Central applies a number of methods to measure student achievement and job placement including transfer rates, number of degrees and certificates awarded, employment rate by program, certification exam passing rates, and follow-up surveys of workforce education graduates.

**Degrees and Certificates Awarded**

From 1999-2000 to 2003-2004, there was a steady increase in the number of transfer degrees awarded (AA, AS, AAS-T) from 569 in 2000 to 910 in 2004, reflecting a 60 percent increase. During the same time period, the number of high school diplomas and GEDs granted remained stable, while the number of workforce certificates granted fluctuated (Table 2.9).

**Transfer to Four-Year Institutions**

The State Board tracks transfer students to public institutions during each quarter but tracks transfer students to independent institutions during fall quarter only (Tables 2.10 and 2.11). There was a significant drop in the number of transfers to public four-year institutions in 2003-2004. For years, Seattle Central students transferred to the University of Washington (UW) in greater numbers than to any other institution. Effective fall 2003, the UW capped enrollment, rescinded the Direct Transfer Agreement with all the community and technical colleges, and changed their admissions policy. Such a change in policy potentially has profound
effects on the enrollment of prospective transfer students.

It is not clear if the number of transfers to independent institutions followed the same trend as those going to public institutions, as the State Board does not regularly track transfers to independent institutions on a quarterly basis. For 2003-2004, the only year among the last several years for which a study of this type is available from the State Board, the number of total transfers was 603, of which 382 (63 percent) transferred to public institutions and 221 (37 percent) transferred to independent institutions. With a total of 603 transfer students, Seattle Central is ranked seventh out of 34 in the state system for number of transfers in 2003-2004.

**Transfer Student Performance at the University of Washington**

For the last seven years, a comparison of GPA at time of graduation was conducted comparing Seattle Central students who transferred to the University of Washington with University of Washington “natives” (Table 2.12). In all years, the GPA of Seattle Central transfer students was essentially the same or better than native students. This is indicative of the preparedness of the Seattle Central students and discounts claims of grade inflation. Unfortunately, GPA comparisons with other public institutions are not available from the statewide Mutual Research Transcript Enterprise (MRTE) database.

**Performance on Certification Exams**

Certification exams are administered for the following allied health programs: Nursing, Opticianry, Respiratory Care, and Surgical Technology. As shown in Table 2.13, from 2000-2001 through 2002-2003, the Surgical Technology program graduates had 100 percent certification exam passing rates. For the Opticianry and Respiratory Care programs, passing rates declined from 100 percent to 86 percent. The Nursing program certification passing rates declined from 100 percent to 80 percent. To address the significant decline in the Nursing program, the college initiated optional prerequisites of three successive coordinated studies courses. The nursing program revised the admission criteria and program prerequisites to include higher level math skills. In addition, the nursing program began using the Assessment Technologies Institute (ATI) for administering tests and evaluating students. All nursing students were required to take these tests. ATI test scores include a list of areas needing improvement.

**Workforce Education Programs Employment Rates**

Employment rates for workforce program completers for the last five years have slowly and
steadily decreased from a high of 84 percent in 1998-1999 to a low of 78 percent in 2002-2003 (Table 2.14). In 1998-1999, the employment rate matched that of the system of community and technical colleges. For the subsequent four years, the employment rate was lower than the system average by two to three percent. The employment rate of early leavers was consistently below that of completers (Table 2.15).

Employment rates are secondarily estimated using semi-annual surveys of workforce education program graduates (Table 2.16). This survey may reflect local economic conditions. That is, when the economy is strong, responses are high, and the corresponding employment rate is high. Conversely, when the economy is weak, responses are low, and the corresponding employment rate is low. In addition, the two surveys do not align year-by-year since the data were collected at different times and were derived from two sources. It should be noted that because the State Board captures data through social security numbers, more data can be captured on the completers.

Based on the local survey, the amount of time to secure employment has increased in the last four to five years. The average length of time graduates spent in job searches prior to 2000 was approximately four to five months. Graduates are now taking up to nine months to secure employment after completing their programs. The dramatic dip in graduate employment rates, as seen in Table 2.16, is due primarily to the declining economy and rising unemployment rates in Washington state through the year 2002-2003.
Table 2.13—Pass Rates on Certification Exams for Allied Health Programs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree Nursing</td>
<td>100%</td>
<td>83.3%</td>
<td>80%</td>
</tr>
<tr>
<td>Opticianry</td>
<td>100%</td>
<td>84%</td>
<td>86%</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>100%</td>
<td>92.3%</td>
<td>85.71%</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>100%</td>
<td>100%</td>
<td>99.99%</td>
</tr>
</tbody>
</table>

Table 2.14—Workforce Education Programs: Completion Rate and Employment Rate (Nine Months After Completion) for Seattle Central Students, 1998-1999 to 2002-2003

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUMBER</td>
<td>PERCENT</td>
<td>EMPLOYED</td>
<td>EMPLOYMENT RATE</td>
<td>CTC AVERAGE RATE</td>
</tr>
<tr>
<td>1998-1999</td>
<td>783</td>
<td>460</td>
<td>59%</td>
<td>386</td>
<td>84%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>854</td>
<td>585</td>
<td>69%</td>
<td>476</td>
<td>81%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>680</td>
<td>444</td>
<td>65%</td>
<td>357</td>
<td>80%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>774</td>
<td>493</td>
<td>64%</td>
<td>386</td>
<td>78%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>904</td>
<td>604</td>
<td>67%</td>
<td>471</td>
<td>78%</td>
</tr>
</tbody>
</table>

Source: State Board for Community and Technical Colleges, Academic Year Reports

Employment rates of Seattle Vocational Institute (SVI) students show a similar pattern of employment with a high of 83 percent in 1998-1999 to a low of 76 percent in 2001-2002 (Table 2.17), which are also below the systemwide average for the previous four years. Although employment rate decreased seven percent over the last four years, the number of completers has increased significantly from 66 to 302. The economic conditions of the local area may be a major factor for this low employment trend, which is consistent with the statewide system.

There has been a sharp decrease in employment rate among early leavers (Table 2.18). Early leavers from SVIs short-term programs have had a more difficult time finding employment in declining economic conditions. There is a distinct difference between employment rates of completers versus early leavers, especially during the years of 2001-2002 and 2002-2003, which demonstrates the importance of completing the training program.

CONTINUING EDUCATION AND SPECIAL LEARNING ACTIVITIES (2.G.1 TO 2.G.4, 2.G.6 TO 2.G.8, POLICY 2.6)

Continuing education at Seattle Central consists of a variety of programs and services that respond to the needs of the communities served by the college. The Continuing Education Division offers a unique mix of self-support, state-funded, credit, and non-credit course (Table 2.19). These activities are under the direction of the Executive Dean for the Office of Continuing and Professional Education (OCPE) and the Dean for the International Education Program, who is responsible for the self-supporting Seattle Central Institute of English.

Both deans report to the Vice President for Instruction (Appendix 2.10). Each works closely with the academic deans, and sits on the Instructional Council. Despite the disparate nature of the activities, all departments share a common mission, which is to provide high quality, affordable programs and life-long...
# Table 2.15—Workforce Education Programs: Early Leavers and Employment Rate for Seattle Central Students, 1998-1999 to 2002-2003 -- Data from State Board --

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>EARLY LEAVERS (NON-COMPLETERS)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NUMBER</td>
<td>% EMPLOYED</td>
<td>EMPLOYMENT RATE</td>
<td>CTC AVERAGE RATE</td>
<td>TRANSFERRED</td>
<td></td>
</tr>
<tr>
<td>1998-1999</td>
<td>783</td>
<td>323</td>
<td>41%</td>
<td>254</td>
<td>79%</td>
<td>77%</td>
<td>4</td>
</tr>
<tr>
<td>1999-2000</td>
<td>854</td>
<td>269</td>
<td>31%</td>
<td>201</td>
<td>75%</td>
<td>78%</td>
<td>4</td>
</tr>
<tr>
<td>2000-2001</td>
<td>680</td>
<td>236</td>
<td>35%</td>
<td>168</td>
<td>71%</td>
<td>77%</td>
<td>2</td>
</tr>
<tr>
<td>2001-2002</td>
<td>774</td>
<td>281</td>
<td>36%</td>
<td>212</td>
<td>75%</td>
<td>75%</td>
<td>5</td>
</tr>
<tr>
<td>2002-2003</td>
<td>904</td>
<td>300</td>
<td>33%</td>
<td>211</td>
<td>70%</td>
<td>74%</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: State Board for Community and Technical Colleges, Academic Year Reports

# Table 2.16—Seattle Central Workforce Education Graduate Follow-up Survey, 1999-2000 to 2003-2004 -- Data from Local Survey --

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of graduates surveyed</td>
<td>246</td>
<td>198</td>
<td>252</td>
<td>330</td>
<td>316</td>
</tr>
<tr>
<td>Number of graduates who responded</td>
<td>98</td>
<td>40%</td>
<td>58</td>
<td>29%</td>
<td>85</td>
</tr>
<tr>
<td>Number who said they were employed</td>
<td>76</td>
<td>79%</td>
<td>48</td>
<td>83%</td>
<td>56</td>
</tr>
<tr>
<td>Number who said they were not employed</td>
<td>20</td>
<td>21%</td>
<td>10</td>
<td>17%</td>
<td>29</td>
</tr>
<tr>
<td>Number who said they were back in school</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: Local Survey

# Table 2.17—SVI Workforce Education Programs: Completion Rate and Employment Rate (Nine Months After Completion) for SVI Students, 1998-1999 to 2002-2003

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>COMPLETERS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NUMBER OF COMPLETERS</td>
<td>COMPLETION RATE</td>
<td>EMPLOYED</td>
<td>EMPLOYMENT RATE</td>
<td>CTC AVERAGE RATE</td>
<td>TRANSFERRED</td>
</tr>
<tr>
<td>1998-1999</td>
<td>175</td>
<td>66</td>
<td>38%</td>
<td>56</td>
<td>85%</td>
<td>77%</td>
<td>0</td>
</tr>
<tr>
<td>1999-2000</td>
<td>301</td>
<td>134</td>
<td>45%</td>
<td>111</td>
<td>83%</td>
<td>84%</td>
<td>2</td>
</tr>
<tr>
<td>2000-2001</td>
<td>408</td>
<td>106</td>
<td>26%</td>
<td>82</td>
<td>77%</td>
<td>82%</td>
<td>2</td>
</tr>
<tr>
<td>2001-2002</td>
<td>453</td>
<td>266</td>
<td>59%</td>
<td>201</td>
<td>76%</td>
<td>80%</td>
<td>12</td>
</tr>
<tr>
<td>2002-2003</td>
<td>434</td>
<td>302</td>
<td>70%</td>
<td>234</td>
<td>78%</td>
<td>80%</td>
<td>0</td>
</tr>
</tbody>
</table>

# Table 2.18—SVI Workforce Education Programs: Early Leavers and Employment Rate (Nine Months After Class) for SVI Students, 1998-1999 to 2002-2003

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>EARLY LEAVERS (NON-COMPLETERS)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NUMBER OF EARLY LEAVERS</td>
<td>NON-COMPLETION RATE</td>
<td>EMPLOYED</td>
<td>EMPLOYMENT RATE</td>
<td>CTC AVERAGE RATE</td>
<td>TRANSFERRED</td>
</tr>
<tr>
<td>1998-1999</td>
<td>175</td>
<td>109</td>
<td>62%</td>
<td>80</td>
<td>74%</td>
<td>77%</td>
<td>0</td>
</tr>
<tr>
<td>1999-2000</td>
<td>301</td>
<td>167</td>
<td>55%</td>
<td>122</td>
<td>73%</td>
<td>78%</td>
<td>2</td>
</tr>
<tr>
<td>2000-2001</td>
<td>408</td>
<td>302</td>
<td>74%</td>
<td>213</td>
<td>70%</td>
<td>77%</td>
<td>6</td>
</tr>
<tr>
<td>2001-2002</td>
<td>453</td>
<td>187</td>
<td>41%</td>
<td>115</td>
<td>61%</td>
<td>75%</td>
<td>2</td>
</tr>
<tr>
<td>2002-2003</td>
<td>434</td>
<td>132</td>
<td>30%</td>
<td>68</td>
<td>51%</td>
<td>74%</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: State Board for Community and Technical Colleges, Academic Year Reports
learning opportunities that are accessible and responsive to the changing needs of the community. For specific descriptions of the various programs and courses see Exhibits 2.34 and 2.35.

Continuing education courses and programs are developed, administered, and evaluated in accordance with established institutional procedures. All credit-bearing offerings are governed by the same policies and standards as other credit courses and involve full-time faculty in the planning and review process. New course offerings, or major revisions to existing ones, must be approved by the Curriculum Review Committee (CRC). The Cooperative Education Program has been periodically reviewed and assessed by the CRC to ensure that outcomes are consistent with the institutional mission.

### Table 2.19—Programs Providing Academic Credit by Funding Source

<table>
<thead>
<tr>
<th>DEPARTMENT/PROGRAM (CREDIT)</th>
<th>SELF-SUPPORT</th>
<th>STATE-FUNDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correspondence</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Credit-by-exam</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Telecourses/Videocassette</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Seattle Central Institute of English (SCIE)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Service-Learning ¹</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Special and International Projects ¹</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Teacher Training ¹</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Parent Education</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

¹Credit and non-credit options

However, Seattle Central is solely responsible for the development, the implementation and the budget for all continuing education programs. For budget details, see Exhibit 2.36. The college does not have offsite continuing education programs.

Continuing Education establishes a Memorandum of Understanding/Agreement (MOU/A) in cooperation with the Business Office for all programs. Each MOU/A is made with a variety of entities including government, independent enterprise, non-profit organizations, local to national associations, and even some overseas partners. There are an estimated one dozen agreements in place currently. Typically, each MOU/A is for joint offerings and collaborative efforts for individual classes, groups of workshops, certificate programs, and credit-bearing offerings. Each MOU/A is reviewed by the Vice President for Instruction and the Business Office. Examples of MOU/As are in Exhibit 2.37.

All credit-bearing continuing education courses are compatible with the institution’s mission and learning outcomes. These courses, regardless of their mode of delivery, must meet the same approval and review process as other credit courses offered by the college. The institution has established clearly articulated policies and procedures for admission, testing, and registration, as well as the acceptance of non-traditional transfer credit (Exhibit 2.38). Continuing education students enrolled in credit-bearing courses and programs must meet the same eligibility requirements as on-campus students.

The continuing education fee structure and refund policies for state-funded continuing education courses are clearly listed in the quarterly class schedule and Web sites. Credit-bearing classes have the same fee structure as all other credit courses offered by the college (Appendix 2.2, pages 18, 73-87). Individual departments determine the fee structure and refund policies for self-support courses. Each department utilizes a variety of media to communicate refund policies to students, including application forms, Web sites, and handbooks.
Credit-by-Examination (2.G.9, 2.G.11)

Credit-by-examination, which is administered through the Distance Learning Office, provides an opportunity for students with extensive life experience to receive college credit for that knowledge. The college has developed procedures and guidelines for both faculty and students, as described in the college catalog (Appendix 2.1, page 14) and the Credit-by-Exam policies and procedures (Exhibit 2.39). Students may be granted credit for courses by examination with the approval and supervision of faculty. The student pays the regular tuition for the credit. The sponsoring faculty determines student learning and achievement, which must be demonstrated to be at least comparable in breadth, depth, and quality to the results of traditional instructional practices. Grades are assigned by faculty and are shown in the students’ transcripts (Exhibit 2.40). Currently, there are 18 college-level courses available for credit-by-examination.

Travel/Study Courses (2.G.12)

Cooperative Education travel/study courses provide students with a unique opportunity to earn credits for various travel/study experiences in an international setting. Students earn credits for language enhancement, research, work, internship, and volunteer activities. These contract service courses were included in the Cooperative Education Program’s last curriculum review (1998). The instructor is paid on a stipend and is not considered Seattle Central faculty.

The majority of students enrolled in travel/study courses are students from other colleges who enroll through Seattle Central for these particular courses. Credits earned are usually transferred to another institution. At Seattle Central, these courses are considered elective credits. Up to five experience-based credits (including internship, volunteer and service-learning) apply to the “restricted” elective area of the AA degree.

Non-credit Programs and Courses (2.H)

Non-credit programs and courses are administered under the Community Education Program and adhere to the appropriate institutional policies, regulations and procedures (Appendix 2.11). Community education and contract training are self-supporting while career placement services under the Cooperative Education Program are state-funded. Instructors are provided with a form that is used for both evaluating and surveying the class. However, they are encouraged but not required to conduct student evaluations. New course proposals are reviewed and approved by the appropriate continuing education administrator. The institution maintains records of non-credit courses and programs through its student management system, which tracks enrollments and payments. When required, grades are recorded to create a historical record.

The college offers limited courses for Continuing Education Units (CEUs) using the guidelines from the International Association of Continuing Education and Training.

Distance Learning (2.G.5, Policy 2.6)

Seattle Central’s distance learning program contributes to the college mission by making course offerings more accessible, diverse, and responsive. The program and courses undergo the same development and approval process as on-campus courses. All credit-bearing distance learning courses go through the Curriculum Review Committee.

Distance learning students pay the same tuition for credit-bearing courses as onsite students. Depending on the mode of delivery, students may be exempt from the universal technology, student activity, and transportation management fees. However, they are charged other fees such as handling, special materials, rental, licensing, and processing fees. These fees are reviewed and approved through regular college procedures. Over the last four years, enrollment in correspondence courses has grown slightly, videocassette courses are holding steady, and online course enrollment has nearly doubled (Appendix 2.12). Details on all courses are presented in Exhibit 2.41. Since the college does not offer courses or programs under concentrated timeframes, no comparative studies have been conducted.
Except for credit-by-exam, all distance learning courses, regardless of their delivery mode, have the same learning outcomes as those courses offered in the classroom. Presently, the college offers over 100 distance learning courses. Online courses are managed through Washington Online (WAOL), a state consortium of two-year colleges offering transfer courses online. Students are able to complete an AA degree through distance learning offerings and are held to the same requirements and standards as on-campus students. Many students are enrolled simultaneously in on-campus and distance learning courses. Clearly, distance learning courses are a viable alternative for students who cannot fit a needed course into their schedules.

Distance learning modes of delivery include correspondence, online, videocassette, telecourses, online seminars, campus seminars, and credit-by-exam. Faculty and student interaction varies depending on the medium. Instructors provide prompt feedback to students on assignments and examinations by correspondence, telephone, e-mail, chat groups, and bulletin boards, as appropriate. Some courses combine distance delivery with required on-campus meetings to increase interaction between faculty and students.

Instructors using distance learning modes report to the dean of the division in which their course is taught, which ensures that the distance learning courses are reviewed together with their onsite equivalents. All distance learning faculty are held to the same standards as their onsite counterparts. According to the provisions of the Agreement, online courses can be treated as part of the teaching load for full-time faculty; part-time faculty are paid on the part-time faculty salary schedule. Faculty are given resources and training to interact effectively with their students. In addition to face-to-face training sessions, new instructors are also given training on how to teach online using the current platform (such as Blackboard). An annual summer institute is conducted to train faculty with new and innovative software to enhance their courses.

Online resources are available to all distance learning students. Access to the Seattle Central Library by distance learning students is through the district’s distance learning Web site (http://www.seattlecolleges.com/distance). From this Web site students have access to library databases, e-book collections, and the library catalog. Students and faculty members may contact campus librarians by phone or online for additional information regarding services supporting the instructional and research needs of distance learning courses.

The college has two downlink C/KU band satellite dishes, one live/interactive video teleconferencing system that is linked to off-campus sites, and a fiber optic trunk line allowing for fast campuswide Internet connections. The district SCCTV cable channel enables the college to deliver telecourses. The college also provides faculty and staff with access to the Internet and a variety of interactive multimedia labs with accompanying software access to online courses. The facilities also include the Internet infrastructure consisting of Gigapop which allows for an even higher speed of data transmission.

Students enrolled in distance learning courses are provided the same services as all college students. In addition, the Distance Learning Office and Web site provide information on admission, registration, financial aid, career services, and textbook purchasing. Students may register online, in-person, by mail, or fax. Students receive course descriptions, syllabi, and a list of required equipment for each course. An advisor is assigned to support distance learning students. Since the college is a member of the Washington Online (WAOL) consortium, Seattle Central students have access to online courses and services offered throughout Washington state, including technical support.

Distance learning evaluation and assessment is consistent with standards applied to on-campus equivalents with special consideration for needs determined by mode of delivery. Instructors assess student performance and progress according to the needs of the curriculum. Students evaluate instructors and courses by completing online or printed forms. The Distance Learning Office tabulates quarterly program evaluations. All online courses are delivered through WAOL, which
Educational Program and Its Effectiveness

Table 2.20—Distance Learning: Completion Rates, 1999-2000 to 2003-2004

<table>
<thead>
<tr>
<th></th>
<th>SUMMER</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEATTLE CENTRAL</td>
<td>CTC SYSTEM</td>
<td>SEATTLE CENTRAL</td>
<td>CTC SYSTEM</td>
<td>SEATTLE CENTRAL</td>
</tr>
<tr>
<td>1999-2000</td>
<td>70%</td>
<td>70%</td>
<td>67%</td>
<td>69%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>68%</td>
<td>71%</td>
<td>64%</td>
<td>70%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>69%</td>
<td>72%</td>
<td>68%</td>
<td>71%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>72%</td>
<td>74%</td>
<td>71%</td>
<td>72%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>71%</td>
<td>77%</td>
<td>73%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Source: WAOL Quarterly Statistics

Table 2.21—Distance Learning: Online Courses Completion Rates, 1999-2000 to 2003-2004

<table>
<thead>
<tr>
<th></th>
<th>SUMMER</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEATTLE CENTRAL</td>
<td>CTC SYSTEM</td>
<td>SEATTLE CENTRAL</td>
<td>CTC SYSTEM</td>
<td>SEATTLE CENTRAL</td>
</tr>
<tr>
<td>1999-2000</td>
<td>62%</td>
<td>69%</td>
<td>62%</td>
<td>68%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>71%</td>
<td>71%</td>
<td>57%</td>
<td>67%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>68%</td>
<td>72%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>74%</td>
<td>74%</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>74%</td>
<td>78%</td>
<td>71%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Source: WAOL Quarterly Statistics.

provides a full spectrum of services for students including prescreening for online learning skills.

Distance learning courses, including student learning outcomes, are evaluated through the curriculum review process applied to all credit courses, regardless of their mode of delivery. Distance learning faculty are responsible for the integrity of student work. Seattle Central is committed to ongoing support of these programs by providing the technology, staff, training, and a sufficient budget to maintain high quality programs.

Although the majority of quarterly completion rates for all distance learning courses for Seattle Central were approximately the same as the average of those of the Community and Technical College (CTC) system, completion rates over the last five years have been slightly below the CTC system average for 15 of 20 quarters (Table 2.20). Completion rates for online courses were essentially the same, with 14 out of 20 quarters being below the CTC average (Table 2.21).

STANDARD TWO ANALYSIS

STRENGTHS

High Quality Faculty and Instruction

Many faculty actively participate and/or present in professional development activities, such as conferences and training sessions. They also enroll in college-level courses and are involved in publishing. These faculty bring back new information and share instructional innovations among their peers. To support these efforts, professional development grants are provided for conferences and related costs. Faculty are provided incentives through salary credits and such programs as sabbatical leave, return to industry, and curriculum development grants. These professional development activities lead to innovative teaching practices (Exhibit 2.42).

The fall 2002 Student Satisfaction Inventory (SSI) results (Exhibit 2.20) indicated that student satisfaction with instructional effectiveness is higher than the average for the western
community colleges (based on a survey of 40,000 students). The quality of teaching at Seattle Central may also be reflected in the fact that students who transfer to the University of Washington have a slightly better GPA at time of graduation than native students, indicating good academic preparation rather than grade inflation.

It is also significant that ethnic diversity of Seattle Central faculty (25 percent) is greater than the state average (11 percent) for community and technical colleges (CTC). Correspondingly, Seattle Central has the most ethnically diverse student population (51 percent), yet this represents a higher percentage of ethnic diversity than the surrounding service area. The college believes the high percentage of faculty of color has contributed to student success by providing mentors, role models, and encouragement to pursue educational goals. Cultural diversity is infused into the curriculum through initiatives such as the Global Education Design Team (a curriculum development support group) and the United States Cultures/Global Studies requirement in transfer degrees.

**Curricula and Programs**

All programs reflect the mission and goals of the college by offering a broad variety and balance of core courses and electives. Seattle Central is responsive to student needs by providing strong developmental programs, which successfully prepare students for degree and certificate programs (e.g., approximately 50 percent of math offerings are at the pre-college level); a wide variety of high quality workforce education programs (33 programs); transfer degrees that provide students with a pathway to a four-year degree; and a successful international education program. Furthermore, based on the Student Satisfaction Inventory (SSI), students are more satisfied with the variety of course offerings than those students at other western community colleges.

The college has high standards for curriculum quality. All transfer credit courses are reviewed by the same curriculum review process, regardless of their mode of delivery ensuring continuity and consistency. Workforce education programs are meeting industry standards based on employment rates, employers’ survey results, and feedback from technical advisory committees. The college’s high expectations have resulted in award-winning students, faculty, and programs (Exhibit 2.43).

Seattle Central has long-standing national recognition for learning communities in both transfer and workforce education programs. This, along with the college’s commitment to diversity and emphasis on group-work, led *Time* magazine to designate Seattle Central as the “College of the Year” for 2001-2002 (Exhibit 2.44).

The college promotes accessibility through support services and policies. For example, students can take classes at the North Seattle and South Seattle community colleges to meet degree requirements without having to go through a separate application process. This flexibility allows students to choose from among course offerings at all three colleges while paying the same fees they would on one campus.

**Instructional Pedagogies**

Seattle Central faculty practice innovative teaching and assessment methods. The culture of innovation on this campus allows faculty to experiment with their own pedagogy and curriculum. This, together with opportunities for personal and professional growth, has resulted in a low turnover rate of full-time faculty, other than retirements, of two percent in 2003-2004.

Faculty engage in interdepartmental collaboration and integrated studies in learning communities and linked courses. Collaboration in the English, ESL, and math programs has led to more effective placement practices, such as the math placement program. Other instructional strategies, such as inquiry-based learning, Small Group Instructional Diagnosis (SGID), and alternative modes of delivery, also improve the college’s ability to meet student needs. Inquiry-based learning asks students to develop critical thinking skills in order to solve problems: students ask critical questions and then seek answers by applying research skills. An increasing number of faculty are getting involved in alternative course delivery methods, such as hybrid courses (part online, part on campus).
CHALLENGES

Distance Learning
Distance learning completion rates are consistently below the systemwide average. Within the college, distance learning completion rates are consistently about 16 to 19 percent below onsite classes. Seattle Central needs to improve the completion rates for distance learning courses while maintaining rigorous standards.

Curriculum Review
Currently, the college is not meeting the goal to review each transfer and basic skills program every five years. The curriculum review process is too time-consuming and labor intensive and needs to be revised to better align it with college goals. However, each workforce education program is reviewed every year in part, resulting in a complete program review in a five-year cycle as required by the Carl Perkins grant.

SVI programs vary widely in their curriculum review process. Although programs are reviewed annually through feedback received from technical advisory boards, employers, and graduates, there is no formalized curriculum review process established that includes review schedules and criteria.

Assessment
The college needs to improve participation in assessment efforts. In relation to instructional goals, there is a disparity between programs that are keyed into ongoing assessment activities and those that are not.

The college should address the lowest student satisfaction items in the Student Satisfaction Inventory (SSI) feedback, which are (1) “Students are notified early in the term if they are doing poorly in a class,” and (2) “Program requirements are clear and reasonable.”

Workforce Education
Seattle Central’s workforce education programs are faced with new challenges. The current statewide trend is to utilize industry cluster models to predict immediate and future workforce demand. The college needs to examine its program design structure and develop a plan to rapidly respond to industry needs. This plan should include criteria for adding new programs, updating existing programs, and closing obsolete programs, while dealing with limited budgets and rising costs of program operations.

In terms of curriculum design, the college will continue to shift from the current industry-specific skill program model to a model of transferable/portable skill sets broadly applicable to multiple work environments or career pathways. Workforce education programs must include more flexible short- and long-term technical as well as mid-level skills training, in order for graduates to leave with marketable and competitive skill sets. This is an attempt to address the lower average rate of employment (at most three percent), relative to the systemwide average, of workforce education program completers.

DESIRED FUTURE OUTCOMES

The college needs to investigate reasons for low completion rates for distance learning courses and develop a plan to improve them. Seattle Central’s rates are lower than the systemwide average by approximately three percent, although in recent quarters, completion rates have improved. One issue worth exploring is that some students self-advice and enroll in a course before they know what distance learning entails. When these students register and then withdraw without going through the proper process, they receive a 0.0 for a grade, thereby negatively influencing the overall completion rate. This could be related to advising procedures.

The Curriculum Review Committee will revise protocols in order to evaluate more curricula each year. The ultimate goal is that all academic and basic skills programs will be reviewed in a five-year cycle. In addition, a rolling three-year review schedule, published in advance, will help to alert programs to plan ahead.

The Instructional Assessment Team (IAT), in conjunction with the faculty and deans, will increase participation in campuswide assessment activities. The IAT will continue to encourage faculty to perform assessment in their respective programs by assisting them on a continuous basis and by working with the District Faculty.
Development Office to provide assessment training and workshops.

The college will address the Student Satisfaction Inventory (SSI) results in two areas where the college scored lower than the western community college average: (1) “Students are notified early in the term if they are doing poorly in the class;” and (2) “Program requirements are clear and reasonable.” Both areas relate to communication. To address the first area, the college can provide faculty development activities that encourage better communication with students about their progress and performance in courses and programs. To address the second area, the college will provide clearer and consistent information through multiple channels including the advising process and the materials provided to students by the programs as well as clear program descriptions, requirements and outcomes in the general catalog and on the Web site.

Workforce-related future outcomes:

- In order to maximize the limited available funding resources, the college plans to develop a systematic program review process to prioritize funding for the greatest flexibility. Such a process will enable the college to improve responsiveness to industry demands and changes.

- Re-examine the curricula among workforce programs to ensure graduates are competitive and have skills that are marketable and transferable, with skill sets broadly applicable to multiple work environments or career pathways that can be updated or changed in response to industry demand.

- Identify the causes for the continuous lower rate of employment, relative to the systemwide average, of workforce education program completers, and take corrective action.

- Seattle Vocational Institute (SVI) needs to formalize its curriculum review process, especially for programs that do not require external professional accreditation.
STANDARD TWO

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Appendix 2.2 Seattle Central Fall Quarter 2004 (class schedule)
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Appendix 2.4 Seattle Vocational Institute Program Catalog, 2004-2005
Appendix 2.5 Summary of Curriculum Review Policy and Procedures
Appendix 2.6 Agreement: Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers, Local 1789
Appendix 2.7 College Mission, Values, and Learning Outcomes
Appendix 2.8 Instructional Assessment Templates
Appendix 2.9 Intercollege Relations Commission (ICRC) Handbook, pages 6-10
Appendix 2.10 Instructional Divisions Organization Chart
Appendix 2.11 Non-Credit Course Approval Procedures
Appendix 2.12 Distance Learning Enrollment, 1999-2000 to 2003-2004

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Exhibit 2.5 Intercollege Relations Commission (ICRC) Handbook
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Exhibit 2.7 Coordinated Studies Program Descriptions, 1999-2000 to 2003-2004
Exhibit 2.8 Service-Learning Examples
Exhibit 2.9 Critical Moments Project and Critical Moments Casebook
Exhibit 2.11 Professional Accreditation Self-Study Reports
Exhibit 2.12 Workforce Education Programs: Curriculum Planning, Design, Review and Assessment
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| Exhibit 2.42 | Faculty Development Activities, 2001-2002 to 2003-2004 |
| Exhibit 2.43 | Honors and Awards |
| Exhibit 2.44 | *Time*, September 10, 2001 |
ACADEMIC TRANSFER PROGRAMS

HUMANITIES

Deaf Studies

Deaf Studies is a unique two-year associate of arts degree program in Washington state that prepares students for continued undergraduate studies in a variety of disciplines. Students follow a 55-credit course of study that prepares them to work with deaf individuals in such fields as vocational rehabilitation, social and mental health, and early childhood education.

Recently, courses have been revised to better match the college’s associate degree requirements so that students can now complete the degree in the usual 90 credits, compared to 115 credits previously. The program is closely linked with the workforce education Interpreter Training Program (ITP). The program also maintains articulation agreements with 25 local high school American Sign Language (ASL) programs, allowing students to complete coursework in high school that can satisfy college requirements.

Strengths

Two full-time faculty and three priority-hire part-time faculty work together to provide a solid, consistent, and standard curriculum that is highly regarded by instructors from other institutions. At least 10 community colleges and 30 high schools in Washington state use Seattle Central’s curriculum. Faculty have presented numerous professional development workshops, seminars, and classes, both regionally and nationally.

The faculty use a variety of approaches to assess curriculum and instruction. Quarterly course evaluations reflect that the primary stated goal of the program is met by 90 percent of students. Anecdotal evidence suggests that students in this program are considered more skilled and knowledgeable than students who complete other ASL programs. Local agencies report that Seattle Central’s ASL students are so well prepared that they are hired automatically.

Challenges

Although students generally say they feel comfortable and supported in the program, fewer African Americans than other students pass with 2.0 grades or better. Faculty have been examining this issue by talking with students and faculty, monitoring student progress, and surveying students. Conversations with students suggested that personal events outside of school interfered with their success. The program continues to monitor and work with this issue.

Retention and performance varies depending on when a student commences the sequence of ASL courses. Faculty have adjusted the curriculum to provide greater access to materials in an effort to retain more students and improve performance.

Desired Future Outcomes

The program currently shares a lab with the ITP, a situation that severely limits access to the lab for deaf studies students. A new lab for the ITP would allow the current lab to be dedicated to deaf studies.

The faculty will continue work with instructional technology to enable faculty to use all new instructional materials with ease. This effort will include a program faculty handbook and an “eLibrary” to store and access curriculum materials.

Drama

The Drama Program offers an extensive range of drama courses, including introduction to theater, directing, playwriting, musical theater, scene study, audition technique, improvisation, and performance and production. Drama courses use writing as a foundational element, and courses transfer as electives towards the associate and bachelor’s degrees. One full-time and three part-time faculty teach drama courses and develop the program.

The theater renovation includes a 178-seat theater facility and will enable the program to explore multiple modes of theater production, including smaller project oriented work, new works, student directed work, and community partnerships with professional arts organizations.
**Strengths**

The program has developed a strong academic approach to drama, primarily through coordinated studies programs that incorporate other humanities and social sciences disciplines. Two new part-time instructors now teach introductory courses, enabling the full-time instructor to offer more production and advanced level classes.

Many students who continue in drama after they leave Seattle Central attend prestigious institutions in the dramatic arts. The program has a 98 percent success rate in placing students in the university or conservatory of their choice. This success has led to a reputation that draws the attention of prospective students and of the professional dramatic arts and academic communities. Faculty stay current by pursuing their own creative outlets as artists of the dramatic form. Each works in his or her respective area of knowledge and expertise, pursuing opportunities to improve and grow as professional artists.

The program is community oriented. For example, the Conciliation Project, an effort to use theater as a tool for social change, is an independent non-profit theater company that provides a creative outlet for past and present students outside the academic context.

**Challenges**

Drama courses do not follow a traditional lecture format. Instead, instructors often work with students individually, providing coaching and mentoring. Theory is taught in the classroom, but the theoretical is put into practice and skills are demonstrated in the production. Because of the limited number of students who can be on a stage and in a production at a given moment, enrollment formulas used for other academic fields should not necessarily apply to drama.

**Desired Future Outcomes**

The major focus of the program is on developing its academic degree, the Associate of Fine Arts in Theater. This effort involves integrating students’ academic goals and requirements as well as developing opportunities for students to acquire competencies in related areas, such as public relations, theater arts management, non-profit leadership, and design.

The program also continues to focus on supporting its multicultural student population, seeking appropriate plays and texts, and developing instructional strategies that support these students. Included in this effort is building skills and understanding related to world drama and dance.

**English**

The English Program offers two core English composition courses and a variety of electives. Electives include literature courses such as survey courses in English and American literature and literatures of American and world cultures. The curriculum of developmental, composition, and literature courses emphasizes content, methodology, and student outcomes. The program also provides courses that meet the needs of workforce education, such as applied composition, technical writing, writing for the media, and copy editing.

**Strengths**

In addition to instructional innovation and excellence, faculty support student extracurricular writing opportunities through the college newspaper, the campus literary journal, and literary contests. The faculty hold regular meetings and attend retreats to develop new curricula, courses, grading policies, coordinated studies programs, assessment strategies, and classroom pedagogies. Their dedication to professional development is evident in the many workshops and conferences they attend each year.

Many courses also include service-learning components to provide practical contexts for student learning.

**Challenges**

The English faculty is large and diverse. Many faculty are concerned that lack of communication and association with their colleagues inhibits the development of the program’s mission. The program lacks a formal mentoring process to share program expectations with new faculty and to ensure consistency. Recently, retirements, special
assignments, and temporary leave have caused a temporary decline in the proportion of permanent full-time faculty. As a result, the program increasingly relies on part-time faculty to accommodate the increase in student enrollment in English courses.

The large number of instructors teaching English courses makes it difficult to reach a consensus on grading standards for English Composition 101 and English Composition 102 assignments, content, and outcomes.

**Desired Future Outcomes**

The ratio of full-time to part-time faculty needs to be increased to ensure sound program development, consistency in standards and outcomes, and a strong core of experienced faculty.

Strategies to strengthen the program and address its major challenges include improving communication between day and evening instructors, providing orientation for part-time faculty, formal mentoring of new faculty, and developing a program Web site for faculty.

Students would benefit from a campuswide writing center to support writing skills across the curriculum.

**Fine Arts**

The Fine Arts Program offers courses in art appreciation, art history, studio art, and independent study, all of which transfer to baccalaureate programs and fulfill arts requirements of the associate of arts degree. Fine Arts courses are available to art majors and non-majors. The art history and appreciation curricula focus on core concepts in the visual arts, placing them in the larger context of cultural diversity. The studio curriculum is based on the philosophy that knowledge of the contexts and processes of the visual arts significantly enhances a liberal arts education.

**Strengths**

Fine arts courses expose students to the rich and varied visual legacy and processes inherited from the past, created in the present, and imagined for the future. This holistic model of growth and learning prepares students for both formal and informal learning in the arts. The program’s facility and faculty make broad course offerings possible. With the recent completion of a new fine arts building, the program has been able to expand its offerings in studio art and art history. New courses include survey of non-western art, intaglio printmaking, monotype printmaking, and watercolor. All faculty are active professionals in their respective fields.

**Challenges**

The art history faculty struggle to keep up with current developments in post-modern scholarship.

**Desired Future Outcomes**

Art 106, Survey of Contemporary Art, has been written and proposed to provide students with a broad knowledge of modern art. Faculty plan to propose and write a course to cover post-modern art.

**Music**

The music curriculum provides students from varied backgrounds opportunities to learn music history, to develop appreciation, and to acquire performance skills. Students who take music courses develop a strong sense of the inherent value of music, the mathematical roots of harmony, and the relevance of music to understanding world cultures. Music provides an opportunity to develop critical thinking and language proficiencies, as well as an understanding of the ethical, multicultural, and artistic processes that shape human history.

Two full- and three part-time faculty offer courses in music history and performance. Full-time instructors have expertise in contemporary applied music, classical music, and music history.

**Strengths**

The Music Program is growing, and faculty are revising courses to meet current needs. New opportunities for students include a history of jazz course, sequential courses in music theory, and jazz ensemble. As a group, the faculty represents well balanced expertise that supports the curriculum. Faculty use a variety of methods to obtain feedback about courses and improve curriculum.
Challenges
The program lacks sufficient classrooms and rehearsal rooms to support its many goals. The Broadway Performance Hall, which houses most courses, cannot accommodate more courses, and every conceivable space for class and practice is in use, including instructor offices.

The Music Program is exploring adding an ethnomusicologist to the faculty to expand course offerings in world music.

Desired Future Outcomes
In preparation for an Associate of Arts degree in Music, the faculty are planning new courses such as music composition, electronic music studio, music of the twentieth century, the business of music, non-western music ensemble, and many more. To the extent that classroom and performance space permit, the faculty are dedicated to developing the best comprehensive music program in the Washington state community college system.

Philosophy
Philosophy offers a variety of general and specialized courses that satisfy associate degree requirements. The two core courses, Introduction to Philosophy and Introduction to Logic, are offered in multiple sections each quarter. Other routine offerings cover theoretical and applied ethics, philosophy of religion, race and gender theory, and philosophy of science.

The diverse student body guides curricular and pedagogical decisions, ensuring that students are exposed both to the Western philosophical tradition and to alternative perspectives that are otherwise marginalized, excluded, or simply distant from Western philosophy.

Strengths
Philosophy faculty have identified four pedagogical goals that guide the curriculum and support the college mission. These goals focus on fostering argumentative competence, increased awareness of intellectual history, formalism, and a theoretically based understanding of normativity and its applications. Faculty have noted that the skills developed in philosophy courses prove enormously useful to students as they continue with their academic work. The program anticipates increased demand for Introduction to Logic because it now meets the quantitative/symbolic reasoning (QSR) requirement.

Challenges
Maintaining sufficient depth and breadth in the program is a challenge. Recent adjustments to course offerings based on new associate degree requirements have resulted in fewer special interest and advanced courses. To some extent, this problem is mitigated by the multiple perspectives represented by the faculty who teach the Introduction to Philosophy course; however, a given student only takes the course once and is exposed only to one instructor’s perspective.

Students often arrive ill prepared to meet one or more of the program’s instructional goals, perhaps because philosophy is not taught in high schools. At the same time, when logic courses satisfy the QSR requirement, enrollment shifts toward students with difficulties in mathematics, a situation that requires pedagogical adjustments.

Desired Future Outcomes
In response to requirements for aspiring medical professionals, the program is considering reviving its course in bioethics. It is also considering a new course in eastern philosophy and religion.

Speech Communications
The Speech Communications Program focuses on human communication in all its forms and expressions. Two full-time faculty and several part-time faculty support the program’s primary goal to create a foundation for understanding the workings and implications of communication from personal, psychological, ethical, social, and political perspectives. The program develops oral and written communication, critical thinking skills, and appreciation of artistic communication, and fosters appreciation and understanding of diversity in communication. Courses satisfy the communication (S) requirement for the associate degree.
Strengths
In recognition that students work harder and learn more in classes that spark intellectual curiosity, faculty create an accessible classroom atmosphere that responds to the needs of diverse learners. Faculty promote collaborative learning through small group work, peer teaching, and peer learning. One full-time instructor was added in 2000, expanding the course offerings to include Interpersonal Communication, Organizational Communication, Small Group Communication, Argumentation and Debate, and Gender Communication.

The program collaborates with its counterparts across the Seattle Community College District to develop and revise courses.

Challenges
The standard 50-minute class period is insufficient for 25-30 students to practice and enhance oral presentation skills. Performance oriented classes in communication need to be smaller, and these classes should meet for longer sessions.

The program needs at least one more full-time faculty to meet the need for program development and the demand for speech courses.

Desired Future Outcomes
Speech communications faculty have participated in some coordinated studies programs, but the program needs to increase its work with other disciplines to develop more integrated learning experiences.

The program plans to implement a process to ensure that all communication courses meet core objectives. This process will employ a rubric that identifies skills and skill levels for each course. Norms and a rubric will support new faculty and assess student learning so that communication course offerings can continue to respond to student and community needs.

World Languages and Literatures
World Languages and Literatures offers a two-year language curriculum in American Sign Language (ASL), French, German, Japanese, and Spanish. Other course offerings cover deaf culture, ASL linguistics and theater, and French and Spanish language literature. Literature courses provide interdisciplinary introductions to cultures that speak French and Spanish. These courses fulfill general requirements for the associate degree and articulate with four-year institutions. The Deaf Studies Program is described in a separate program description.

The program serves a large number of students annually: 500 students in ASL, over 300 in Spanish, 160 in French, 100 in Japanese, and 40 in German. Four full-time and twelve part-time faculty teach in the program.

The courses serve an increasing demand across the college. Running Start (high school juniors and seniors) students are frequently enrolled in language courses. French and Spanish literature courses are in demand as part of the coordinated studies programs. Spanish language instruction is available as distance learning courses as well as traditional courses.

Students evaluate courses each time a course is taught, and the dean evaluates instructors once a year, providing faculty with written communication of observation and evaluation. Faculty regularly conduct formal and informal meetings to assess, adjust, and discuss academic standards and to reach consensus on textbooks and other instructional materials. Instructors participate in professional activities such as conferences, lectures, and congresses.

Strengths
The growing program provides a strong foundation in language for a large number of Seattle Central students. Those who continue language studies after leaving Seattle Central perform well in higher level courses. Anecdotal evidence indicates that many students receive scholarships for travel abroad opportunities, and other students successfully pursue careers that require language skills. The program also prepares some graduates to become certified or licensed ASL interpreters and translators for Washington state.

During the past several years, the spoken language programs have implemented an overall communicative approach to language instruction. Course structures have been expanded to balance
receptive skills (listening and reading) with productive skills (speaking and writing). Instructors evaluate oral communication through oral exit interviews, class presentations, and projects. New audiovisual media, interactive software, and pen pal arrangements help students develop global communication and cultural appreciation skills in the target languages.

**Challenges**

It is difficult to follow students’ progress after they leave the college. Most reports are informal and anecdotal; however, student reports are consistent with reports from faculty at four-year institutions. The program needs a more formal process to follow-up on students after they transfer.

The program lacks a sufficient number of full-time instructors, particularly in Spanish, which serves 360 students a year with only one full-time instructor. The program struggles to attract enough students to offer second year German and Japanese.

**Desired Future Outcomes**

The program has introduced writing into all sections of spoken languages. It has also worked toward consistency across different sections of the same course, even when different instructors deliver the curricula. In order to offer second year German and Japanese, the program plans to expand recruitment for these languages.

Finally, the program seeks a second full-time Spanish instructor to meet demand in the program.

**SOCIAL SCIENCES**

**Anthropology**

Anthropology covers the four main subfields of anthropology, which include cultural and physical anthropology, archaeology, and anthropological linguistics. Day and evening courses satisfy transfer requirements for four-year anthropology programs and associate degree requirements. Students represent a mix of age, gender, and cultural backgrounds.

**Strengths**

The curriculum has developed outcomes for the program and the curriculum. Students who successfully complete anthropology courses can integrate historical and pre-historical material with contemporary anthropological analysis, describe and articulate factors that shape the evolutionary path of human cultures, and compose critical written responses to course content. Faculty use both traditional assignments and creative alternatives to achieve these outcomes.

Courses are continuously revised to accommodate changes in the field and contemporary society. Anthropology courses have become a frequent part of coordinated studies programs, participating in two of these programs annually.

**Challenges**

The typical class schedule, which consists of 50-minute daily class sessions, inhibits productive class discussion. Class sizes of up to 35 students are obstacles for the program because they undermine collaboration among students and increase faculty workload.

**Desired Future Outcomes**

The faculty plan to incorporate technology more fully into the curriculum by using the Internet more frequently and by developing online/on-ground hybrid courses. Faculty also plan to develop new courses and revise existing ones to more fully cover the major subfields of anthropology, particularly anthropological linguistics and applied anthropology.

**Business**

The Business Transfer Program consists of courses commonly required in bachelor degree programs offered at local institutions. The program does not offer a degree or certificate, but the curriculum supports students planning baccalaureate study in business administration. All courses except economics are considered electives for the associate of arts degree. In a 2004 survey, 82 percent of students enrolled in the program indicated plans to seek a four-year degree.

These courses cover accounting, economics, law, and business statistics. Four full-time instructors teach in the program. Faculty hold an annual two-day retreat for program planning. Most
recently, the faculty identified how the collegewide learning outcomes were relevant to study in business administration, an exercise that led to the development of program goals.

In the past five years, several significant changes have occurred. The most notable of these changes is the development of distance education versions of all courses taught in the program. To serve a broader range of students, including international students, a complete complement of courses are now offered in the afternoon.

Computers have enhanced the curriculum. Faculty can now present Web pages in the classroom and post lecture notes and problem solutions. Most classes now include regular computer lab sessions, which augment students’ abilities to solve accounting and statistical problems. Faculty are now experimenting with using online course management systems to manage on-campus courses.

**Strengths**

The program offers high quality courses that are evaluated quarterly by students. Faculty work together to provide overlap and reinforcement across the curriculum. Faculty have identified “survival concepts” for students seeking four-year business degrees. These concepts are emphasized as appropriate across the curriculum. Students in business courses typically demonstrate high academic success; international students have particularly raised the academic bar, perhaps because of superior mathematical and scientific training. Second career college graduates also post excellent results.

Although there is little data available to indicate student achievement at the university level, many students in the program are accepted at Seattle University and the University of Washington.

**Challenges**

One concern of the faculty is the budget situation at Seattle Central. Although enrollments are likely to remain strong, the faculty are concerned about course cancellations forced by budget cuts. In the shorter term, reduced budgets have led to less oversight, fewer opportunities to meet with supervisors, and increased lead times for such items as course schedules. The faculty are concerned about diminishing face-to-face discussion with administrators regarding vital activities like part-time hiring and evaluation, course offerings and cancellations, and curriculum planning.

**Desired Future Outcomes**

The program’s long-term objective is to create a perception of the courses as a unified core preparation for business school. The program seeks to emulate a strong sense of membership and identity among business students. A first step will be to provide an orientation to all business students at the beginning of each fall quarter to enhance their success in the program. Additionally, faculty would like to help connect students with advising staff at local universities to facilitate transfer. Finally, student events, such as a graduation lunch to congratulate students and seek their feedback about the program would help faculty improve the program.

Students would also benefit from a common Internet gateway that would allow students to access class Web pages, e-mail, and bulletin boards.

**Education**

The two-year associate of arts (education emphasis) transfer degree articulates with the Bachelor of Arts in Elementary Education Program at Western Washington University (WWU). The program consists of liberal arts courses, including two electives developed specifically for the program.

The program was developed through a statewide effort to provide better pathways to teacher preparation in Washington state. This effort seeks to address an impending nationwide teacher shortage and to increase the number of minority teacher candidates enrolled in teacher preparation programs.

The program has grown since its inception in 2002. In fall 2004, Seattle Central students comprised one-third of incoming education students at WWU’s Seattle campus.

**Strengths**

The program connects students with resources related to teaching. The program has brought students to teacher related conferences, initiated
a campus chapter of Pi Lambda Theta National Education Honor Society, and is currently facilitating and advising student organization of a “Teachers of Tomorrow” student club.

Communication is an important vehicle to ensure student success. The program staff frequently and regularly advises students as they pursue their careers as teachers and communicates with Western Washington University regularly to ensure that students are on the correct pathway. Promotional materials, such as the Web page and brochures are thorough and up-to-date. The program developed an application form for the AA (Education Emphasis) to better track students.

Challenges
Budgetary limitations prevent the program from having an institutionalized program manager position. Students are difficult to track because they pursue the degree individually rather than in a cohort. The program struggles to find faculty with time to collaborate on grants to fund teacher training projects.

Desired Future Outcomes
The program relies upon admissions and advising staff to code students correctly. The program is seeking to ensure that students are properly coded to better identify and track students.

Stable funding to support the institutionalization of a manager or coordinator position for the program is a high priority, especially if the program is to develop further or adopt additional degree options.

The college should adopt five new college transfer AA degrees in math and science education. These degrees are designed for students who want to teach math or science.

History and Geography
The History and Geography Program helps students learn how and why humanity and land have changed and are currently changing, both temporally and spatially. Two full-time faculty and several part-time faculty teach a variety of history courses. One part-time faculty teaches several geography courses.

Recently, the program has begun incorporating service-learning into its courses. Two different institutional grants have benefited the program, by providing opportunities to revise and develop courses and coordinated studies programs and provide funds to augment library collections that support the curriculum.

Strengths
The program’s strength comes from its commitment to a shared vision. Faculty meet frequently and communicate regularly to create cohesion within the program. The curriculum is interactive, integrating skill development with content mastery. Courses rely heavily on small group work in the classroom and group projects developed outside of class. Students engage in oral histories, fieldwork, and visits to community organizations and museums. Courses are writing and technology intensive, often with weekly computer labs and required e-mail or Web postings.

Students arrive with a wide range of skill levels. To ensure student success, instructors provide support for analytical reading and writing, essay structure, research approaches, and note-taking to ensure student success. The program has worked closely with the Information Literacy Committee to design instruction and assignments to address critical information literacy skills.

Challenges
A newly hired full-time tenure track instructor has eased the stress of vacancies, but world history and geography courses lack a dedicated full-time instructor. Even with all full-time faculty in place, the program lacks a full-time world history and geography instructor.

Desired Future Outcomes
Classes need to be scheduled in classrooms that allow students and instructors to fully use the map and multimedia resources. Most classes require a computer and projector, an Internet collection, and map hangers.

The program fully supports efforts to develop a two-year template for course offerings, particularly because this approach to curriculum planning would allow instructors to plan for projected courses over entire academic years rather than one quarter at a time.
Human Development

Counselors and Student Leadership staff deliver a series of courses intended primarily to support student retention. These courses promote effective study and student life skills that enhance both academic success and the quality of the educational experience. Courses are offered regularly over the academic year. The pedagogy involves a wide variety of tools to engage the breadth of learning and teaching styles, technology, and the Seattle Central mission and goals.

From 1994 to 1998, enrollment declined in the two-credit college orientation course. At the same time, faculty noted that students were often ill-prepared with necessary study skills, skills that were included in the college orientation curriculum. In 1999, the program restructured the curriculum into a series of one-credit modules. The modules were more attractive as they fit schedules better, were acceptable to transfer degrees, and rotated more counselors as instructors through the classroom without requiring quarter-long teaching loads.

Subsequently, enrollment in the modules has begun to increase, especially among non-traditional populations and students of color.

Strengths

Strengths of the counseling unit result in large part from the highest faculty, staff, and student diversity in the state system; one of the two largest counseling staffs in the state system; a model of placing counselors with specific divisions or populations; periodic rotation of those counselors to facilitate broader, deeper student support strength; and requisite, regular teaching loads, classroom presence, and instructor support.

Challenges

The program finds it challenging to obtain adequate and appropriate data to measure its goals and objectives. Further, available data is difficult to analyze because the wide variety of counseling functions do not readily translate into FTEs or measurable retention data. The human development curriculum is difficult to market because students often erroneously harbor the impression that human development courses are less important “filler” or backup courses.

Desired Future Outcomes

Future outcomes and improvements include pursuing assessment goals and objectives including more systematic data collection and continuing to improve the use of technology in the classroom and office. The program also plans to enhance marketing efforts for HDC classes, the breadth of counseling support services to students, counselor support to faculty, and counselor-produced professional development trainings to faculty, staff, and administration.

Library Research

Library research courses target transfer students to cultivate higher-level research skills. The program offers on-ground and online general library research courses and a course that applies research to the social sciences. All library courses have been substantially revised in the past few years with the help of curriculum development grants. The library curriculum has also been delivered as a component of coordinated studies programs.

Students are difficult to track after they complete library courses. While many students successfully develop college level research skills, an increasing number of under-prepared students drop the course or perform poorly. Evidence of improving program effectiveness comes through student course evaluations and national recognition by leaders in information literacy.

Five full-time librarians—an increase from four in 1999—and several part-time librarians deliver library instruction and service. Full-time librarians normally teach credit courses, but librarians from other colleges sometimes teach the online course. In 1998, the library reduced the number of sections of its basic library research course in response to changes in international and transitional programs curricula. Following this change, enrollment in credit courses dropped substantially but has rebounded recently.

A grant in 2000 provided upgrades to the library’s two classrooms, which now have built-in computer projectors and a demonstration computer station. One classroom accommodates 35 students for group work,
lecture, and demonstration; a second classroom accommodates 25 students for hands-on practice at computer workstations.

**Strengths**
The Seattle Central librarians are committed and effective faculty. They operate as a team, collaboratively developing curriculum, teaching strategies, and supporting materials. Each quarter the lead instructor invites other librarians as guest speakers to add interest and expertise. Librarians continuously review and upgrade the courses, as evidenced by curriculum development grants and course revisions they submit. Librarians regularly update and revise their collaboratively developed textbook and course materials and have recently added an online tutorial.

**Challenges**
The primary difficulties for the library program arise because librarians do more than teach credit classes. Although credit courses provide an important option for transfer students who want higher level information literacy instruction, librarians reach more students through workshops. Teaching in coordinated studies programs is also a challenge because non-teaching duties prevent them from participating as full team members.

**Desired Future Outcomes**
Librarians would like a direct link between the library research curriculum and the campuswide information literacy outcome. Since there is no information literacy requirement, the courses that develop these abilities should be identified and promoted across the campus. A full-time librarian will be on sabbatical during winter and spring 2005 to investigate institutional models that integrate information literacy across the curriculum. Library faculty are open to new approaches to curriculum design, particularly in the science and business transfer areas. Librarians would like the University of Washington to recognize library credit courses as equivalent to the UW’s INF220 and 221 for transfer purposes. To efficiently support CSPs, future CSP teams will include a librarian to act as curriculum and resource consultant, offering course-integrated workshops and facilitating student research projects.

**Physical Education**
The Physical Education Program enhances the educational experience by providing a resource for students’ health and recreation needs. The program provides the best possible facilities and programs to build body, mind, and spirit, and promote sportsmanship. The program offers 11 classes each quarter, including such courses as martial arts, yoga, basketball, weight training, and general physical fitness.

**Strengths**
The program is housed in the Student Activity Center, a modern 85,000 square foot facility that has increased student opportunities for recreation, leisure, and learning. Upgraded equipment, diverse physical programs, and opportunities to develop leadership skills have improved the total physical education experience. Morning classes consistently fill to capacity.

**Challenges**
Because most students are on campus in the morning and early afternoon, afternoon and evening classes are rarely offered.

**Desired Future Outcomes**
The Physical Education program hopes to increase opportunities for later afternoon and evening classes to meet a broader range of student needs. The program is also investigating classes in rhythm and dance.

**Political Science**
The Political Science Program serves students seeking a major in political science, fulfilling degree requirements, and pursuing an individual interest in the discipline. The program regularly offers courses that fulfill requirements and introduce students to ideas, individuals, and institutions that have shaped the United States and the world. The program emphasizes student achievement, participation in government related fields, and life-long learning skills. Higher level courses and special topics in political science are also offered.

Two full-time instructors and two part-time instructors teach the 16 courses that the program offers.
Strengths
As the Curriculum Review Committee observed in its last review, the program is “highly student-centered…showing exceptional commitment of the faculty and administration toward student success.” Faculty work together to develop consistency in assessment, materials, and enrollment. They consistently assess student competencies through examinations and research papers.

Faculty use innovative teaching methods and participate in coordinated studies programs. Instructional strategies include visual presentations, small and large group seminars, and heavy use of videos, maps, and other supplemental scholarly material. Faculty also participate in scholarly activities at the college and beyond. They lecture as guests at other institutions and participate in both national and local debates and symposia.

Challenges
Political science classes attract a younger student population, including many Running Start students. These students present challenges for instructors requiring a different pedagogy and classroom management approach.

The program needs at least one more full-time faculty member to help further develop cohesiveness among the course offerings.

Desired Future Outcomes
Faculty and staff can reflect and model a stronger degree of collegiality. The faculty should meet at least three times per quarter to plan and develop a stronger direction and curriculum.

Psychology
Psychology courses meet transfer and certificate program requirements. The program teaches the origins, strengths, and limitations of the major theoretical approaches to psychology. Within this context, the program promotes the understanding of psychological principles in a multicultural context, critical thinking skills, and technological and information literacy.

Enrollment in these courses has been consistently strong. Three full-time faculty along with several part-time faculty serve the program.

In the past five years, psychology faculty have revised several core courses to provide a more international and multicultural focus. Courses have added service-learning components to enhance the transfer of theoretical to practical knowledge and texts and assignments to promote critical thinking. The variety of modalities and assignments increases the array of assessment tools available to instructors.

Strengths
The program has re-examined its curriculum to ensure alignment with current trends in the field and with student needs. Examining hiring and retention practices ensures a diverse and qualified pool of full- and part-time faculty.

Increased peer mentoring and a more systematic overall curriculum plan help students succeed.

Computers in the classroom have increased substantially, allowing instructors to supplement lectures and activities with multimedia approaches that use the Internet and other resources.

The increase in online offerings has expanded modes of instruction.

Challenges
The program is unable to offer enough courses to meet demand. Turnover among part-time faculty has been very high, making training, consistency, peer-review, and mentoring difficult.

Instructors will need to keep up with a field that is experiencing significant change, particularly in the understandings of neurochemistry and the complex relationship between biological and social or cultural interactions in determining human behavior.

Desired Future Outcomes
Over the next five years, technological tools for instructors and students will likely continue to evolve and increase, with more research Web sites available for virtual experimentation, more computers in the classroom, and more courses combining traditional instruction with online instruction. The program anticipates an increase
in online and hybrid course offerings over the next few years.

**Sociology**
The Sociology Program offers a comprehensive array of courses, from a beginning survey, to courses that inform theoretical and practical dimensions of sociology. Course design enhances sociological voices and perspectives of beginning college students, students interested in pursuing majors in sociology, and returning students.

Courses cover the systematic study of social behavior and human groups, offering students experience in primary and secondary research and developing both oral and written communication skills. Students develop critical thinking skills that enable them to probe beneath appearances and examine underlying patterns and influences on social behavior.

**Strengths**
Faculty are committed to high quality and effective student-teacher engagement.

The program is accessible, diverse, responsive, and innovative in its instructional approach. A variety of learning-centered pedagogies makes complex issues inviting. Faculty use both traditional and alternative teaching methods to enhance respect for different voices and to encourage students to become active members of the learning process. The program responds to local, national, and international issues that affect students, often incorporating these issues into the courses themselves. The program’s strongest instructional innovation is collaborative learning, which reforms classroom learning by encouraging students to become active agents in the construction of knowledge.

**Challenges**
Faculty find it difficult to develop and implement innovative activities and assignments within the constraints of the 50-minute class session. The short class sessions provide insufficient time for students to adequately analyze and discuss readings and videos, view feature length videos, and attend programs and field trips off-campus.

The faculty student ratio of one to 35 further limits student-teacher engagement. Students would benefit from a reduction to 25 or 30 students per instructor.

The program needs another full-time sociologist to increase the breadth of sociology course offerings.

**Desired Future Outcomes**
The program anticipates continuing to use a learning-centered approach, incorporating innovative pedagogies, maintaining professional faculty development, collaborating with faculty across disciplines, engaging in community and service-learning projects, and using applied sociology to further augment student learning outcomes.

**SCIENCES**

**Biology**
The Biology Program meets science prerequisites and requirements for students who plan to seek science and non-science bachelor degrees at four-year institutions. The program also supports students in the Allied Health and Biotechnology Programs. Biology courses give students a foundation of knowledge, awareness and interest in biology, and hands-on laboratory experience.

The program has established prerequisites for each course to ensure that students are prepared for success. Enrollment has increased in most courses, and extra sections have been added as needed. At the same time, the program reduced the maximum enrollment for most labs from 34 to 24 students, allowing instructors to provide more individual help. The program has added classroom computers, tutors, and other instructional supports.

In the past five years, the program has enhanced opportunities for active learning, including peer teaching, problem solving, case studies, group work, individual and group presentations, and discussions. The program added a human genetics course, which includes a lab for non-biology majors.

Three full-time faculty have been hired to fill four vacancies in the program. These dedicated instructors bring knowledge and expertise,
extraordinary teaching skill, and a commitment to continued excellence.

**Strengths**
Highly qualified faculty are the program’s greatest asset. These individuals collaborate on teaching methods, curriculum, and student issues. Positive student feedback, both anecdotal and formal, reflects the faculty’s strong teaching excellence.

The program offers a variety of courses for majors and non-majors at levels appropriate to student intent. Higher level courses are thorough and rigorous to prepare students for future pursuits. Courses taught in a series have strong continuity and consistency. Laboratory experience and a greenhouse offer hands-on experience to support the curriculum.

The program uses multiple evaluation methods, including student evaluations, frequent and regular peer faculty evaluation, and the curriculum review process.

**Challenges**
Tracking current and former students is difficult. Some students are underrepresented in majors-level biology courses. One possible explanation is that these students do not receive sufficient preparation; these students may also lack awareness of opportunities in biology.

**Desired Future Outcomes**
The program plans to offer new courses in subjects like botany, ecology, forensics, and the health sciences.

Faculty plan to improve assessment strategies, particularly for transfer students. Faculty are engaged in analyzing enrollment data to establish a mechanism to identify underrepresented students and support their successful transition to four-year institutions.

A new Science and Math Building will be completed within the next two years. This building will improve laboratory space and expand technical and multimedia capabilities in the classrooms. In addition, a proposal to construct a plant science laboratory, one block from the new building has been recommended for capital funding in the 2005-2007 biennium capital funding by the State Board.

**Chemistry**
The Chemistry Program provides students with an education in chemistry that guides career decisions, develops critical thinking skills, increases awareness of local and global environments, and stimulates lifelong learning. Courses serve students seeking associate degrees or who plan to transfer, students training for employment in biotechnology, and those needing to fulfill prerequisites for careers in health fields.

The program provides a non-threatening, yet challenging environment in which to learn chemistry, with opportunities to practice the scientific method through original research.

Three full-time faculty and several part-time faculty teach in the chemistry program.

**Strengths**
Students who complete courses in chemistry are well prepared for continued education at a four-year institution. Evidence of student preparation derives from comparable curricula, standardized exams, alumni correspondence, and grades attained by students who transfer to the University of Washington.

The faculty and staff are talented and dedicated. Faculty serve as strong role models for learning chemistry in the context of basic research, continuing education, and service. Faculty maintain professional connections outside Seattle Central that serve the community and contribute to their success as instructors. Faculty have also provided leadership in developing a peer led tutor program in which five tutors serve 50 or more students each quarter. A grant-funded program has allowed students to join students from competitive four-year institutions in weekly courses that introduce literature review and exposition, ethics in scientific reporting, and practice in oral presentation of scientific work.

**Challenges**
Chemistry laboratories have long been inadequate. Makeshift strategies to function in these labs have included using tabletop hoods and fans and limiting class size.
When all three full-time faculty are teaching their regular load, part-time faculty teach 25 to 35 percent of courses. However, when even one full-time faculty member takes leave or sabbatical, the reliance on part-time faculty jumps drastically. This volatility affects the continuity of the program.

The enrollments in the biotechnology and nursing programs have increased demand for chemistry courses. This demand translates into larger classes and additional sections of courses to serve these programs. The resulting overenrollment affects the quality of instruction. The program struggles to find qualified part-time instructors on short notice when additional sections are approved. An additional faculty member would help maintain quality and consistency in the program and would ensure that the program continues to develop.

Student preparation for chemistry courses is another concern. The program does not offer a high school equivalent course, and some students are unprepared for basic college-level chemistry. Faculty believe that students who struggle in basic chemistry courses do so because of deficiencies in study skills and math skills. Possible solutions include changing prerequisites, working with advisors, and revising the basic chemistry course for non-majors.

**Desired Future Outcomes**

In the next few years, the faculty anticipates developing new courses in the areas of instrumentation, history of science, and biotechnology. Instructors will explore strategies for improving success for beginning students. A new science and math building will be completed within the next three years. This building will improve laboratory space and expand technical and multimedia capabilities in the classrooms.

**Earth and Environmental Science**

The Earth and Environmental Science (EES) Program includes geology, environmental science, meteorology, and oceanography. The program has one full-time faculty member and no technical staff. Laboratory courses share instructional labs with other disciplines, and non-laboratory courses are taught in available classrooms. Some EES courses are offered in online or correspondence formats for distance learning.

EES provides courses that meet requirements for two-year degrees and for transfer to four-year institutions. The curriculum focuses on knowledge of the environment and the sciences, placing emphasis on these two subjects as they relate to social systems, cultures, and economics. Most courses stand alone; only geology courses are offered as a series. An average of 230 students per quarter enroll in EES courses.

**Strengths**

Almost all EES courses are introductory, providing learning opportunities for students from varied backgrounds and circumstances. Laboratory classes are noted for their collaborative learning approaches that require students to develop decision-making skills. The diversity of lecture, laboratory, and field-based courses provides alternative learning environments to encompass the broad range of learning styles among the student body.

Students develop specific skills and abilities, such as the ability to use computers to organize and mathematically process information; the ability to use data collection devices to acquire and process data; critical thinking, especially related to quantitative literacy and numeracy; and the ability to apply quantitative techniques to analysis and hypothesis testing.

**Challenges**

The program’s greatest challenge is the proportion of full- to part-time faculty teaching courses. Although the Seattle Community College District goal is 60 percent full-time faculty, part-time faculty in this program teach the equivalent of three full-time instructors. An additional faculty member would allow the program to develop and offer more introductory laboratory courses, which are in high demand. A second full-time faculty member would also share some of the many non-instructional activities for which a single instructor is now responsible.

**Desired Future Outcomes**

Increasingly, the depth and breadth of course offerings depends on the construction of a new facility, which will provide much needed
laboratory and classroom space. The program anticipates having its own laboratory and improved storage capacity for instructional materials. The program will need to find funding to properly equip the new laboratory.

Historically, distance learning courses were divorced from their corresponding programs. Although Seattle Central has begun uniting these courses with their respective programs, the process has been slow. The program needs to work with the academic division and the distance learning program to bring distance learning courses and faculty into the program.

Mathematics

The Mathematics Program provides quality mathematics education that develops communication, reasoning, and problem solving skills. These skills, combined with the ability to use technology, apply directly to many areas of employment and serve as a bridge for further education. The program serves workforce education students, developmental (pre-college) math students, students seeking a two-year degree, and students taking college-level courses for later transfer to four-year institutions.

The program seeks to provide a curriculum that meets the needs of today’s students and a welcoming and inclusive atmosphere for teaching and learning. The curriculum includes pathways to higher mathematics for students with little previous exposure to mathematics, and demonstrates to students that as a creative product of human cultures, mathematics is useful in professional, civic, and personal arenas.

The curriculum includes 14 regularly offered transfer-level courses, four introductory and pre-college level courses, and five service courses. Many existing courses have been revised to revitalize the curriculum and pedagogy. The program also developed strategies to ensure that credits successfully transfer to the University of Washington. Faculty meet twice a quarter to ensure that courses meet program goals. An annual half-day retreat provides further planning time during which faculty assess student learning, curriculum, student placement, technology, pedagogical issues, student access, and class scheduling.

Recently, the program has increased the number and types of courses available to non-science and engineering students. New courses include a geometry course that explores spatial connections between math and art, and liberal arts math courses on themes such as the history of math and studies of the environment.

The program investigated completion rates among students in college and developmental courses. Completion rates among Seattle Central students were found to be very strong.

Strengths

The program has high quality faculty, innovative curricula, and a record of student success. The faculty meet regularly to discuss issues, plan curricula, and improve student learning and experiences. Faculty focus on adding interesting and useful courses to the curriculum and revising basic courses to improve outcomes. The program consistently ranks toward the top for pass rates in pre-college and college-level math courses offered at Washington state community colleges. Other colleges cite this program as an example of how to “get the job done,” and former students often report that Seattle Central’s math courses prepared them well for the demands of the University of Washington.

A growing program Web site has been developed in response to input from students, faculty, advisors, and counselors. The site includes extensive information about placement tests, sample exams, flow chart of course offerings, course descriptions, tutorials, faculty and scheduling information, and other links (http://seattlecentral.edu/learn/math).

Challenges

Local and regional economic and demographic conditions are changing rapidly. The faculty must be flexible and creative in its offerings.

Desired Future Outcomes

The program has identified several courses that need revision or development. Several new liberal arts math courses, as well as a new teacher training course for elementary and middle school mathematics teachers are planned. The program also plans an algebra course to ease the transition between pre-college intermediate algebra and college-level pre-calculus.
Physics, Astronomy, and Computer Science

The Physics, Astronomy, and Computer Science Program provides instruction that fosters analytical, computational, and problem-solving skills for students who intend to obtain a two-year degree, transfer to a four-year institution, or enter the workforce in a variety of technical occupations. The program serves the professional, personal, and academic needs of today’s students by emphasizing active learning, supporting multiple learning styles, and providing supporting academic and extracurricular activities. The program ensures that its instruction articulates with local four-year institutions.

Regularly offered courses include six physics courses for transfer students, introductory courses in physics and astronomy, an advanced physics lab course, and a study-group physics course. The program offers two computer science courses for transfer students, which also serve students in the Information Technology (IT) Program, and one introductory computer science course.

Based on efforts that were the result of regular planning meetings, faculty developed several opportunities for extra physics help for students, including a weekly study course for currently enrolled physics students, an online bulletin board, physics tutoring, and a physics club. Both physics and computer science faculty have shifted courses from primarily lecture approach to active hands-on instruction. Instructors offer several opportunities to explore topics typically not covered in physics courses, and they have increased computer technology used to support physics instruction. The computer science curriculum has been revitalized to correspond with changes at the University of Washington.

Faculty regularly attend professional development conferences and workshops to maintain currency, particularly in computer science, which changes rapidly.

Strengths

Faculty meet students’ changing needs through planning efforts. The program offers a wide range of courses, many of which have been updated or added in recent years. For example, the program now offers a new lab-based physics course. Computer science courses are kept up-to-date and focus on current industry standards. The program has expanded the equivalency between its courses and similar courses at the University of Washington.

Faculty have worked to develop more opportunities for students to seek out help outside of class, including tutors and interactive Web sites.

Faculty members are actively involved in their respective academic communities through grants, conferences, and other efforts.

Challenges

Because the program lacks funding for a physics lab technician, faculty must maintain the physics lab.

Rapid economic and demographic changes in Washington state require flexibility and creativity. Such flexibility is especially important in computer science, which has experienced major upheavals in the last five years.

Finally, the fields of physics, astronomy, and computer science draw insufficient numbers of underrepresented student populations.

Desired Future Outcomes

The program plans to establish new courses, including courses on modern physics and special topics courses. The program will seek funds to support a lab technician to support the physics laboratory.

The program also intends to continue its strong collaboration with the University of Washington to retain important course equivalencies in computer science.

Workforce Education Programs

Allied Health

Allied Health includes Dental Hygiene, Nursing, Opticianry, Respiratory Care, and Surgical Technology. Graduates in Dental Hygiene and Nursing earn associate of applied science-transfer degrees (AAS-T). Graduates in
Opticianry and in Respiratory Care earn associate of applied science degrees (AAS). These programs begin each fall or winter and last six or seven quarters. The three-quarter Surgical Technology Program leads to a certificate of completion. Each program is accredited by an appropriate state or national entity.

The Dental Hygiene Program prepares students for careers as registered dental hygienists; the Nursing Program prepares students for careers as registered nurses; the Opticianry Program prepares students for careers as ophthalmic dispensers (dispensing opticians); the Respiratory Care Program prepares students for careers as registered respiratory therapists; and the Surgical Technology Program prepares students to share responsibilities of the operating room team during surgery.

The Dental Hygiene Program will enroll its first group of students in fall 2005. The other programs have experienced significant changes in recent years. A national shortage of qualified instructors, particularly in nursing and surgical technology, contributed to declining admission and retention rates among students. However, new faculty have been hired in these areas, and admission and retention rates are now improving.

New instructional equipment and technology, supported by Carl Perkins and Title III grants, have enhanced instruction in Allied Health. Most classrooms now have video cameras and monitors to monitor individual student stations and to produce instructional videos. The nursing skills lab added eight new manikins with heart, lung, and bowel sounds. The optical lab purchased 14 new focimeters, four radioscopes, and five pupillometers. The computer lab was updated with new software and added computer stations. The new dental hygiene clinical laboratory facility located in the SVI Building will include 9 learning stations (operatories) for both dental hygiene and dental assisting students. Students will learn in an efficiently designed, state-of-the-art clinical facility, equipped with chairside computers and monitors, digital X-ray, intraoral cameras, and other high tech equipment.

Each program has undergone review and change over the past several years.

In the Nursing Program, a comprehensive review in 2004 generated concerns about retention and success. As a result, the program has implemented standardized student assessment and is adding preparation for the state board examination. The nursing program recently reinstated a coordinated studies format to allow students to benefit from learning communities as they complete their prerequisites. A full-time nursing faculty was assigned to coordinate and teach in the program.

Because the Respiratory Care Program faculty is more stable than in the past, enrollment has increased dramatically, and the number of clinical sites for student placement has been expanded.

In the Opticianry Program, curricular adjustments have resulted in customized math, anatomy, and medical terminology courses for students in this program. The program also added Campus Optical, an on-campus learning assessment clinic in the form of a working opticianry business supervised by a licensed dispensing optician.

The Surgical Technology Program suffered in 2001 when its faculty of 28 years was released for a sabbatical and retired soon after returning. A temporary full-time faculty was hired to teach courses during the instability, but during this time fewer students passed the certification exam, and attrition rates rose.

**Strengths**

Faculty stability has increased in all programs. Respiratory Care and Opticianry have stable and effective faculty. Surgical Technology and Nursing are quickly building a stable faculty that will allow these programs to develop and grow. Nursing, which long struggled to recruit and retain qualified faculty, will add one tenured faculty this year and two in 2005-2006; the program expects two new tenure track faculty to start in full-time positions in fall 2005.

Students in these programs are successful. For example, in the Respiratory Care Program, more than 90 percent of students pass the National Board for Respiratory Care examination, and nearly all students are placed in jobs after
graduation. In 2002-2003, all students in the Surgical Technology Program passed their certifying examination, and the program was named in the top twenty national programs by the Association of Surgical Technologists.

The community perception of these programs—and the students they produce—has improved vastly in recent years. A recent employer survey indicated that employers are satisfied with the graduates’ technical knowledge, clinical proficiency, and behavioral skills. Through a self-report survey, the graduates indicate that they consider themselves well prepared for their chosen fields.

The Dental Hygiene Program has strong support from the dental community, community dental agencies, the University of Washington School of Dentistry and professional organizations representing the dental community.

**Challenges**

More students want to enter nursing, respiratory care, and surgical technology programs than the college can serve. The programs have struggled to maintain stable faculty to ensure quality and increase student capacity. One hundred fifty “program-ready” are waiting to enter the Dental Hygiene Program, which can admit only 20 students during its first academic year.

Each program has equipment and space needs that present barriers to training students in their respective fields. The Dental Hygiene Program anticipates a need for additional clinical laboratory space by 2007. The Respiratory Care lab lacks sufficient space, ventilation, and mechanical ventilators. Surgical Technology needs more structured hands-on problem-solving tasks, updated equipment, more varied clinical sites, and a full-time tenure track faculty person. Opticianry needs updated and newly available equipment, including a lens tinting lab. The program also needs a contact lens fitting lab operated by a qualified fitter.

Finally, opticianry faculty are concerned that the two tenured faculty will soon retire, leaving the program without instructional stability.

**Desired Future Outcomes**

The Allied Health Programs will develop a targeted student recruitment plan to maintain stable enrollment levels.

The Nursing Program plans to add two new full-time positions in fall 2005, for a total of six tenure-track positions.

The Respiratory Care Program is seeking to expand opportunities to expose students to respiratory care in alternative settings such as sleep testing laboratories, hyperbaric medicine clinics, pulmonary function laboratories, and long-term care facilities.

In the next three years, Opticianry plans to expand coverage of refractometry in the curriculum by seeking a part-time instructor for this subject. The program also needs to improve the visibility of Campus Optical.

The Dental Hygiene Program will add two to three new faculty over the next five years. Currently, external funding from state, federal, and private grants comprises 78% of the program budget. The program is to be phased into 100% state funding by 2008.

All programs intend to increase the use of the Allied Health computer lab’s resources. Faculty are working with the dean to secure additional classroom space, improve the air quality in the respiratory lab, and update opticianry lab equipment and facilities.

**Apparel Design**

The Apparel Design and Services Program is a six-quarter associate of applied sciences degree curriculum that is regionally recognized for its technical and design excellence. The program provides students with the practical knowledge and skills required for entry level employment in apparel design. The program enjoys strong industry support and a high placement rate among graduates. Students who complete this program demonstrate a working knowledge of product development, clothing construction, patternmaking, and pattern grading. They also learn design concepts, industry software applications, and general skills required for success in the apparel design field.
Discussions with the apparel design technical advisory committee, the program review process, feedback from students and employers, and the results of the outcomes assessment process have all contributed to the program’s close alignment with current industry trends and needs. The program has responded to feedback with many curricular changes that improve the flow and flexibility of courses, add technology and concepts used in the industry, and support incoming students.

**Strengths**

The faculty are dedicated and skilled. Faculty keep courses current with industry trends by continually reviewing program content and the overall curriculum. Part-time faculty who work in the industry and the technical advisory committee are particularly helpful with this effort.

Despite difficult economic conditions, the program continues to place a high percentage of its students in jobs upon graduation. The program enjoys support from the local apparel industry, including an Eddie Bauer internship program that specifically targets Seattle Central students.

The program is actively involved in assessment through periodic staff retreats, ongoing student evaluations, and weekly faculty meetings.

Faculty have responded to changing student skill levels by adding introductory courses that prepare students for success in the program. This strategy has improved enrollment and retention.

**Challenges**

The economic climate has the potential to impact graduate placement rates. The program also faces rapidly changing student and industry needs that require faculty to frequently revise curriculum. Increased enrollment and retention have expanded the workload for both full- and part-time faculty.

**Desired Future Outcomes**

The program plans to revise course content and to explore a curriculum revision. The program will also analyze staffing issues to meet the demands of a greater number of students.

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**Arts Management**

Arts Management is a three-quarter certificate program that prepares students for entry level employment in arts organizations. The program was developed in response to requests from local arts organizations that cited significant and continuous demand for entry level employees in the Seattle area.

**Strengths**

The program has strong support from arts organizations. High level arts administrators participate on the technical advisory committee; they actively support the program by providing guest speakers, field trip sites, internship opportunities and, occasionally, donating items such as tickets for the graduating students.

The part-time faculty who teaches the seminar courses has exceptional expertise in arts administration. In addition to teaching at Seattle Central, this faculty consults for arts organizations and teaches in similar graduate level programs locally. Therefore, students are exposed to a combination of the latest information and graduate level expertise.

Students in this program acquire knowledge and skills that are directly relevant to employment in the local arts community while the program enjoys strong support from that community. Arts Management students typically find employment after completing the program.

The curriculum is relevant, incorporating content that arts managers have identified as fundamental to entry-level positions. The coursework includes specialized seminars and courses that are generally available on campus, eliminating the need for an extensive suite of specialized courses. Students also complete internships coordinated through the Cooperative Education Program.

**Challenges**

The program has struggled to recruit students. Enrollment increased significantly when the program had a full-page description near the beginning of the printed course schedule, so it appears that when students are aware of the program, they choose it.

The program cannot always convince students to complete all courses and apply for the certificate.
Many students arrive with bachelor degrees in the arts; after completing the seminars and the internships, such students often find employment before completing the certificate.

**Desired Future Outcomes**

The program plans to work with the technical advisory committee to encourage arts organizations to require completion of the certificate as a condition of employment. The program will also increase advising to encourage students to complete the program.

To improve recruitment, the program will encourage arts organizations to offer courses in the program as staff development opportunities for valued employees.

The program is in the final stages of completing a Web site. In addition, the program is actively seeking outlets for the program marketing materials that the students develop in the third quarter of the seminar.

Organizationally, the program should move from its current location as a sub-program of the Film and Video Program. The program would fit more logically with the Business Program or with an expanded not-for-profit management program.

**Biotechnology**

The Biotechnology Program was established in 1990 to prepare students for careers in biotechnology. Instruction includes hands-on experience and intensive laboratory training with a focus on skills required in the current job market.

Graduates of the Biotechnology Program are prepared to work in entry-level positions as technicians in both industrial and academic laboratories in the Puget Sound area. Students enrolled in the program have the option of completing an associate of applied science degree or an associate of applied science transfer degree. They may also complete traditional transfer degrees by completing additional coursework. Students must maintain a minimum 2.0 GPA to remain in the program. All faculty associated with the program possess doctorates and postdoctoral or industrial experience in the field.

Enrollment in the program’s core courses has steadily increased from nine full-time students in 2000-2001 to 18 full-time students in 2003-2004, which is the full capacity for the core program laboratories. Approximately 60 students are currently satisfying prerequisites for biotechnology, and the waiting list for the program extends to fall 2007.

The program must meet the constantly changing industry needs. The program’s strong relationship with its technical advisory committee provides critical feedback on program content, curriculum, and relevant technologies that are crucial to student success both during and after the program.

**Strengths**

The program added a new full-time tenure-track faculty position with instructional and coordinator duties in fall 2002. The coordinating function supports student entry and progress in the program. To manage entry into the program, the coordinator uses a waitlist and tracks student progress prior to entering the program; students who fail to meet pre-program requirements are removed from the list or moved to the end of the waitlist. The coordinator also monitors student progress through the program.

The curriculum is regularly revised. For example, a new laboratory manual was written in 2003-2004 by the faculty for a basic laboratory course in the program. The new manual reflects emerging trends in biotechnology and guides students through a weekly problem solving process that culminates in solving one larger problem using all skills learned throughout the quarter.

Biotechnology students develop practical skills in the required quarter-long biotechnology internship. For many students, this internship leads to employment with the company where they interned.

**Challenges**

Biotechnology is an expensive program. The equipment is costly, and many reagents are perishable. Both curriculum and equipment need frequent updating as the technology changes and evolves. The Biotechnology Program needs adequate facilities to
Educational Program and Its Effectiveness

accommodate centrifuges, freezers, and laminar flow hoods that serve 18 students. The need for more space is a critical safety issue. Because the program’s two full-time faculty are busy teaching, advising, coordinating program needs, and monitoring student internships, they do not have time to apply for grants that might help support the program.

At the same time, the biotechnology industry is highly volatile, with new companies forming and others closing or merging on a regular basis. This environment presents challenges for job placement. About half of the graduates from 2003-2004 are currently employed in the biotechnology field; 47 percent are looking for work in the field; and 17 percent have transferred to a 4-year program or chosen an alternate career path. Prior to the downturn in the economy in 2002, every biotechnology graduate who wanted a position in the field found one.

Desired Future Outcomes
A new building for the Science and Math Division will be completed by fall 2006. This building will provide a new biotechnology lab, which can accommodate the larger equipment, alleviating some of the congestion in the current lab and improving general safety. A portion of the lab will contain a small library area, in which the students can access literature specific to biotechnology. The students will have access to about eight new computers dedicated to biotechnology.

Business Information Technology
The Business Information Technology Program offers a 94-credit associate of applied science degree and a 49-credit certificate in business information technology. Students in the program are required to complete an internship. Students who complete the program demonstrate effective communication, computation, human relations, and critical thinking, and develop skills in technology and business occupations. In addition to degrees and certificates, the program provides opportunities for non-majors to upgrade skills to succeed in their educational and vocational pursuits.

Two full-time faculty and several part-time faculty teach in the program. Enrollment appears to be growing, and physical facilities were greatly improved after a 2002 remodeling project.

In 1996, faculty collaborated with business and industry representatives on a major effort to revise the curriculum to reflect current workplace and technology trends.

Enrollment appears to be growing. A greater number of students complete certificates than degrees, possibly because of the time required to complete a degree. Job placement information is anecdotal. Faculty frequently receive communications from former students indicating that they are gainfully employed in a field related to their program of study. These students also report using problem-solving skills they gained at Seattle Central to manage workplace challenges.

Strengths
The integrated curriculum prepares students to meet technology demands, apply competencies innovatively, and develop leadership skills. This curriculum develops consistency in student learning through interactive projects that stimulate enthusiasm and retention.

The program content and instructional methodologies accommodate the educational needs of a broad spectrum of students, with emphasis on new skill development, technology updates, career enhancement, and intercultural professionalism.

Challenges
A major program challenge is designing and maintaining effective student follow-up strategies. Because the program curriculum appeals to multiple student employment needs, it attracts a variety of students including international students and university graduates. Unfortunately, the college’s internal coding system prevents the program from accurately tracking students based on their intentions.

Advising for the program has been inconsistent because several different counselors from different divisions have been assigned to the program. The program also needs to replace a full-time faculty member and to begin planning for the approaching retirements of its two full-time faculty.
Desired Future Outcomes

The program needs to develop a process to follow up on job placement for students who complete the certificate or degree.

The program needs at least one additional full-time instructor to replace an instructor who retired in 1999. Additionally, students would benefit from the assignment of a counselor to the program for at least two-years.

Commercial Photography

The Commercial Photography Program offers a two-year associate of applied arts degree. Students receive comprehensive “real world” instruction that develops skills and knowledge required for success in commercial photography. Students build professional portfolios that represent each student’s professional direction in the very competitive field of commercial photography. The curriculum develops skills sequentially, resulting in business acumen and skills for creating professional images.

The program recently revised the curriculum to accommodate the impact of digital imaging on the field. To meet the needs of the revised curriculum, the facilities have been modified to include network access throughout the program.

Of approximately 120 students who have completed the prerequisites for the program, 30 students are admitted each fall. Entering students are younger and more frequently female than in the past.

Strengths

The Commercial Photography Program combines a good facility with a strong curriculum, both of which are frequently refined and updated. The program benefits from two highly committed and knowledgeable faculty with experience as successful professional photographers.

More than 100 students are waiting to enter this highly respected program, a program that is recognized by industry professionals who list it as one of the top three programs in the country. The program has strong support from local photography vendors.

The curriculum is rooted in real world simulations and service-learning experiences. Faculty provide feedback to students that is similar to feedback they will receive in professional situations. Professional photographers evaluate student work, an exercise that provides feedback to both students and faculty. Faculty participate actively in professional organizations to maintain currency on industry developments.

Challenges

Changing technology in photography places a great burden on the faculty to update skills and curriculum constantly. The cost of maintaining current digital equipment is fast exceeding the limited institutional equipment budget.

Desired Future Outcomes

The program seeks to raise the level of expectations from students and decrease grade inflation. A major change for the program is the planned shift from chemistry-based photography to digital photography, a change that requires a complete review of program staffing and equipment.

The program is also investigating further integration of its curriculum with the Graphic Design and Printing Programs. Commercial Photography will share space with these programs when it moves to a newly remodeled space on the fifth floor of the Broadway-Edison Building in 2007.

Film and Video Communication

Film and Video Communications is a two-year program leading to an associate of applied science degree. The program offers comprehensive training in the craft, process, and language of moving images, including screenwriting, camera, lighting, audio, editing, production design, and more. Students achieve professional level skills through projects that require interaction with clients, industry vendors, and other institutions.

The program has two full-time tenured instructors. Enrollment is strong; incoming students must wait about a year to enter the program. Motivated graduates who aggressively pursue industry opportunities find them. Some
recent graduates are working for local television stations and production companies; others have found positions in Los Angeles and beyond.

**Strengths**

Since 2002, the program has achieved greater public and industry recognition through its high-profile portfolio showcase at the Seattle Art Museum.

Opportunities for industry partnerships have grown. Students have interacted with many local film industry leaders to produced portfolio projects. The program has involved second-year students in production partnerships with significant Seattle institutions, including the Seattle Arts Commission and the Seattle Public Library.

The program has also increased the number of industry professionals who visit the program to lecture and lead workshops covering a wide range of topics, including cinematography, the documentary, and production sound.

**Challenges**

The program’s inadequate facilities hinder development. Overall, the program lacks sufficient space to accommodate both first- and second-year students. The program needs more space for building and storing sets, production meetings, and for standard production duties such as phoning and faxing. The studio lighting grid and dimmer panel do not conform to industry standards.

The curriculum is structured to cover all necessary content over two years, which places a heavy burden on students. At the same time, the attrition rate is higher than in other programs because some students have unrealistic expectations about program requirements. The program is exploring curriculum revisions, marketing campaigns, and other strategies to ensure that potential students understand the rigor of the program.

The equipment budget is inadequate to support the program’s needs, particularly as industry standards shift to digital technology. The program meets minimum requirements though careful equipment funding priorities and through faculty initiative to obtain industry donations in the form of discounts for equipment. However, as digital technology evolves, this challenge is increasingly difficult to meet.

**Desired Future Outcomes**

Because incoming students need better preparation for college level work, the program is considering developing prerequisites for entry that would ensure success in the team-based environment of film and video production.

A curriculum revision will meet the program’s need for a true cinematography course and will address problems associated with applying “old school” models to the creative and dynamic world of image making.

Faculty will continue to work with campus facilities staff to address the long-standing facilities limitations.

**Graphic Design and Illustration**

The Graphic Design and Illustration Program offers a certificate and an associate of applied science degree. The program produces students who are ready for entry-level professional positions in graphic design, including in-house design, advertising, and freelance design work. The two-year program emphasizes both theory and practice in graphic design. Students gain a competitive edge because they also acquire related skills, such as design briefs, contracts, billing, negotiation, and presentation.

The curriculum was substantially revised since the last accreditation visit. Increasingly, computers are replacing other equipment previously used in graphic design. Most recently, the economic climate has made it more difficult for students to find full-time employment in the field upon graduation.

**Strengths**

The lockstep design of the program ensures consistency of information and raises the overall standard of quality in the program. The program’s emphasis on professional readiness and a constant focus on industry practice prepare students to move from the educational environment to the workplace with confidence.

The wide range of professional experience among the faculty supports student learning by
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providing opportunities to benefit from each instructor’s area of expertise.

The diversity of Seattle Central’s student body is an enormous asset to the students because it provides them with opportunities to interact with colleagues from a variety of generational, cultural, and social backgrounds. This learning environment prepares students for success with all kinds of clients and teaches collaboration and tolerance, deepening the social toolbox from which students draw for inspiration.

Challenges

The program’s physical location limits its ability to distinguish itself with a strong identity within the college. While most programs have clear entries to dedicated physical spaces, the Graphic Design and Illustration Program occupies several classrooms that are difficult to distinguish from nearby computer labs. This arrangement affects the students’ sense of being part of a learning community and reduces the visibility of the program.

Faculty share responsibility for recruitment, program marketing, data collection, and alumni tracking; at times, these activities can compete with their primary roles as instructors.

 Desired Future Outcomes

The program anticipates improvements in its facilities when it moves to a new space on the fifth floor of the Broadway-Edison Building. This move will also allow the program to increase integration with Photography and Printing Programs.

The program plans to improve marketing and promotion, both within and outside the college. Faculty will begin this effort by collecting data on how students learned about the program. The program will work with the dean to determine the best way to spend existing funds for marketing.

The program also plans to create internship relationships with local design firms and businesses.

Graphic Imaging and Printing Technology

The Graphic Imaging and Printing Technology Program offers a one- or two-year certificate and a two-year associate of applied science degree that prepares students for entry level employment in graphic imaging and printing. The program provides in-depth training in all aspects of planning, creating, and reproducing printed materials.

Facilities and sophisticated equipment support instruction in modern printing. These instructional resources have been upgraded to reflect current transitions to digital technology. Students learn computer applications, image/plate setting, modern presswork, and more through practical hands-on instruction.

The curriculum is currently undergoing a complete revision with assistance from the program’s technical advisory committee. The revised curriculum, which emphasizes collaboration and problem solving skills, reflects program outcomes in communications, computation, human relations, critical thinking, interpersonal learning, and technical skills.

Strengths

Despite current difficult economic conditions, 80 percent of program graduates find employment in the industry. Graduates have been successful in a wide variety of employment areas within the industry, and several have continued their education in respected university programs.

The program’s prepress training has dramatically improved, and other areas of the program have grown. As a result, the program has developed strong support from the printing industry in the form of in-kind donations from leading graphic arts manufacturers and suppliers. Strong relationships with local professional associations have increased the program’s visibility in the local industry.

The program also benefits from alliances with related programs in photography and graphic design at Seattle Central.

Challenges

The local economic climate combined with state budget shortfalls has led to the demise of most
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other high school and college graphics and printing programs in Washington state. Although direct industry support has met some major equipment needs, the scarce funding limits the program’s ability to maintain current equipment.

The weak economy has also impacted opportunities for graduates, but this situation appears to be improving slowly.

Desired Future Outcomes

The new curriculum will be implemented to ensure continued growth and improvement in the program. The program plans to continue to improve digital equipment and networking capabilities to match the demands of the curriculum.

The program is seeking strategies to increase national recognition and build industry support that can lead to placement opportunities for students and equipment for the program.

The program is preparing to move to a shared facility with Photography and Graphic Design, an arrangement that is expected to increase collaboration, enrollment, and student success.

Information Technology

When the Information Technology Division was created in 1999, it offered certificates in applications support and computer programming. The division now offers certificates and associate of applied science degrees in four programs: Network Design and Administration, Programming, Web Design, and Web Development. Database Administration and Design is a certificate option under Programming. A three-quarter Cisco Certificate is an alternative under Network Design and Administration. Typical full-time students complete a certificate program within four quarters; one or two additional quarters are required to earn an associate of applied science degree.

These programs also seek to develop communication, project management, and leadership skills necessary for success in the information technology industry.

Strengths

Although tracking students after graduation is difficult, success stories reported by former students help demonstrate the program’s effectiveness. The program is considering establishing an alumni group to collect more feedback from graduates.

The department has maintained a strong relationship with its technical advisory committee, which links the programs to industry representatives from local private companies. The faculty, who bring current industry experience, work together to maintain and upgrade their skills. Articulation agreements with high schools and universities provide a clear pathway for students to pursue employment and further education.

Challenges

Tracking and measuring student success after graduation is challenging. A sluggish economy has made it difficult to help students find employment after graduation.

The department has struggled to maintain stable enrollment, which is affected by many factors including the economic climate, funding for displaced workers, and individual student circumstances.

Desired Future Outcomes

The information technology industry has changed dramatically in recent years. The technical advisory committee has suggested curriculum revisions to accommodate these changes. One suggestion is to create a virtual company to simulate the kind of work experience that the industry demands. The core courses for each program are being revised to add “soft skills” such as customer service. The Wireless Telecommunications Program has been placed on inactive status; wireless topics will be incorporated into the other programs. Finally, planning is in process to remodel the classrooms and laboratories.
Interpreter Training

The Interpreter Training Program offers the only two-year associate of applied science degree of its kind in Western Washington. The program prepares hearing and deaf graduates to use English and American Sign Language (ASL) to facilitate communication between deaf and hearing people. Graduates are prepared to work as professional interpreters in a variety of settings. The program includes comprehensive skills classes, seminars, and internships as well as related general education courses.

The faculty consists of three full-time faculty positions, one of which has been filled by part-time faculty since it has been vacant for the past two years. Of the current full-time faculty, one is hearing and one is deaf. All faculty have completed extensive post-graduate study and have extensive experience in sign language interpretation and ASL.

The program offers 21 courses, which receive frequent revision based on student feedback, technical advisory committee suggestions, and faculty knowledge of advances in the discipline. Courses are carefully examined, revised, and updated. Textbooks and materials are regularly evaluated for currency and effectiveness.

Retention statistics are not reliable indicators of instructional effectiveness because students often drop out because of personal situations. Students who drop out for a period of time and return are counted as new students, which further skews the enrollment statistics. Faculty believe that pre-program advising and counseling affect retention more than instructional effectiveness. The faculty and dean have worked with counselors and advisors to ensure that students receive the best information.

The program attracts more female students, and fewer minorities and older students than the college average.

Recently, the program observed that many students were dropping out of the program after the first year. After closer examination, it was discovered that a significant number of these students had enrolled in the program because it offered the only opportunity to further develop ASL skills. These “drop-outs,” it was discovered, intended to develop ASL skills that they could apply to careers that required advanced degrees, such as teaching, social work, and counseling.

Strengths

The program meets an important need for interpreters in Western Washington. The program has improved student preparation by adding requirements in transliteration and linguistics. A newly hired internship coordinator places students in local internship sites in educational and community settings.

The curriculum appears to meet student needs. All course objectives relate directly to learning outcomes, and graduates demonstrate the skills related to those outcomes. Students get extensive experience through three internship courses in which students observe interpreters working in educational settings from elementary school through college.

General education requirements help prepare students by providing exposure, experience, and information that supports effective interpreting, while the program’s instruction helps students develop critical ASL and English skills. The technical advisory committee considers the program’s graduates more employable than those from other similar programs, partly because of their broad-based education.

Challenges

Recruiting underrepresented students is difficult. Some underrepresented students who have enrolled in the program have dropped out because of financial and personal issues. The program is attempting to attract more underrepresented students by providing program materials at multicultural job fairs and by featuring the program’s underrepresented interpreters in its publications.

The instructional lab, a critical component of interpreter training, accommodates only 10 students. At times, two or three students must share a study carrel intended for just one student, and in some classes all coursework must be completed in the lab. Solving this problem requires reducing class sizes to a maximum of 15 per instructor or increasing the number of carrels to match the number of students, a solution that
would require a dedicated lab for the Interpreter Training Program.

**Desired Future Outcomes**

Changes in technology have affected the audiovisual formats used to present instructional information. The existing equipment is dated and worn. Plans are underway to eliminate the distinction between classrooms and labs by designating an Interpreter Training classroom with lab equipment installed. The faculty have developed a detailed vision for the ideal classroom that will meet the instructional and technical needs of the program.

Faculty continue recruitment efforts to attract a more diverse student population. The program needs to develop training for the video relay service recently introduced in Seattle.

The program is currently recruiting to fill the vacant full-time faculty position.

The Registry of Interpreters for the Deaf is planning to require a bachelor’s degree. In response to these plans, the dean is developing articulation agreements with four-year colleges to establish a bachelor of applied science degree in interpreting.

**Seattle Culinary Academy**

The Seattle Culinary Academy offers a six-quarter certificate program in Culinary Arts and a five-quarter certificate program in Specialty Desserts and Breads. Both programs offer optional associate of applied science degrees that require 16 additional credits. Each program combines culinary theory with hands-on training in food production and cooking techniques. Students also receive related training such as food management and retail bakery skills, and students complete general education requirements including English, psychology, and math within the curriculum.

The program’s mission is to “educate diverse students in response to industry needs by providing them with a foundation of skills to succeed in culinary, baking, and hospitality management careers.” The mission acknowledges the need to be keenly aware of all aspects of this ever-evolving industry. The program must respond accordingly with alterations to the curriculum in order to provide students with the knowledge and skills that will make them highly employable upon graduation.

Labs reflect realistic industry kitchens. In fall 2003, a classroom was remodeled into a state-of-the-art demonstration kitchen that doubles as a classroom and production lab. A multimedia system enhances instruction by providing close-up video of demonstrations.

Enrollment in these programs is consistently strong; for the past three years, student demand has generated a six to eight month wait to enter the programs. Seventy-five percent of culinary arts students who start the program complete it, up from 47 percent in 2000; the completion rate for Specialty Desserts and Breads is 67 percent.

**Strengths**

The major strengths of the program are the high quality of the faculty, facilities, and curriculum. The program has also earned an outstanding reputation in the local community, as evidenced by the number of graduates working in top local restaurants.

The program replicates realistic industry-like work environments. With faculty guidance, students operate a retail pastry shop and all aspects of two full-service restaurants and a daily lunch buffet. Students gain volume production skills by preparing a daily lunch for 150 diners. Students gain not only a broad base of culinary knowledge and skill, but also training in an environment that prepares them for the pressures of the hospitality industry. To further prepare students for expectations they will encounter in the workplace, the program maintains high standards for attendance, grades, and behavior.

In 2001, the Specialty Desserts and Breads program expanded the curriculum from four to five quarters, allowing the program to gain accreditation from the American Culinary Federation and enabling students to opt to earn an associate of applied science degree. In 2002, the program underwent an extensive review from the American Culinary Federation’s accreditation review team, which found that each program meets all of the hundreds of requirements and competencies required for accreditation.
**Challenges**

One key challenge is to incorporate sustainable food system practices into curricula which are already full. ‘Sustainability’ redefines the way kitchens interact with the environment by applying principles of reduce, reuse, recycle, and reinvent.

Another challenge is a lack of sufficient classroom space. Enrollment demand already exceeds space available for both programs. Although space to remodel and expand the Specialty Breads and Desserts Program is available, other priorities compete for a limited and ever shrinking budget.

Lastly, the program needs funds to enhance the aesthetics of its classrooms and dining venues, not only to foster pride and morale among faculty and students, but also to make an accurate statement about the program’s commitment to excellence. A master plan is being developed, but funds have not been identified for implementation.

**Desired Future Outcomes**

Based on input from the Culinary Arts Program’s technical advisory committee and faculty evaluations of current industry trends, plans are in place to revise part of the curriculum to better reflect corporate dining. Students in the Specialty Desserts and Breads Program have requested the program revise some of the general courses to better meet the needs and interests of bakers.

**Seattle Maritime Academy**

Located on the Seattle ship canal several miles from the Seattle Central, the Seattle Maritime Academy offers one-year certificate programs in Marine Deck Technology and Marine Engineering Technology. Both programs are approved by the U.S. Coast Guard and meet the requirements of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW). Graduates of the Marine Deck Program are eligible for Able Seaman with STCW endorsements, and Graduates of the Marine Engineering Program are eligible for STCW engineering ratings.

Each program consists of three academic quarters of classroom and laboratory instruction followed by an internship at sea, during which students must demonstrate competencies required by STCW. During the second and third academic quarters, students go to sea one day a week on the academy’s training vessels.

The academy also offers community education courses and courses designed to meet training needs in the maritime industry.

Amendments to the STCW that became effective in 2002 significantly changed how mariners are trained and certified to work at sea. In 2000-2001, the academy suspended both programs to complete a curriculum review that involved revising and adding courses, and in some cases, removing them altogether. The greatest change was the addition of the at-sea internship which serves as a “capstone” for both programs. The internship has increased the program’s visibility in the maritime industry and has provided feedback about students’ abilities and knowledge. Since the program re-opened in fall 2001, enrollment has increased annually. Together the programs can accommodate 36 students; currently a total of 27 students are enrolled.

**Strengths**

Classroom work combined with internships and experience on the academy’s training vessels gives students a solid foundation in theory and opportunities for practical application. This combination prepares students well for jobs at sea.

The academy has developed strong industry partnerships within the two programs. These partnerships provide state-of-the-art equipment for instruction, and they provide placement opportunities for graduates.

Students can anticipate average annual salaries of $50,000, but tracking employment opportunities is difficult because no single organization or government agency tracks employment needs in the industry. However, the academy has used demand from large employers as a barometer of employment outlook. Employment rates following graduation exceed 90 percent.
Challenges

The academy needs to increase its efforts to reach out to industry to identify needs and trends.

One concern is that some classrooms and laboratories are located on an aging floating barge. Space is available on adjacent property owned by the Washington State Department of Natural Resources, but the program lacks funds to acquire and renovate the property.

Desired Future Outcomes

As enrollment increases, the academy anticipates starting new students as often as each quarter instead of each year. This shift will require a full-time faculty for each program.

The programs will need to continue to evaluate the demand for higher level training and education for mariners seeking licensed positions. The academy is considering meeting these needs through partnerships with other training providers to provide a holistic training package.

Social and Human Services

Social and Human Services (SHS) Program offers an associate of applied science degree and certificate programs for chemical dependency specialists and child and family studies. The associate degree includes three quarters of supervised field placement in a community agency. SHS maintains transfer agreements with Western Washington University, Seattle Pacific University, and Antioch University. The Evergreen State College and the University of Phoenix accept all SHS credits. Other local colleges and universities accept SHS credits toward specific certificates and degrees.

Two full-time and 12 to 14 part-time faculty teach in SHS. All part-time faculty currently work in the human services field.

The program is recognized for its excellence. In Washington state, SHS ranks forth in the number of SHS graduates each year and second in overall enrollment. Seattle University directs its master’s students to SHS for chemical dependency coursework, and the Washington State Division of Alcohol and Substance Abuse has provided funding for the program to train chemical dependency counselors for underserved communities.

Approximately 250 students enroll in SHS courses each year, completing elective credits, professional development courses, professional certifications, or the associate degree. Students are generally older and more diverse than the general Seattle Central student body. Female students enter the program in disproportionate numbers. A significant number of students hold undergraduate and graduate degrees, and most have direct experience in the field as clients, volunteers, or practitioners. In addition to SHS majors, other college transfer students take courses for elective credit or to obtain coursework in a field they plan to pursue after transfer.

Strengths

The program is effective, responsive, and efficient. In a 2002 graduate survey, former students reported high satisfaction and success in job preparation and academic achievement. The program successfully maintains stable enrollment and graduation rates while responding to changing curriculum and licensure requirements.

In 2002, the program developed a competency-based curriculum that reflects current evidence-based practices. In 1999, a Seattle Community College District review noted that the program required the lowest level of administrative support of any workforce education program.

A SHS student club is a source of support and additional learning opportunities, including speaker events, service projects, and mentoring.

Challenges

In 2002-2003, course sections had to be reduced due to budget cuts, limiting student choices in times and offerings. The program receives little financial support for administrative services and lacks dedicated space.

Desired Future Outcomes

The program seeks full-time staff of the administrative office to support students and faculty in morning, afternoon, and evening classes. Until it is possible to fully staff the office, the faculty have recruited two work-study positions to provide support. Faculty plan to modify newly acquired classrooms to
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accommodate clinical training with video/observation and group practice.

The program is responding to new state and professional licensure trends with relevant certificate programs. Potential programs include prevention services, domestic violence, and foster parent certification. Prevention curriculum content has been developed, and other programs await clarification of standards.

Wood Construction

Located at a satellite site, the Wood Construction Department offers three programs: Carpentry, Cabinetmaking, and Marine Carpentry. Students can earn certificates and associate of applied science degrees in each of the programs. The program’s full-time faculty offers hands-on curriculum supplemented with lectures, demonstrations, and guest speakers. The primary goal of the program is to prepare students to enter employment at the minimum level of a second year apprentice.

Typical students are middle-aged career professionals changing careers and entering the construction field. Forty percent of students already possess a bachelor’s degree when they enter the program.

Strengths

Wood Construction faculty consists of eight full-time instructors, of whom six are tenured and two are in the tenure process. Having a completely full-time faculty creates continuity in the programs because all faculty develop the curriculum, assess outcomes, market the programs, and develop rapport with students over time. The technical advisory committee is an active group with diverse representatives from the construction industry.

The department’s hands-on instructional approach makes the program strong. The onsite student built house has been so successful that the program plans to construct another house when the current house has been completed.

The department’s graduates are successful. After graduation, 82 percent of students find employment in their field of study or a related field, and 14 percent of students begin their own businesses, a statistic not reflected in state generated placement statistics. Employers and former students provide feedback about the program that helps guide changes to the programs. The department produces a bi-annual newsletter to maintain communication with alumni.

All three programs are involved in community service projects. Students participated in a Rebuild Seattle project to build a new kitchen at the St. Mary’s food bank. Each summer, the program hosts a program for middle students to experience their culture through art and construction. Marine Carpentry students helped reconstruct the Virginia V., a historic vessel, and they rebuilt the historic coach’s launch for the University of Washington crew.

Challenges

Budget reductions have impacted the department in several ways. All supplemental occupational evening classes that support the upgrade to journeyman have been cancelled. However, the department has continued to offer continuing education classes in woodworking and historic boat restoration. Summer offerings have also been reduced, which delays graduation for some students. To help students finish more quickly, summer quarter classes that are fully supported by tuition are offered. Finally, as with all instructional programs, the department is challenged to maintain currency in instructional materials and equipment while working with limited funds available for these items.

The program has not fully integrated non-wood construction courses, such as psychology and composition. One difficulty is that the instructors for these courses change often. These instructors tend to use traditional academic instruction rather than an applied approach to instruction that better meets the needs of students in the program. Faculty are working together to integrate relevant program contexts into the content of these courses.

Although the program has been able to maintain current equipment, lack of space limits the program’s ability to set up a modern cabinet shop.
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Desired Future Outcomes

The program is currently undergoing a comprehensive study to develop a long-range plan for upgrading the facility, which consists of buildings built between 1946 and 1990. The faculty has developed long-range curriculum goals to help guide the planning process. The program has several plans for the curriculum. It needs to develop a program to coordinate internships that provide students with meaningful exposure in the industries they plan to enter. Faculty plan to pursue a curriculum development grant to expand instruction in its laminate course and integrate computer-aided design into the curriculum.

BASIC SKILLS

The Basic Studies Division offers credit and non-credit programs that provide basic skills instruction in English as a Second Language (ESL), Adult Basic Education (ABE), and General Education Development (GED) preparation. The programs serve both native and non-native speakers of English.

Non-Credit and College Preparatory ESL

All English as a Second Language (ESL) classes help non-native speakers of English to communicate in English through the development of skills in listening and observing, speaking, reading, and writing. At the beginning level, courses emphasize improving listening comprehension, vocabulary development, and English structure. At the more advanced levels, courses cover note taking, composition, oral presentation, and class discussion. An ESL Skills Lab provides additional opportunities for individualized practice in listening, pronunciation, reading, and writing.

Non-credit ESL courses prepare students to pursue further education, employment, and the enrichment of personal and community life. The program also seeks to develop skills for life-long learning, citizenship, personal empowerment, and interpersonal communication. Daytime students attend 10 hours of instruction per week, and evening students attend six hours per week. The non-credit classes are offered both on campus and at nearby outreach sites, including the Asian Counseling and Referral Center, El Centro de la Raza, the King County Correctional Facility, and the Refugee Women Alliance.

The Non-Credit ESL Program receives mostly state funding, but 20 percent of its budget comes from federal grant funds, which obliges the program to follow federal requirements.

The College Preparatory ESL Program offers tuition supported courses that prepare non-native English speakers for college and workforce education courses. These courses cover two levels of required reading and writing and electives in pronunciation and note taking. Students are placed in these courses based on SLEP (Secondary Level English Proficiency) test scores. Students who successfully complete level two reading and writing courses are ready for college level writing courses.

Annual enrollment in college preparatory ESL over the five-year period from 1998 to 2003 averaged 368 individual students, equivalent to 123 full-time equivalents. From 1998 to 2003, the non-credit ESL program generated an annual average of 8,200 enrollments and 1,100 full-time equivalent students. Students in the non-credit program represent over 70 national origins and almost as many languages. In the last 10 years, the majority of students have come from Asia, Spanish-speaking countries, and East Africa. Students are immigrants, refugees, and others who aspire to become permanent residents.

Most ESL instructors hold master’s degrees in Teaching English as a Second Language (TESL). College preparatory courses are taught almost exclusively by full-time faculty; part-time faculty usually teach non-credit courses. Some faculty are bilingual or bicultural, all faculty have knowledge of at least one language other than English, and many faculty have taught overseas. Full-time faculty also develop the curriculum and courses, design the program, assure quality, and advise students. Tutors and an instructional lab support ESL students.

Faculty conduct anonymous quarterly student evaluations, which have generally indicated that students are satisfied with the courses and the faculty. To assess student outcomes, faculty use a variety of formative assessment tools such as...
portfolios, performance tasks, and peer evaluations. In addition, the Washington State Office of Adult Basic Education has mandated that all federally funded ESL programs conform to standardized state competencies and assessment measures. Faculty have revised the curriculum and intake procedures to conform to these requirements.

**Strengths**

The program benefits from highly qualified, competent, and conscientious faculty who place student needs first. Faculty use students’ native languages, traditions, and diverse perspectives as points of reference during instruction, a strategy that communicates the importance of diversity and cultural understanding. Faculty actively pursue professional development opportunities. Former students often return to report how well the ESL program prepared them for college level English courses.

A tutoring center, skills lab, and computer lab all provide instructional support for students. Most classrooms are equipped with a computer, a projector, and Internet access to improve instruction.

**Challenges**

Although many classrooms are now better equipped, the program still struggles with insufficient and inadequately equipped classrooms, particularly during peak instruction hours. Students in the evening program need more support, such as access to registration and cashiering, the copy center, food services, counseling, and campuswide tutoring.

Enrollment issues present multiple challenges. Evening courses were cancelled after a year-long effort to bolster enrollments by guaranteeing course offerings. The number of international students has declined as a result of changing federal policy.

Some non-native high school graduates and high school drop-outs arrive inadequately prepared for ESL courses. Faculty have had little success with efforts to address the issue of student readiness with faculty in local high school districts.

Increasingly prescriptive mandates from state and federal funding agencies on standardized testing and workforce preparation present serious challenges. For example, CASAS, a federally mandated test that focuses on work-based English skills, could alter both the curriculum and the goals of the non-credit courses.

The continual budget crisis at the college caused by inadequate state funding has compelled the program to reduce course offerings. The first reduction in the next biennium will reduce the program’s support to outreach sites.

Although course content is essentially the same, faculty workloads vary depending on whether they teach college transfer or non-credit courses. As a result, some faculty teach more credits for the same salary, even though the same preparation is required for each credit taught.

A new state requirement to charge $25.00 tuition may deter some financially indigent students from accessing the basic skills programs.

The college should provide tuition waivers for needy students, students who study in the ESL lab without taking courses, and students in outreach programs.

** Desired Future Outcomes**

In the non-credit program, day and evening courses should consist of an equal number of hours.

The program seeks reliable funding support for six levels of ESL classes.

**Adult Basic Education, General Education Development Preparation, and Related Programs**

The Adult Basic Education (ABE) and General Education Development (GED) Preparation Programs primarily serve native English speaking students.

The ABE Program prepares students to advance to the GED Preparation Program or to the preparation courses for the COMPASS placement test. Students who are not pursuing the GED or COMPASS tests attend ABE courses to strengthen basic skills for work or personal enrichment. Learners who read and
write at the lowest level are referred to community literacy centers.

Students who enter the GED Preparation Program enroll with a stated goal of attaining a GED diploma. Beginning GED courses enrich students’ basic skills and prepare students to take and pass one or two of the five GED skill tests. Advanced GED courses prepare students to take and pass all five GED skill tests.

The program no longer provides free instruction for students who do not pass the COMPASS test, which is used to determine student qualification to benefit from financial aid. Students who fail this test can opt to pay $25.00 to enroll in COMPASS Preparation courses.

The division offers a high school diploma through the External Diploma Program (EDP). The college partners with two local community-based literacy agencies, Good Will Literacy Center and Literacy Source. These agencies screen and accept applicants and certify that candidates complete all requirements of the program. Advisors from the agencies identify skills that candidates must improve to qualify for a high school diploma. When the agencies determine that all requirements are met, the candidates are referred to the college for degree conferral.

From 1998 to 2003, all ABE and GED programs served an annual average of 2,043 students, equivalent to 213 full-time students.

Most faculty for these programs have 10 or more years of teaching experience. Three of the nine instructors are full-time tenured faculty, six have master’s degrees, and four have master’s degrees specifically in teaching adult basic education.

The Washington State Office of Adult Literacy has mandated that all federally funded ABE and GED programs conform to standardized state competencies and assessment measures. As in the ESL programs, faculty have revised the curriculum and intake system to meet these requirements. The program uses its own customized assessment system, classroom assessment, and CASAS.

**Strengths**

Instruction is competency based and relies heavily on interactive and collaborative learning. Instructors balance activities between learner initiated and instructor directed activities that are customized to meet learners’ needs and goals. The ABE/GED curriculum has been revised to meet state requirements and to ensure congruence with placement and assessment tools.

The program has a computer lab with 29 student workstations, a computer projector, and specialized software. Six additional student computer workstations in the Basic Skills Lab serve both ABE and ESL students.

The college’s collaboration with the King County Correctional Facility provides valuable literacy services to incarcerated inmates.

Its collaboration with other community based organizations enables adult learners in the EDP to achieve a high school diploma in non-traditional learning contexts, including the workplace and home. The program enables learners to progress at their own pace and to take responsibility for their learning.

**Challenges**

Challenges for the ABE and GED Programs are similar to those faced by ESL Programs, including faculty workload issues, a limited budget, and increasing state and federal requirements. A new mandate to charge each student $25 in tuition per quarter may affect the demographics of the student population, possibly deterring the neediest students from enrolling.

Despite the advantages of the EDP, enrollment has been modest. Colleges and literacy agencies are constrained by limited financial resources to expand the EDP.

**Desired Future Outcomes**

The college should provide tuition waivers for needy students.

The programs seek to ensure that classes are more frequently scheduled in appropriately equipped classrooms in the Broadway-Edison Building.
An annual survey of student needs and satisfaction with the program will be implemented.

**CONTINUING EDUCATION**

Continuing Education includes a mix of programs, services, and courses that are self-supported or state-funded. Offerings include both credit and non-credit courses. All programs share a common mission – to provide quality programs and life-long learning opportunities that are accessible and responsive to the changing needs of the community. In the pursuit of this mission, programs and services are affordable, interesting to the college’s constituents, and consistent with college’s mission and values.

**CREDIT PROGRAMS**

**Cooperative Education**

Cooperative Education allows students to acquire career-related experience or clarify career choices through work, internship, and volunteer experiences. Annual enrollment averages from 400 to 600 students and consists primarily of students enrolled in workforce programs with an internship requirement. Since 1998, the program has helped develop and coordinate internship programs for overseas students.

**Strengths**

The college’s faculty strongly support cooperative education by coordinating individual student internship arrangements and providing support and guidance for students. Faculty make onsite visits whenever possible to ensure that students are placed in high quality sites.

The program is frequently improved based on feedback from students, faculty, and employers. Staff also adjust the program based on reviews of internal and external factors that impact enrollment or students.

**Challenges**

Students are ultimately responsible for securing internships on their own, but they have requested more support from the program in identifying internship opportunities. The challenge is to provide increased services without expanding program staff. As a result of student concerns, an e-mail listserve was established to notify workforce students of program-related opportunities, and work has begun on the development of program-specific resource lists.

**Desired Future Outcomes**

Since many workforce programs include a mandatory internship, the Cooperative Education staff needs to be more proactive in developing program-related internship opportunities and sites for students.

**Parent Education**

The mission of the Parent Education Program is to provide parenting information and support to parents and other care providers of infants, toddlers, and young children. The Parent Cooperative Preschool is a program for parents of preschoolers, and the Parent Child Center is a program for parents of infants and toddlers. Both programs follow the same model which includes parents-only instruction, as well as a laboratory for parents to participate in their children’s education and improve their parenting skills. The program offers classes both on campus and in the community.

**Strengths**

Evaluation and assessments based on outcomes are included in each course syllabus. Students evaluate the parent instructor and the children’s teachers quarterly in the Parent Child Center and yearly for the Cooperative Preschools. The coordinator evaluates the instructors yearly. In the Parent Child Center, the instructor and the children’s teacher evaluate each other yearly. A Parent Advisory Committee gives feedback on the program.

**Challenges**

The program has lost several classes due to budget cuts. The students are very disappointed in the loss of Parent Education classes and strongly request restoration of the sections that were cut. The faculty moral is affected by what they and the Parent Cooperative Boards perceive to be lack of administrative support, and lack of appreciation of these community-based programs.
Desired Future Outcomes
Within the context of current classes, specialized resources will be developed for fathers, single parents, and gay and lesbian families. The Parent Education Program will continue to enrich the resources available to families, as well as encourage professional development opportunities for faculty and staff. The program hopes to restore classes that have been cut due to budget constraints.

Seattle Central Institute of English
The Seattle Central Institute of English (SCIE) is a self-support program that provides high-quality English instruction from beginning to advanced levels to enable international students to reach their academic, career, and personal goals. Small classes provide students with opportunities to build communication and intercultural skills. Students at upper-intermediate and advanced levels can earn college credit as they continue to develop their English skills in the College Bridge program.

SCIE has long been one of the largest intensive English language programs for international students in Washington state. SCIE enrollment grew steadily in the early 1990s, reaching a peak of 354 students in 1997. Since fall 2001, the program has had an average of 250 students per quarter, excluding summer.

SCIE has a full-time director, seven full-time faculty, and a pool of highly-qualified part-time instructors. International Education Programs provides services for SCIE services.

Strengths
The faculty and staff are well-qualified and highly experienced in meeting the needs of the diverse international student body.

The College Bridge offers students a pathway to higher education, allowing students who complete this program to transition directly into college classes without further testing. Students who pursue college-level work consistently demonstrate a high level of success. The average GPA for students who complete 10 or more credits is 3.33.

SCIE consistently achieves a high student retention rate. From fall 2003 to winter 2004, the retention rate was 82.80 percent. From winter 2004 to spring 2004, the retention rate was 81.37 percent.

Challenges
Revenues have declined because recent world events and increasing competition in the intensive English market have driven enrollments down.

Desired Future Outcomes
The program needs to maintain services and desired schedules, broaden its market to avoid relying heavily on one geographical area, and remain competitive even as student options for intensive English expand.

To attract students, the program will improve how it communicates the advantages of the direct and guaranteed pathway to college-level courses offered by College Bridge. The program will increase the number of articulation agreements with other domestic ESL programs and with local and international high school programs. SCIE will expand opportunities for students to earn useful certificates and experiences and develop marketable skills for students who do not intend to complete a college degree.

To enhance student success and integration into the campus community, the program will promote greater use of the facilities and activities available to students.

Service-Learning
Service-Learning is an educational approach that combines community involvement with academic instruction to foster critical thinking and civic responsibility. Service-learning enhances understanding of complex social, economic, philosophical, and political issues while encouraging a commitment to community service and civic involvement. Service-learning activities are linked to courses to provide a unique perspective on course readings and assignments and to enhance student understanding of course content. The program is linked to specific classes as a requirement or an option.
**Strengths**

The program has grown tremendously over the past three years due to increased outreach and marketing efforts by program staff. During the 1998-1999 academic year, 25 classes participated in service-learning; by 2002-2003, 82 classes were participating.

**Challenges**

The greatest challenge is to maintain the current level of service without additional staffing, which consists of one half-time position.

**Desired Future Outcomes**

The program seeks to integrate service-learning throughout the college curriculum. The department will explore options to provide the service-learning coordinator with additional assistance.

**Special and International Projects**

Office of Continuing and Professional Education (OCPE) applies for and receives funds from public and private sources for a variety of innovative projects. These projects include teacher training, community outreach, and entrepreneurial training. OCPE has also worked with several local and overseas agencies to provide onsite and distance learning training in international markets, including Vietnam, Russia, Malaysia, China, Brazil, Republic of Georgia and the Philippines.

**Strengths**

OCPE is willing to explore and develop innovative projects and is flexible enough to work with both traditional and non-traditional arrangements. The program actively explores and develops innovative projects that improve and expand instructional services both on- and off-campus.

**Challenges**

Overseas institutions, especially four-year schools, are sometimes reluctant to form partnerships with two-year institutions.

Competition is high for public and private grants. Securing funding through grants requires time to write competitive grants. The college’s faculty and staff are already overloaded.

**Desired Future Outcomes**

The program will seek a wider range of publicly and privately funded projects that serve as research and development for the college. OCPE will examine market opportunities for efforts in areas such as certification programs delivered in distance learning format, customized training for industry sectors experiencing shortages, and training for overseas clients, either locally or in the host country.

**Teacher Training/Education**

The Teacher Training/Education Program is supported exclusively by state, local, and federal grants. Teacher Training/Education Programs provide guidance and resources to diverse groups of students including teachers, bilingual paraprofessionals, bilingual high school students and their parents. Classes that lead to an associate of arts degree or an English as a Second Language (ESL) endorsement have been offered through these programs.

**Strengths**

The program has developed partnerships with Seattle and Auburn Public Schools and institutions such as Western Washington University, University of Washington, and Green River Community College. Multiple feedback mechanisms have resulted in flexible and responsive program offerings. In addition, the program has created an associate of arts (education emphasis) college transfer degree program within the academic division of Allied Health, Business, Languages and Cultures. See Education description under Academic Transfer Programs above.

**Challenges**

These programs are not supported by institutional or state allocated funds. Therefore, the department’s major challenge is to secure funding to ensure its survival over the next several years.

**Desired Future Outcomes**

The program plans to increase grant funding and self-support activities to sustain viability as a self-support unit.
**Non-Credit Programs and Courses**

Community Education and Business and Contracts are self-supporting programs. Career Placement receives state funding.

Community Education faculty plan and evaluate the program through submission of course proposals that are reviewed and approved by the appropriate continuing education administrator. Faculty participate in the evaluation process by examining course and program evaluations from students.

The institution maintains records of non-credit courses and programs through its student management system, which tracks enrollments and payments. Where required, grades are recorded to create a historical record.

The college offers limited courses for Continuing Education Units (CEUs) using the guidelines from the International Association of Continuing Education and Training.

**Business and Contract Training**

Business and Contract Training is closely related to several units of Continuing Education. The program makes contractual arrangements with businesses, government agencies, schools, and community-based organizations. As the various unit heads generate or receive contacts with potential clients or partners, financial arrangements are analyzed and memoranda of understanding/agreements are prepared. Memoranda and contracts focus on specific training services, offering of off-campus credit courses within a program specialty, use of materials for certification training, and joint development of materials and/or program offerings.

**Strengths**

Strengths include flexibility in working with both traditional and non-traditional arrangements and a senior-level administration that is committed to increasing effort in this area.

**Challenges**

Four-year universities and private consulting and training businesses dominate the local training contract landscape. Major businesses do not consider the college a resource for higher level training.

College faculty are unavailable to participate in these programs because they are occupied by regular teaching assignments, college committees, and other responsibilities.

**Desired Future Outcomes**

The program plans to develop training products and services that government and business see as valuable to their operations and improve the college image as a provider for all levels of training. The program plans to significantly increase income from business and contract training.

**Career Placement**

Career Placement provides employment-related services and resources to individual students and to groups through classroom visits. The program offers employment listings, and assistance with resumes, cover letters, interviewing and other job search strategies. The program also provides free printed information on the job search process, as well as jobline and Web site resource lists. Career Placement sponsors an annual career fair and schedules recruiting visits.

**Strengths**

A full-time employment specialist assists students with job search preparation on an individual or group basis. Career Placement receives employment listings from over 800 companies annually.

**Challenges**

An ongoing challenge is increasing student awareness of the Career Placement office and its services.

**Desired Future Outcomes**

Program staff plan to review current marketing strategies to determine effectiveness and develop new ones, if applicable. In response to student requests, staff will also research the feasibility of implementing a system that allows students to view employment, internship, volunteer, and service-learning positions online.
Community Education

The Community Education is a self-support program that offers classes and programs of interest to the general public. Offerings are affordable for students, but they generate a profit for the college. This self-support model allows the program to respond flexibly to community interests and needs. Community Education offers both scheduled classes and customized training. The program occasionally rents computer labs to groups and participates in special projects as requested.

Strengths

The program can add or drop classes each quarter according to demand. Classes and special events that do not appear in the school’s quarterly schedule can easily be added to the program Web site. Community Education conducts ongoing evaluation and assessment of enrollments, courses, instructors, and programs. The program continually searches for other sources of revenue, such as contract training and computer lab rentals, to augment scheduled class offerings.

Challenges

The program’s major challenge is attracting potential students in a geographical area with numerous other continuing education options. Other challenges include lack of suitable space to conduct classes and low enrollment at off-campus locations.

Desired Future Outcomes

The program plans to increase partnership classes to generate more enrollments. Offering more convenient and more innovative classes will attract more students in general interest classes. The program is also exploring the use of technology for diffusion of classes.

Seattle Vocational Institute (SVI)

Allied Health (SVI)

The Allied Health Programs at SVI are mature and growing. Programs include Dental Assistant, Dental Hygiene, Medical Assistant, Acute Care Nursing Assistant, and Phlebotomy. Over the past three years, enrollments in these programs have soared.

The American Dental Association accredited Dental Assistant Program prepares students for entry-level employment within the dental industry. Students learn through lecture, hands-on learning, externship, and a clinic that provides low-cost dental services to the public. Certified SVI instructors conduct classes, and two licensed dentists lecture and demonstrate patient procedures. The first phase of a new two-phase Dental Hygiene Program is planned for fall 2005. See Allied Health Program description under Workforce Education Programs above.

The Medical Assistant Program prepares students to work as certified medical assistants (CMA). This program is accredited by the Commission on the Accreditation of Allied Health Education Programs (CAAHEP) and the American Association of Medical Assistants (AAMA). Students develop front office skills, such as patient relations, medical insurance, and finances; back office skills such as medical and surgical asepsis, charting, patient preparation, and procedure set-ups; and lab skills such as hematology, urinalysis, basic microbiology, and phlebotomy.

The two-quarter Acute Care Nursing Assistant Program prepares students for work in acute care hospital settings. The program emphasizes in-patient care, interpersonal relations, and treatment procedures.

The 135-hour Phlebotomy Program teaches basic venipuncture skills and techniques for laboratory phlebotomists and for multi-skilled health care professionals.

Strengths

All programs have very strong enrollment. Students who need basic skills, including ABE and ESL instruction can take courses along with academic instruction in some of these programs.

Challenges

Because of high demand for these programs, students must sometimes wait to enter the program. Because the externship portion of the Acute Care Nursing Assistant Program requires a high teacher/student ratio, this program cannot expand without additional funds. Students
frequently need not only job-specific skills, but also study skills, coping skills, and basic social and job readiness skills.

Planned remodeling will temporarily affect some of these programs.

Acquiring funding for modern equipment to support instruction is a major challenge. The Medical Assistant Program needs an EKG machine.

**Desired Future Outcomes**

Allied Health plans to establish an “advanced” nursing assistant program, with 660 total hours, including 165 hours in hospital and nursing home facilities.

Several programs should increase capacity and add funding to accommodate more students. The Medical Assistant Program plans to partner with nursing homes and hospital institutions to increase financial support and provide opportunities for students to become familiar with their potential work environments.

Accommodate more ABE, ESL, and Limited English Proficiency (LEP) students

The Phlebotomy would like to add daytime sections to accommodate more students with more options.

**Basic Skills (SVI)**

SVI offers an array of pre-vocational offerings including Adult Basic Education, English as a Second Language, and General Education Development programs. Classes are offered at no cost to students.

The Adult Basic Education Program is designed to enhance basic skill levels in math, reading, writing and critical thinking. The curriculum combines lecture, computer assisted learning, small group work, independent learning, and implementation of the SCANS competencies. Classes are free and open to all students.

North Seattle Community College instructors teach ESL classes at SVI. The program offers intermediate and advanced level classes that emphasize vocabulary development and reading and writing skills needed for employment, continued education, and daily situations.

The GED Preparation Program serves as a feeder to technical skills programs, as does the ABE program. Students receive free individualized instruction and personalized coaching to complete the GED test. This open entry program offers new student orientations twice a month.

**Strengths**

The program meets student needs by offering tuition-free instruction in the evenings. The program supports the technical skills program by providing basic skills that help students succeed.

**Challenges**

Some students test below a fourth-grade reading level. SVI refers such students to Goodwill Literacy and other community agencies. Although SVI would like to serve this population, funding is not available to support instruction at this level.

Computer equipment quickly becomes outdated. The GED Program allows program students to start at any time. Space is limited.

More students could be served with increased funding.

**Desired Future Outcomes**

SVI has the potential to handle overflow from Seattle Central and other area schools. SVI can serve the growing segment of the community college population whose needs would otherwise go unmet.

**Building Trades**

The two-quarter Building Trades Program helps students gain the skills required for building and construction trade apprenticeship programs. Students of color are a target population for this program. The program covers construction terminology, industrial safety, trades math, forklift operation, and road flagging. The program maintains an articulation agreement with South Seattle Community College, which also provides some instructional space for classes.

A seven-hour flagging certification course prepares students for the road flagging certification examination. A 15-hour forklift certification course trains students in the
functions and parts of a forklift, OSHA forklift regulations, safety habits in forklift operation, and the proper picking, placing, and moving of a variety of loads through worksites.

**Strengths**
As a result of efforts to recruit more female students, women now comprise nearly half of building trades students.

**Challenges**
Enrollments have decreased because of the weak economy and the seasonal nature of construction. The program recently reduced its FTEs by half because of decreased funding and lack of space.

**Desired Future Outcomes**
This program aims to recruit, train, and place more women into trades apprenticeships.

**Business Computer Occupations**
SVI offers Administrative Office Professional and Office Technician Programs. A part-time business programs administrator manages the business programs.

In recent years, the computer-based accounting program was discontinued, and Business Computer Application Specialist was merged with Computer Information Processing Specialist to form the Administrative Office Professional Program.

The Administrative Office Professional Program prepares students to become office clerks, receptionists, and office assistants. Students become proficient in the use of PageMaker, Microsoft Publisher, Microsoft Office Suite, Windows, and Internet Explorer. In addition, students complete business courses that cover keyboarding, ten-key, business communication, business math, office procedures, employment skills, and office simulation. Students gain hands-on experience with word processing, spreadsheets, databases, desktop publishing, and computer presentations.

Through a partnership with the Seattle Jobs Initiative, SVI offers a 660 clock-hour Office Technician Program that helps qualified students prepare for entry-level general office work, including reception and customer service.

Students learn the most commonly used business applications, including Microsoft Office programs, Windows, and Internet Explorer. Students develop knowledge and skills essential to employment, such as professional and customer service skills, office procedures, office communications, keyboarding, ten-key, and business math. Students also learn skills for finding and retaining employment.

**Strengths**
The curriculum is very strong, and students learn skills that can serve them in a wide range of settings.

The Office Technician Program has been extremely successful, with good retention. Each student gains work experience in an internship position with a local employer. The program coordinates with a variety of community agencies including the Career Counseling Association (CCA), Chinese Information and Services, and the Asian Counseling and Referral Service (ACRS) to provide these opportunities.

**Challenges**
The weak economy has limited the number of students who enter and complete the program. It is more difficult for students to get jobs without work experience. Employers have not been as responsive as in the past.

SVI markets the Office Technician program and fills the classes; occasionally, classes have been postponed because of low enrollment.

**Desired Future Outcomes**
A full-time administrator position is desirable in order to handle the numbers of students enrolled.

**Cosmetology**
Students in the Cosmetology Program receive training in multi-ethnic hairdressing and cosmetology services. Of the required 1,650 hours, students may complete up to 165 hours in a state approved in-salon learning component. Students earn a certificate of completion and eligibility for advanced placement towards an associate of applied science degree. The core curriculum prepares students for employment and the Washington State Board of Cosmetology
licensing examinations in the cosmetology, aesthetician, barbering, and manicuring.

Students spend most of their time learning through practical, hands-on instruction, and one quarter of the program covers theory. The hands-on portion depends on the salon-based teaching lab where students develop skills by providing services to clients.

Because the School of Cosmetology is physically remote from SVI, an onsite associate dean manages day-to-day operation and reports to the executive dean.

**Strengths**

Through coordination with Seattle Central, students can complete their technical training and higher education classes in one integrated program. Client services are open and accessible equally to anyone from the public who agrees to allow students to perform services. The School has a reasonable, non-competing pricing structure for all salon services.

**Challenges**

Some barriers to attendance and persistence are beyond the control of the program. Thirty hours per week of study is challenging.

Student and client stations need to be upgraded. Faculty have identified the need for cyber imaging technology, a Web-based technology for appearance imaging.

Funds to pay faculty to coordinate placement efforts are limited.

The program has great potential to increase the client volume; however, because of advertising restrictions, the program needs creative marketing strategies to attract clients.

**Desired Future Outcomes**

The program is exploring the option of moving to the SVI campus to relieve space and ventilation issues.

**Network Technician**

The 990-clock-hour Office Technician Program prepares students for entry-level employment as computer technicians, LAN managers, and customer service representatives. Students develop networking skills in Microsoft Windows and Linux and in personal computer hardware configuration, troubleshooting, repairing, and upgrades. The students learn to answer most of their own questions and perform research to resolve problems. Students demonstrate their skills through a third-quarter project based on their own proposal that demonstrates their expertise.

Students are prepared for the A+ Certified Service Technician exam preparation and the CompTIA A+ certification exam.

**Strengths**

Feedback from employers indicates that the program serves SVI’s student population well.

**Challenges**

Enrollment is low because of the limited market for entry-level workers in this field. The current enrollment is at 25 percent of capacity; student retention and job placement are major concerns.

This program requires students to interview with the program coordinator. Students must demonstrate prior knowledge of or experience with keyboarding and computer applications, and they need strong math skills to succeed. These requirements place a further challenge on the recruiting process.

**Desired Future Outcomes**

The program needs to increase enrollment and retention by seeking students who can grasp and use complex technical concepts and focus and concentrate on problems that require logic and patience. Students need to be motivated and self-disciplined.

**Special Programs**

SVI offers special programs to meet the needs of new student populations. High school students can now register with high school permission to complete their high school education while beginning vocational studies at SVI. Career Link Skills Academy serves youth, ages 16-21, who have dropped out of school. Career Link students complete their GED and begin training in one of SVI’s programs. The Bright Future Program, a partnership among six local high schools and SVI, allows students to begin vocational coursework at SVI early. Other
schools may participate with approval from the counselor and/or principal.

**Strengths**
SVI waives the tuition for students enrolled in the special programs; Dollars for Scholars pays for books and fees. SVI provides support and case management to help each student succeed.

The Career Link Program includes excellent counseling and a strong basic skills component.

**Challenges**
Staffing is a concern as the program grows, and additional counseling for students is needed.

The Career Link feeds into SVI programs, but fewer students than desired enter SVI programs.

**Desired Future Outcomes**
The Career Link Program plans to document youth re-entry into educational settings by monitoring yearly FTE enrollment attendance, GED completion, and job placement goals, and verifying completion of student portfolios.
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STANDARD THREE
Students

STUDENT SERVICES
The Seattle Central Student Services Unit provides the majority of student services for all Seattle Central students. Students at the two satellite locations (the Seattle Maritime Academy and the Wood Construction Center) also receive services from the Student Services Unit. Seattle Vocational Institute (SVI) provides services onsite that meet the students’ unique needs. The first part of this standard applies to Seattle Central’s Student Services Unit; a section on student services at SVI follows.

INTRODUCTION (3.A.1, 3.A.3)
The needs, characteristics, and experiences of Seattle Central’s student body are diverse. As of fall 2003, the student population included 47.4 percent students of color, six percent international students, and two percent disabled students. Students arrive at Seattle Central with varying degrees of academic preparation: at the extremes, 15 percent arrive having achieved less than a high school diploma and 13 percent have earned bachelor’s degrees. In addition, 20 percent are first-generation college students, and half are low-income (Appendix 3.1 and Table 3.1, shown on page 127).

The Student Services Unit has the primary responsibility for providing student programs and services, but all college units—Instruction, the President’s Office, and Student Services—collaborate to offer services and programs that respond to the academic, social, and physical needs of students. Programs and services facilitate student access, promote and document student development and academic achievement, infuse learning throughout the collegiate experience, and support optimal enrollments. Appendix 3.2 shows student retention and graduate data for the last three years.

The Student Services Unit is organized into two sub-units: Enrollment Services and Student Development Services, each led by a Vice President. Enrollment Services supports student access and enrollment; Student Development Services supports activities, leadership, and other services that promote student success. Each sub-unit includes departments and offices that provide student services and support. Student Services’ organization chart reflects the composition, hierarchy, and the range of programs and services in the unit (Appendix 3.3). The services and programs reflect the awareness of the multiple dimensions of the diverse student body, an understanding of student development, and the efforts to meet the challenges of time-constrained commuter students.

The Seattle Community College District Policies and Procedures, sections 300 and 600 provide a protocol that ensures consistency, coherence, and equity throughout the unit. (Exhibit 3.1; http://seattlecolleges.com/services/default.asp?page=police). The policies and procedures of these sections govern student admission, testing, student conduct, student rights, and responsibilities; the student grievance process; academic honesty; athletics; student fees; tuition refunds; and the confidentiality of records. Sections 300 and 600 also prescribe adherence to applicable federal, state, and institutional policies and procedures. Individual Student Services departments maintain additional policies and procedures for staff and students. Departments deliver policy information in a variety of formats to serve multiple student levels and learning styles. Policies and procedures are available electronically on departmental Web pages and in print format in the Seattle Community Colleges Catalog (Exhibit 3.2), quarterly class schedules (Exhibit 3.3), and the Student Handbook (Exhibit 3.4). Staff are available in person and by phone to inform and educate the general public and students about policies and procedures.

To ensure alignment between the unit and the institution, student services departments set annual goals and objectives based on institutional
goals. This exercise entails reviewing the prior year’s departmental goals and objectives and assessing their achievement. The recurring themes of access, support, retention, and the success of students and staff are reflected in the goals and objectives of the Student Services departments (Exhibit 3.5). The objectives and themes that are identified in the annual planning process indicate that staff understand and embrace the mission and goals of Student Services and the institution.

**Resources (3.A.2, 3.A.4)**

Administrators, classified staff, and counselors with faculty status are the primary resource of Student Services. Staffing levels and staff qualifications are based on the needs and purposes of programs and services offered (Exhibit 3.6). Position announcements clearly identify and describe the functions, roles, and responsibilities of the positions. The district Human Resources Department assists with the selection process to ensure appropriate assignments, classifications, and qualifications. The hiring process typically includes an application review team that represents the diversity of staff at Seattle Central. Job functions, roles, and responsibilities are periodically reviewed and revised to accommodate changes in technology skill requirements and student demographics and needs. These factors also dictate staff reassignment and deployment. The department head, appropriate vice president, and Human Resources personnel ensure that job descriptions, classifications, and responsibilities are appropriate and up-to-date (Table 3.2 shown on page 128).

The district Human Resources Department clearly defines and documents the employee performance evaluation procedures for administrators, staff, and counselors. Information about the evaluation process is available to employees in online public folders in the e-mail system. The process incorporates timely reminders to unit and department heads to ensure compliance. Performance evaluations are particular to each job category, but the process always begins with the employee’s immediate supervisor who is considered the rater. Raters’ supervisors ultimately review evaluations to ensure that the process has been followed properly.

Administrators are evaluated by their immediate supervisors. Administrators self-assess and identify future goals and objectives, and the immediate supervisor assesses the match between performance, job expectations, and the roles and responsibilities outlined in the administrator’s position description. The supervisor also uses additional leadership and management criteria to evaluate administrators on a five-point Likert scale (Exhibit 3.7).

Classified staff are initially evaluated at three and five month intervals and annually thereafter (Exhibit 3.8). Counselors are evaluated according to the faculty evaluation process described in Standard Four.

Student Services maximizes human resources by continually evaluating functions and processes to eliminate unnecessary and antiquated practices. As technology helps improve efficiency, staff are reassigned to meet demand in other areas. The institution is committed to life-long learning and ongoing professional development; funding for professional development is available from the college and the Seattle Community College District Office. Staff are encouraged to use these funds for additional academic preparation and job related training.

Programs and services are strategically situated to increase visibility and accessibility for students. The 1998 Structural Planning Process (Exhibit 3.9) revealed student dissatisfaction with the physical configuration of admission and enrollment service areas. In 2002, the Vice President for Enrollment Services secured institutional approval to prepare a capital proposal for funds to address student concerns. That proposal resulted in a $5 million award from the state to renovate student programs and services areas on the first floor of the Broadway-Edison Building. The construction, which begins in 2005, will reallocate space, reconfigure departments, and improve student circulation and access to the areas.

Financial resources for Student Services are derived from state appropriations, program generated revenue, services and activities (S&A)
fee allocations, grants, and institutional advancement (Seattle Central Foundation) funds. The institution allocates 11 percent of its general operating funds to student services and programs. Additional support for Student Services is negotiated annually as part of the institutional budgeting process of identifying available resources and institutional needs and setting priorities.

Student Services’ needs consistently outstrip available resources, primarily because state funding is based on full-time equivalents (FTEs), whereas services are delivered to individual students, a number better reflected by headcount. Therefore, institutional strategic planning often focuses on the most efficient use and allocation of funding for Student Services (Exhibit 3.10).

**Assessment for Alignment of Mission and Resources (3.B.6)**

Seattle Central routinely and periodically assesses the processes and systems that underpin the services and programs available to students. The college is committed to responding to student and staff feedback by instituting appropriate changes. Assessment is conducted at the institutional, unit, and departmental levels. Institutional assessments are global and comprehensive. Assessment instruments often include questions specifically related to student services, and these instruments also typically allow Student Services to append questions as necessary (Exhibit 3.11).

The 1996 Community College Student Experiences Questionnaire (CCSEQ) (Exhibit 3.12), supplemental focus groups, and the 1998 structural planning process revealed student perceptions that they had been bounced between departments for information and assistance. Although the physical location of the departments that support the intake process contributed to student dissatisfaction, students also indicated that some staff members were not helpful or knowledgeable. In response to this feedback, departments have made customer service training an ongoing agenda item. The exchange of information across departments has been facilitated by inviting representatives from other departments to monthly department meetings. Technology has also been used to modify and improve the intake process. The Admissions and Registration Offices acquired a document imaging system that places student documents on a secure Web server. This system enables counselors, advisors, records staff, and other key personnel to retrieve student records from a secured Web site. This enhancement allows staff to serve students efficiently without sending the students to Admissions or Records to retrieve copies of their records.

Three questions in the 1999 CCSEQ revealed that fewer students of color felt comfortable and welcome in the Seattle Central environment than their white counterparts. The questions asked about Friendliness of Students; Approachability, Helpfulness, and Supportiveness of Faculty; and Knowledge, Helpfulness, and Consideration of Support Staff. Although a majority of students were positive about the campus climate, positive response rates from students of color were five to ten percent lower than the overall positive response rate. Given the college’s commitment to diversity, the lower positive responses from students of color called for action. The Office for Multicultural Initiatives was established in 2000 to focus on three major initiatives: The Annual Students of Color Leadership Institute, the Critical Moments Project, and professional development workshops for faculty and staff on diversity and multiculturalism as it relates to the institutional climate, student retention and success, and teaching diverse student populations.

Intake 2000 (Exhibit 3.13), an assessment undertaken by Student Services, provided for the design and implementation of a student centered process that would provide multiple access points to services and support student persistence and success. As a result of this initiative, the unit implemented new student orientations and automated testing, and installed stand-alone kiosks that provide access to student records on different floors of the Broadway-Edison Building.

In 2002, the college’s Student Satisfaction Inventory (SSI) (Exhibit 3.14) identified two areas in which the Financial Aid Office least met student expectations: helpfulness of Financial Aid counselors and timeliness of financial aid.
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award notification. The office has responded by developing strategies to systematically address and monitor each issue, using methods of assessment that include comment cards, feedback from the frontline staff, and review of federal application data. These measures produced a decrease in the number of deadline petitions, from 740 in 2000-2001, to 470 in 2003-2004.

Departments track student and public use of their services and provide users opportunities to give feedback on services received via comment cards. Departments also use focus groups and surveys to gather feedback. They compile and analyze comments and use them to guide change and better meet student needs. Examples of such changes include: Women’s Programs added agencies, such as the King County Public Health and Seattle Housing Authority, that operate within the Women’s Programs Office to connect students with services and resources; the Career Information Center increased availability of information about scholarships in response to growing demand, a change that has resulted in more scholarships awards for students; the College Transfer Center moved college representatives from the main floor to the fourth floor of the main building during the evenings and greatly increased student participation; and the Advising Center upgraded computers and obtained additional staffing and training resources to improve services to students.

SERVICES FOR ACCESS AND ACADEMIC SUCCESS

Consistent with its mission to “create a learning environment which is accessible, diverse and responsive,” Seattle Central is systematic in its outreach and recruitment efforts as well as in supporting identified needs in its highly diverse community. At the same time, the college is consistent in uniformly applying standards for student conduct, academic progress, and program completion. Each Student Services department has adopted strategies that support the college mission and promote student success. In addition, the institution provides services through the Office of Multicultural Initiatives, Disability Support Services, Women’s Programs, and Student Support Services to address the impact of socioeconomic status, ethnicity, gender, and disability on student access and success. All Student Services departments have participated in customer service training aimed at addressing the diverse needs of students and community members. Most departments provide evening or weekend hours to serve individuals with full-time work schedules.

ADMISSIONS (3.D.1, POLICY 3.1)

The Admissions Office implements the college’s open door policy with practices and procedures designed to facilitate the enrollment of a highly diverse student body. The Director of Outreach has primary responsibility for recruitment efforts to inform the community of the opportunities available at Seattle Central and to describe the steps necessary to gain admission. In addition, the Admissions Office provides college tours to acquaint prospective students with college services and resources. To ensure that the open door admission policy extends to low-income individuals, the application for admission is free for all students (Exhibit 3.1, Section 300).

To enroll in college-level courses and matriculate in the college transfer associate of arts and associate of science degree programs, individuals must demonstrate the ability to succeed in college level English and mathematics courses through transcripts or placement testing.

Criteria for admission to workforce education degree and certificate programs are developed according to the knowledge and skills identified as requisite for success in each program (See Standard Two). Program admission requirements are specified in “program profile” brochures (Exhibit 3.15) and on departmental Web sites. The Assistant Director for Advising for Workforce Education reviews student applications to ensure that program prerequisites have been satisfied.

APPROPRIATE ACADEMIC PLACEMENT (3.B.1, 3.D.3)

Students who have not completed a college-level English or mathematics course in the last three years are required to take the COMPASS test to determine placement in those disciplines and
eligibility for other college-level courses. The COMPASS placement test is approved by the federal Department of Education as an assessment tool to establish “ability to benefit” for purposes of financial aid eligibility.

The Testing Office administers the COMPASS placement test for prospective students who have a facility with English, as well as the Secondary Language English Proficiency (SLEP) test for non-native English speakers. Based on test results, students who need preparation at the eighth grade level or below are directed to the Basic Studies Division for placement in Adult Basic Education (ABE) or English as a Second Language (ESL) classes. The college offers developmental classes in English and math for students who test above ABE but below college level. Students whose assessment scores indicate that they are ready for developmental, transfer, or workforce education courses are referred to the Admissions Office.

The $12 fee for placement testing is waived for low-income individuals. Students who test and are referred to the Basic Studies Division are permitted to re-test free of charge after they complete ABE or ESL courses.

Tables 3.3 and 3.4 indicate placement levels respectively for math and English during the period from 2000-2001 to 2002-2003. The English and Math Departments determine the appropriate testing levels for placement into their respective courses. Periodically, these departments analyze cut-off scores and student achievement to assess the reliability and validity of the cut-off scores in predicting student success at each course level. In 2002, after a full year of using the COMPASS test as the primary placement instrument, English faculty reviewed and adjusted placement cut-off scores. These adjustments are reflected in Table 3.4, which shows an increase in the percent of students placed in basic skills reading and writing courses.

Each workforce education program has specific prerequisite levels of math and English proficiency. Some programs also require successful completion of related coursework in other disciplines before acceptance into those programs.

**Financial Aid (3.D.6)**

Seattle Central provides financial assistance to students through the Student Financial Services and Veterans Affairs Office within the Financial Aid Office. The Financial Aid Office is organizationally located within Enrollment Services and works closely with all Student Services offices and personnel.

The guiding philosophy of the Financial Aid Office is that every individual should have the opportunity to achieve educational goals regardless of financial circumstances. The college demonstrates this philosophy by administering all aid programs according to state, federal, and other regulations, and by delivering student aid to eligible students. To support the college mission, the Financial Aid Office acknowledges and respects individual differences in determining the needs of the diverse student population served and uses innovations in

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**Figure 3.1—Financial Assistance Programs**

<table>
<thead>
<tr>
<th>FEDERAL AID PROGRAMS</th>
<th>Supplements Educational Opportunity Grants (SEOG)</th>
<th>Federal Work-Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE AID PROGRAMS</td>
<td>State Need Grant</td>
<td>State Work-Study</td>
</tr>
<tr>
<td></td>
<td>Promise Scholarship</td>
<td>Washington Scholars</td>
</tr>
<tr>
<td></td>
<td>GEAR UP Scholarship</td>
<td>Washington Award for Vocational Excellence</td>
</tr>
<tr>
<td></td>
<td>Achievers (WAVE)</td>
<td>Governor’s and Take Aim Scholarships</td>
</tr>
<tr>
<td></td>
<td>Worker Retraining, WorkFirst Scholarships</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>INSTITUTIONAL AID PROGRAMS</td>
<td>Seattle Central Grant</td>
<td>Tuition Waiver</td>
</tr>
<tr>
<td></td>
<td>Seattle Central Foundation Scholarships</td>
<td></td>
</tr>
<tr>
<td>OTHER AID PROGRAMS</td>
<td>Merit/need-based Scholarships</td>
<td>Special accounts</td>
</tr>
<tr>
<td></td>
<td>Alternative loans</td>
<td></td>
</tr>
</tbody>
</table>
technology to provide information and services for students.

Seattle Central provides a variety of federal, state, institutional, and other student financial assistance programs (Figure 3.1). The Financial Aid Office assigns coordinators to each source of financial aid. Coordinators provide program services and facilitate student access to the program. Additional financial aid programs are administered in partnership with other Student Services departments.

The Women’s Programs Office works with the Financial Aid Office to administer the WorkFirst Financial Aid and WorkFirst Work Study Programs. WorkFirst Financial Aid can cover tuition, fees, and books for eligible low-income parents taking courses that promote self-sufficiency, improve job skills, and support advancement in employment. The WorkFirst Work Study Program enables parents receiving public assistance to meet state mandated work requirements, allowing these students to stay in school, supplement welfare grants, and, ultimately, acquire work experience that will help them find unsubsidized employment.

The Worker Retraining Program works with the Financial Aid Office to award workforce education training funds. This funding is for people who are currently receiving unemployment benefits or who have exhausted their unemployment benefits. The funds may be used for books, tuition, fees, and transportation costs, such as a bus pass.

The Student Support Services Program, a federally funded TRIO program, works with the Financial Aid Office to provide available funds to program participants, using Pell Grant eligibility standards to identify the students with the greatest need.

### Availability of Adequate Financial Aid

Financial aid is limited by state and federal student aid allocations, maximum award limitations, and eligibility requirements; therefore, grant amounts may vary. Aid is normally awarded at a level significant enough to cover the basic costs of education. Table 3.5 describes the amounts of aid awarded and numbers of students served as compared to the cost of attendance during the last six years. Financial aid awards to individual students have steadily increased since Fall Quarter 1999,
consistent with the growth in headcounts and
FTEs for the corresponding years (Appendix
3.1). Increase in enrollment was a result of
marketing and outreach efforts, improvements in
the college climate, and a statewide economic
downturn during the corresponding period.
According to the Washington State Employment
Security Department, the unemployment rate
increased from 4.7 percent in 1999 to 7.5 percent
in 2003 (http://www.workforceexplorer.com/
admin/uploadedPublications/
1886_laus_historical.xls). Historically,
enrollments have risen during times of economic
downturn.

Seattle Central awards the federal Pell Grant
throughout the year, even when other aid
allocations have been exhausted. Although the
college does not participate in federal student
loan programs, the Financial Aid Office
experienced an increase in non-federal alternative
student loan participation from 2001-2002 to
2002-2003. As a response to this need, the
Financial Aid Office publishes a list of alternative
lenders as a handout and on the office’s Web
page.

The Washington State Auditor's Office regularly
audits the administration of financial assistance
in the community and technical college system.
These audits review financial aid procedures and
student files for compliance with state and
federal regulations. (Exhibits 3.16 and 3.17).

Dissemination of Financial Aid
Information (3.D.7, Policy 3.1)
The Financial Aid Office conducts financial aid
workshops for students at least three times per
quarter and provides information and links on its
Web page (http://seattlecentral.edu/finaid/).
Information about all types of aid, including
scholarships and grants, is also provided in print
in the Financial Aid Office and distributed widely
through other student services offices. All
financial aid brochures and publications focus on
the available aid and services.

The Career Information Center teaches students
and community members how to conduct online
scholarship searches and complete and submit
scholarship applications. Staff conduct
classroom presentations, e-mail information to
potential and current students on a bi-monthly
basis, and post information on new scholarships
on the center’s Web page each month. The
Office for Multicultural Initiatives disseminates
information on scholarships, internships, and
grants that focus on students of color and other
underrepresented students by posting flyers on
campus and sending e-mail to students, faculty,
and student services staff. The Women’s
Programs Office provides information on
scholarship programs that focus on women, and
it refers students to the Seattle Milk Fund for
educational and childcare grants.

Management of Student Loans
(3.D.8)
Seattle Central does not participate in federal
student loan programs, such as the Stafford and
Perkins Loans. The college terminated its
participation in the mid-1990s because the loan
default rate was approaching a level that put the
college at risk for sanctions.

Although the college no longer awards Perkins
Loans, the loan portfolio is still active. In June
2001, the Department of Education completed a

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>NUMBER OF STUDENTS AWARDED</th>
<th>GROSS AMOUNT AWARDED</th>
<th>TUITION AND FEES FOR 3 QUARTERS</th>
<th>AVERAGE AWARD PER STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>3,214</td>
<td>$8,396,000</td>
<td>$2,245</td>
<td>$2,612</td>
</tr>
<tr>
<td>2002-2003</td>
<td>3,329</td>
<td>$8,466,000</td>
<td>$2,025</td>
<td>$2,543</td>
</tr>
<tr>
<td>2001-2002</td>
<td>3,015</td>
<td>$7,003,000</td>
<td>$1,929</td>
<td>$2,323</td>
</tr>
<tr>
<td>2000-2001</td>
<td>2,754</td>
<td>$6,109,000</td>
<td>$1,815</td>
<td>$2,218</td>
</tr>
<tr>
<td>1999-2000</td>
<td>2,408</td>
<td>$5,330,000</td>
<td>$1,584</td>
<td>$2,213</td>
</tr>
<tr>
<td>1998-1999</td>
<td>2,450</td>
<td>$5,582,000</td>
<td>$1,452</td>
<td>$2,278</td>
</tr>
</tbody>
</table>
limited program review of Seattle Central’s Federal Perkins Loan accounts. That review identified approximately 250 loans that required further action. In response to that program review, Seattle Central has been working to resolve the accounts. As of August 2004, fewer than five of those loans required further action. The college plans to assign the entire portfolio to the Department of Education.

**Orientation (3.D.9)**

Seattle Central’s orientation services help new students to enroll, persist, and succeed. STAR (Success, Training, Advising, and Registration), a mandatory orientation for new students, was established for Fall Quarter 2000. The orientation provides information about available support services, hands-on registration training, an advising session to plan the student’s first quarter schedule, and enrollment into the first quarter.

In addition to the STAR orientation, Student Services departments have developed orientation services for special populations:

- The annual Students of Color Leadership Institute includes an orientation to college support services for new students of color and offers an introduction to college success skills workshop and multicultural leadership sessions.
- Counselors in the Center for Deaf Students and Disability Support provide individual orientations.
- The Perkins Special Populations coordinator in Women’s Programs provides one-on-one orientation and planning sessions for single parents, displaced homemakers, and economically disadvantaged students enrolling in workforce development programs.
- The WorkFirst and Worker Retraining Program coordinators provide individual and group orientations tailored to the special needs of these students and to the unique program requirements.
- The Running Start counselor and the program advisor offer quarterly orientation sessions for new Running Start students. The information presented by faculty and staff includes classroom expectations, differences between high school and college cultures, explanation of a syllabus, faculty office hours, grades, the registration process, and a tour of the college.
- Faculty and staff in the International Education Program offer orientations each quarter for new international students. Topics include Department of Homeland Security rules and regulations, characteristics of the American educational system, culture shock and cultural adjustment, and information about programs and services at Seattle Central. Other pertinent information is included in a handbook provided to new international students (Exhibit 3.1).

**Advising (3.B.1, 3.D.10)**

Comprehensive advising services are available for all Seattle Central students. Students planning to transfer to four-year institutions make up the college’s largest “intent” category, and their primary source for advising services is the Advising Center. Advisors help students select classes appropriate to their educational goals by reviewing each student’s academic background, test scores, and previous coursework. Advisors help students develop a long-range plan that meets the associate of arts or the associate of science degree requirements. Advisors also provide up-to-date information about majors, prerequisites, and college and university transfer requirements.

The Advising Center has identified specific advisors who are responsible for guiding workforce education students through the process of qualifying for selected workforce education programs. Once students are admitted to these programs, they receive support from a counselor. Advisors work closely with the Seattle Central counseling faculty, referring students with special needs as well as those experiencing academic difficulties to counselors as necessary. In addition, students often turn to their instructors for informal advising during office hours.

In addition, other programs and departments on campus offer advising services to meet students’ special needs. The Disability Support Services counselor assists individual students with disabilities in academic and career path choices. Similarly, the counselor assigned to the Center
for Deaf Students provides appropriate advising services for deaf students. Students enrolled in the federally funded Student Support Services Program receive advising from counselors who work with them to develop a Comprehensive Individualized Plan (CIP). The CIP documents educational plans and includes recommended courses and a list of support services that the student needs to complete coursework successfully. Counselors and students collaboratively identify academic strengths and weaknesses. Students may be assigned supplemental instruction, tutoring, and study skills workshops. The plan is periodically reviewed and modified according to each student’s progress, quarterly grades, and tutoring and workshop contacts and staff comments.

Running Start students and International Education Program students at Seattle Central receive support from their respective counselors and advisors. Counselors and advisors meet with students to develop long-range educational plans that take into account the policies and regulations of external agencies as well as the unique factors that impact students in these programs.

Counseling (3.B.1, 3.D.10)
Counselors play a strategic role in meeting students’ diverse learning needs and educational goals. The admissions counselor provides guidance on career and education planning for potential students who need help choosing a career path. Nine counselors are assigned to specific instructional divisions, an arrangement that allows counselors to understand the programmatic needs and challenges of students and develop supportive relationships with the students. Counselors use student assessment results and interviews to help individual students identify learning objectives, develop long-range educational plans, and overcome obstacles to academic progress.

Tutoring Services (3.B.1)
The college has an extensive tutoring program which consists of both centralized tutoring in the Tutoring Center and decentralized tutoring in workforce education program areas. In addition, the Basic Studies Division, the Science and Math Division, and the federally funded Student Academic Assistance Center offer tutoring that meets the needs of their respective student populations. Communication, collaboration, and coordination between collegewide tutoring and these programs prevent duplication of efforts.

Tutors must meet the subject qualifications for the areas in which they tutor. Because technology is integral to instruction for programs like music, apparel design, American Sign Language, drama, and anatomy and physiology, tutors in these instructional areas possess expertise both in subject matter and technology. The cadre of tutors consists of individuals who are paid and others who volunteer for course credit or as a service to the community. Tutors are recruited from the ranks of students (Seattle Central and the University of Washington), faculty, and the general public. The collegewide tutoring program supports the general student population with tutors in 30 different subject areas. Faculty and counselors identify students who might benefit from tutoring and assist in identifying potential tutors.

College Transfer Center (3.D.2)
The College Transfer Center supports students who intend to transfer to a baccalaureate institution. The center coordinates and publicizes visits from admissions representatives from four-year institutions, organizes quarterly college fairs on campus, publishes and disseminates a quarterly newsletter, and conducts workshops on transfer issues. In addition, the center maintains the College Transfer Center Resource Library, which provides information on traditional colleges and universities, historically black colleges and universities, and tribal colleges. Some library materials have been translated into Spanish.

The center also hosts planning workshops for underrepresented minorities whose goals are medical or business school. The center’s services are available to all registered students. However, these services particularly emphasize the needs of students of color.
**Career Counseling and Placement Services (3.D.11)**

To help students realize their professional goals and personal success, the college provides career information, career counseling, and career placement services. These services are distributed throughout the institution.

Counselors conduct individual career counseling sessions and offer several other career planning opportunities. Counselors offer a three-credit course entitled “Career and Life Planning” (HDC 100) and Dependable Strengths workshops. Counselors also administer and interpret the Strong Interest Inventory, Myers-Briggs, and Self-Directed Search assessment.

The Career Information Center provides career exploration and planning services to students and community members. These services include individual inventories and assessments on skills, interests, and values as they relate to career choices; guidance on relating college majors to career pathways; and the opportunity to explore educational options at Seattle Central and other institutions of higher learning throughout the world. The supervisor of the center coordinates the Career Services Task Force, which provides a forum for all programs involved in career development to share information, coordinate resources, and collaborate on program planning. The center also collaborates with the Seattle Central WorkFirst and Worker Retraining Programs, as well as the Washington State Department of Vocational Rehabilitation and Department of Corrections, in assisting program participants with career information and planning services.

The Cooperative Education and Career Placement Office (Co-Op Ed) provides career and placement information and support services that facilitate a student’s entry into the workforce. Employers are invited to recruit on campus, participate in an annual career fair, and post jobs to a student accessible online database. The Career Placement Office gives students opportunities to view job announcements and hone interview and résumé writing skills. Students can also participate in career fairs and employer events sponsored by Co-Op Ed. Faculty can request printed job search resources or classroom presentations on career-related topics for their students.

**Support for Special Populations (3.D.2)**

Seattle Central’s student body reflects the community at large in its ethnic, intellectual, socio-economic, gender, and religious diversity. A commitment to address the needs and characteristics of this diverse population informs and guides the work throughout Student Services.

**Center for Deaf Students and Disability Support Services**

The Center for Deaf Students and Disability Support Services provides eligible students with accommodations that include interpreting, assistive technology, exam modifications, and academic assistance. Students who need accommodation for a disability can self-identify during the application and admission process or at any time during their educational tenure. Faculty also refer students, and counselors identify them in one-on-one sessions. Students who seek support from this office meet with the disability support counselor for an intake interview during which they provide documentation of their disability, and the counselor determines appropriate services.

**Childcare**

The Childcare Center provides quality care with developmentally appropriate and culturally relevant activities for children of Seattle Central students and faculty and, if space allows, for the general public. Student parents are given first priority; non-student parents are eligible for childcare services on a first-come, first-served basis. The center strives to keep childcare fees affordable and provide a quality program. The Seattle Central Foundation provides funds for childcare scholarships to subsidize needy students.

**International Education**

The International Education Office supports international students. The office publishes an *International Student Handbook* (Exhibit 3.18). A
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A student advisor with knowledge about U.S. Citizenship and Immigration Services and a counselor who provides personal and academic support help students plan their educational pursuits in the United States. Students enter with varying degrees of English proficiency; those who need to acquire English competencies can attend summer institute courses. A bridge program enables students to transition into regular college-level courses. The advisor, in concert with the counselor and the college’s transfer office, helps students identify baccalaureate institutions in the United States to which they can transfer to complete their education.

MULTICULTURAL EVENTS AND ACTIVITIES

The Student Leadership Multicultural Events and Activities Office provides opportunities for students to gather and share common interests and concerns. Student clubs and multicultural programming (speakers, films, art, drama, and cultural activities) celebrate the diverse population of Seattle Central.

OFFICE FOR MULTICULTURAL INITIATIVES

The Office for Multicultural Initiatives promotes institutional responsiveness to the needs of students of color and students of diverse cultural backgrounds. The office develops innovative projects, collaborates with other college departments and divisions on multicultural programs and activities, presents professional development activities on multiculturalism and diversity, and disseminates information on diversity resources for students, faculty, and staff. The office also collaborates across the district on an annual Students of Color Leadership Institute that orients new students to college support services and introduces them to “college success skills” that include math, study skills, writing skills, career development, and multicultural leadership skills.

RUNNING START

Running Start, a statewide program, allows high school students to earn dual credit while attending classes at a community college. The Running Start Office provides a cadre of support staff to ensure the success of Running Start students. Close communication with the high schools ensures that students earn credits toward both high school graduation and approved Seattle Central degrees or certificates. Registration is limited to pre-approved courses that meet both high school graduation requirements and degree or certificate requirements.

Running Start students must take the COMPASS placement test to assess eligibility and placement in college level English and math. Students and parents attend a mandatory student orientation about the college’s policies and procedures, college student responsibilities, and available resources. Running Start students meet with an advisor each quarter for assistance with courses, registration, degree audits, and high school and college graduation requirements. Running Start student progress is reviewed each quarter; students having difficulty meet with the Running Start counselor to set up a plan for intensive monitoring and support.

STUDENT SUPPORT SERVICES

The federally funded TRIO program known as Student Support Services (SSS), promotes student success for first generation, low-income, and disabled students. The federal guidelines for this grant prohibit the SSS program from recruiting. Eligible students are identified through interaction with the Financial Aid, Testing, and Admissions Offices, which refer students to SSS. Students may also self-identify. Students enrolled in SSS receive academic and financial aid assistance, supplemental instruction in English and math, tutoring, career counseling, instruction for study and personal growth skills, mentoring, transfer assistance, and follow-up counseling. The departmental data indicates that this assistance increases the retention, graduation, and transfer rates among participants (Exhibit 3.19).

WOMEN’S PROGRAMS

Women’s Programs is organized as a resource center that provides outreach and support services to address barriers such as poverty, parental responsibilities, domestic violence, and
sex-role stereotypes that can prevent women from reaching economic self-sufficiency in desired vocational fields. These resources are open to both male and female members of the college community.

The center helps students identify and access the college and community resources they need to stay in school. Students can receive onsite services from representatives from community agencies such as King County Public Health, King County Sexual Assault Resource Center, Columbia Legal Services, and the Seattle Housing Authority. The center also includes a library of books on women’s issues and a collection of videos that students can view at the center and faculty can check out for use in classes.

Through the Special Populations Outreach project, Women’s Programs has established outreach relationships with agencies that serve low-income women and families. These agencies include the Washington State Department of Social and Human Services, YWCA, Head Start, corrections agencies, and post-natal support services. Women’s Programs also provides a half-time outreach worker at the Rainier WorkSource Center to assist unemployed individuals with exploring career and training options.

Each quarter, Women’s Programs sponsors a weekly Wednesday Noon Lecture Series. The office also sponsors student clubs and activities including WISE (Women in Science and Engineering), EMPOWR (Empowerment Means Political Organizing for Women’s Rights), and the Women’s Forum, a student publication featuring essays, poems, and art relating to the lives of women at Seattle Central.

**ACADEMIC AND STUDENT POLICIES**

**Evaluation of Student Learning and the Award of Credit (3.C.1, 3.C.2)**

The college uses multiple vehicles to inform students of the criteria used to evaluate student performance and achievement and to ensure that these criteria are appropriate to degree and certificate levels. The college’s grading policy is published in the general catalog. Individual syllabi and course outlines, which are maintained by division offices, include learning outcomes, evaluation criteria, and criteria for awarding credit. Students can appeal a final grade through the formal complaint process with assistance from the complaints officer. Procedures for this process are described in section 300 of the district policies and procedures (Exhibit 3.1). The general catalog also describes completion requirements for degree and certificate programs. The criteria used for evaluating student portfolios is clearly identified and delineated for students at information sessions, counseling and advising sessions, and during the program of study.

Workforce education programs work closely with Technical Advisory Committees (TACs), which are comprised of local industry leaders and labor representatives, and also with accreditation bodies that provide guidance and direction to workforce education program administrators and faculty. These groups regularly participate in program assessment, curriculum development, and program revision or redesign. This input strengthens program viability and currency, enabling workforce education programs to better prepare students for the demands of business and industry.

Students may earn credit for non-traditional learning, which includes prior learning experience, service-learning, and “tech prep” (high school vocational courses that meet college level standards). The minimum grade standards for the granting of credit and the criteria used for evaluating student performance are clearly defined. Such learning is evaluated through course equivalency exams, oral presentations, performance evaluations, written documentation of previous training, and other assessment methods.

**Distinction between Degree and Non-Degree Credit (3.C.3, Policy 3.1)**

The college provides comprehensive information about degree requirements in print and electronic
format. Program profile brochures (Exhibit 3.15), produced in a collaborative effort by the instructional divisions and the Public Information Office (PIO), further distinguish between the credit courses that satisfy prerequisites to the program and the credit courses that fulfill degrees. Program profile brochures are available to students in Admissions, the Advising Center, and the instructional divisions. Program information is also disseminated as part of the institution’s marketing and community outreach efforts.

The Office of Continuing and Professional Education offers non-credit and non-degree courses described in the quarterly class schedule. Publications clearly label and describe the courses as non-credit courses offered to the community for personal enrichment and development. Students who enroll in non-degree courses only are not required to matriculate into the college.

**STUDENT PROGRESS (3.D.4)**

General information on academic standards is available in the general catalog, which also includes program specific requirements. Such information is also available on program Web pages and in program brochures. Each workforce education program has its own method of informing students of requirements to remain in good standing. For example, each of the Allied Health programs distributes a program handbook that delineates standards for continuing in the program, and the Commercial Photography Program requires each student to sign a letter of understanding that outlines its requirements.

The college has developed a proactive process to alert students who are at risk of academic failure or who are making unsatisfactory progress. Students who earn less than a 2.0 GPA in a given quarter and those who attempt 30 credits and fail to complete 75 percent of those credits successfully receive a personal letter that addresses the student’s academic status from the Vice President for Student Development.

The process for academic suspension is clearly defined. Suspended students are entitled to appeal by submitting an Application for Reinstatement. The appeal is reviewed by an Academic Review Committee comprised of instructional faculty and a counselor. Academic suspension lasts for one academic year. Students who wish to re-enroll must meet with the Vice President for Student Development, who stipulates the conditions under which re-enrollment may occur.

**ELIGIBILITY FOR GRADUATION (3.D.5)**

The requirements to earn college transfer degrees and workforce education degrees and certificates are described in the Seattle Community Colleges Catalog (Exhibit 3.2), on the college Web site, and in program profile brochures (Exhibit 3.15) published for each program of study. In addition, the Advising and Registration Departments provide detailed worksheets that list the courses that can be used to fulfill requirements for degrees and certificates.

The graduation evaluator in the Office of the Registrar reviews each application for a degree, certificate, or diploma. Tentative approval for graduation is granted to students who have met all published program requirements and to those who will have met requirements upon successful completion of the proposed final quarter of study. Final approval is given after the graduation evaluator checks grades for the final quarter and verifies completion of all requirements.

The Student Right-to-Know Act (P.L. 101-542) requires institutions eligible for Title IV funding to disclose graduation rates of certificate or degree seeking students entering an institution to all students and prospective students. Seattle Central’s Web site features a Planning and Research page that includes an analysis of student completion by program, race and ethnicity, and gender. The Planning and Research Office is preparing to provide access to required data through its Web page (http://seattlecentral.edu/planning/) by spring 2005.
Transfer Credit (3.C.2, 3.C.4)

Seattle Central fully participates in and complies with the standards set by the Intercollege Relations Commission (ICRC). The commission, which includes collegiate institutions, high schools, professional associations, educational organizations, and honorary members throughout Washington state, ensures that community college credits articulate with baccalaureate institutions and that associate degrees transfer.

Transfer credit is accepted from regionally accredited institutions identified in the Accredited Institutions of Post Secondary Education directory published by the American Council on Education. The college subscribes to the statewide Policy on Intercollege Transfer and Articulation among Washington Public Colleges and Universities (Exhibit 3.20, pages 13-19), a policy developed by representatives of Washington’s public and private baccalaureate institutions, the State Board for Community and Technical Colleges (SBCTC), and the Council for Postsecondary Education (CPE). The policy recognizes credits earned for courses at other accredited institutions that are essentially equivalent to courses offered at Seattle Central.

Students may submit an Incoming Academic Transcript Evaluation Request as soon as they apply to the college in a specific program. Three credential evaluators each specialize in one major instructional area for the purpose of evaluating transcripts: academic (college transfer), workforce education, and international education. These evaluators assess official transcripts for applicability to Seattle Central programs with the aid of college catalogs, transfer agreements, and other appropriate publications. When an evaluation is complete, students receive a letter explaining all coursework evaluated. Because evaluations are official, credits are awarded based on official transcripts.

The international credentials evaluator requires official transcripts or copies notarized by the home institution. Transcripts must be in the native language and in English. Students whose coursework cannot be verified are referred to an outside agency specializing in foreign transcript evaluation.

Security of Student Records (3.C.5)

Admissions, Registration and Records, and Testing are the primary custodial departments for housing and securing student records of admission and progress. These departments secure printed student records of admission and progress in fireproof, lockable storage accessible only to authorized personnel. The state policy for records and retention governs file maintenance; however, because a variety of personnel throughout the college generate student records, the registrar offers collegewide training sessions on the Family Educational Rights and Privacy Act of 1974 (FERPA) to ensure that confidentiality is protected.

Electronic systems used to manage and store student records enhance efficiency, security, and confidentiality. Faculty submit student grades online through the grades and records module of the Student Management System (SMS). The SMS is an online, integrated system of databases, modules, and functions that are provided, maintained, and secured by the Center for Information Services. This mode of entry eliminates the handling of grade sheets by third parties. Incoming student transcripts, residency petitions, and other documents are now locally scanned and stored electronically. The scanned documents are backed up on a WORM (write once, read many) drive. This process complies with the Washington State Auditors Office's optical document storage standards.

The Seattle Community College District policies and procedures comply with FERPA, assuring confidentiality and students’ rights to view their educational records upon request. The quarterly class schedule, the general catalog, and the Student Handbook (Exhibit 3.4) advise students of their rights and responsibilities and inform them of information that is considered public.

Students may request that the college withhold this information. The college does not publish a student directory, but the public may inquire and obtain any information on a student that the institution has designated as public information.
**Students’ Rights, Freedoms, and Responsibilities (3.B.3)**

The institution’s policies on students’ rights, freedoms, and responsibilities are specified in section 300 of the Seattle Community College District policies and procedures (Exhibit 3.1). This information is accessible on the Seattle Community Colleges Web site and in the Student Handbook.

The Student Leadership division plays a critical role in educating students about their rights and responsibilities and in enforcing these rights. The Associate Dean for Student Leadership, who serves as the college complaints officer, investigates student complaints and guides students in resolving complaints. The Vice President for Student Development responds to complaints related to student rights, freedoms, and responsibilities. Students may appeal any sanction imposed by the vice president. A Student Conduct Hearing Committee, chaired by an administrator independent of the Vice President for Student Development, hears appeals.

Academic honesty is discussed in section 300 of the district policies and procedures. The district procedures regarding student conduct and student discipline are set forth in Title 132F of the Washington Administrative Code (WAC), chapter 132F-121. Within WAC 132F-121-100 Student Conduct Generally, (4) (a) stipulates that students have an obligation to maintain high standards of academic and personal honesty and integrity. In WAC 132F-121-110 Student Misconduct, identifies and defines course related dishonesty as one aspect of misconduct. WAC 132F-121-120 describes Instructor Sanctions for course work dishonesty or classroom misconduct. The Student Handbook includes the Student Code of Conduct, a detailed description of the appeals process for students disciplined under the code, and a guide to the complaints process for students who feel they have been treated unfairly by the institution.

**Publications (3.B.5, Policy 3.1)**

The Seattle Community Colleges Catalog (Exhibit 3.2), the Student Handbook (Exhibit 3.4), and the quarterly class schedules all describe policies, procedures, regulations, and requirements that govern student enrollment and activity.

The college catalog, which is published bi-annually, contains the college mission, the admissions and registration process, academic standards, program descriptions and completion requirements, course descriptions, policy information, and student rights, freedoms, and responsibilities. Students who matriculate into the college and attend an orientation receive a free copy of the catalog upon payment of tuition; the catalog is also available for purchase from the bookstore, and two reserve copies are available in the library.

The Student Leadership division publishes the Student Handbook, which is updated annually and distributed to students. The handbook provides information about services, resources, and policies at Seattle Central.

The quarterly class schedule includes tuition information, class times and locations, and registration information. This publication is available at multiple service points. The college also sends the class schedule to residences in the college’s service areas to inform the community of classes and programs offered by the college.

The college publishes information as required by the Campus Security Act, Drug Free Schools and Colleges Act, the Drug Free Workplace Act, and the Student Right-to-Know Act (Exhibit 3.21). Some required information is available only through college Web sites (http://seattlecentral.edu/security/statistics.php and http://seattlecentral.edu/planning/).

**Student Affairs**

**Student Involvement in Governance and Faculty Involvement in Student Policy Development (3.B.2, 3.D.16)**

The Student Leadership Division recruits and trains students to prepare them to participate in ongoing institutional governance activities.

Students serve as representatives on committees and at institutional planning, and the President’s
Students planning retreats. Students also participate in temporary committees, ad-hoc groups, one-time events such as forums and colloquia, student clubs that serve a wide variety of social, political, intellectual, spiritual and cultural needs and interests (Exhibit 3.22). Appendix 3.4 describes procedures for policy development in general and specifies how students are involved in the process.

Associated Student Council officers represent students on the Board of Trustees in an advisory capacity, the President’s Council, the Appeals Committee, the District Conduct Appeals Board, the Foundation Board, the College Planning Council (formerly the Planning Advisory Committee), faculty tenure committees, and the Publications Board. Members of the student body at large serve on committees that promote diversity including the Cultural Exchange Committee, Martin Luther King, Jr. Celebration Committee, and the Asian Pacific Islander Month Committee.

The Student Leadership Division also encourages students to be involved in every level of planning, design, and delivery of co-curricular programs. Student-run boards and committees involved in co-curricular programming include:

- Associated Student Council (ASC) with 12 members who represent student perspectives to college administration
- Student Organization Resource Council (SORC) with six members who provide orientation and guidance to clubs
- College Activities Board (CAB) with eight members who assist with planning and implementing events and activities
- Student Ambassador Corps with six members who assist with new student orientation and staff the Student Involvement Outreach Center, known as “the SPOT”
- The Issues and Concerns Board with 10 members who advise and advocate for students on emerging issues
- The Universal Technology Fee Committee with five students and four staff and faculty members who allocate universal technology fee funds

### Figure 3.2—Student Organization Advisors

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>ADVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associated Student Council</td>
<td>Associate Dean for Student Development</td>
</tr>
<tr>
<td>Student Ambassador Corps</td>
<td>Academic Advisor</td>
</tr>
<tr>
<td>College Activities Board</td>
<td>Multicultural Events and Activities Coordinator</td>
</tr>
<tr>
<td>Student Organization Resource Council</td>
<td>Student Involvement Coordinator</td>
</tr>
<tr>
<td>Phi Theta Kappa</td>
<td>Instructor</td>
</tr>
<tr>
<td>City Collegian</td>
<td>Instructor</td>
</tr>
<tr>
<td>40-50 Student Clubs</td>
<td>Each club has a faculty or staff advisor</td>
</tr>
</tbody>
</table>

- The Services and Activities Budget Subcommittee with seven student members who review funding requests and recommend an annual budget to the ASC.

The students who serve on the various governing and event planning boards are involved in all decisions concerning missions, bylaws, and standards of conduct and work closely with their advisors to carry out the mission of their group. All student organizations have staff advisors (Figure 3.2).

Faculty participate in developing policies for student programs and services. Faculty serve as advisors to the Associated Student Council and as representatives on the Universal Technology Fee Committee. Serving as advisors, faculty also provide guidance to approved student clubs and organizations to ensure the clubs follow institutional guidelines. Faculty are consulted during revisions of policies and procedures that govern student conduct, rights, and responsibilities. Other faculty involvement includes work on policies related to the COMPASS placement test as well as input regarding student exhibitions in the Art Gallery.
STUDENT LIFE

ART GALLERY (3.D.15)
The M. Rosetta Hunter Art Gallery provides vital and vibrant access to the visual arts for Seattle Central students, faculty, and staff as well as the community at large. The gallery’s programming reflects the diversity of the student population and Seattle Central’s commitment to multiculturalism. Gallery exhibits are often used by academic programs to illustrate concepts and give praxis to theories covered in the classroom, as starting points for creative writing assignments, and as a means to nurture an appreciation for the arts in the educational process. The gallery offers students a vehicle for exhibiting their work, often providing students with first-time access to Seattle’s formal arts community.

THE MONTLAKE BRIDGE PROJECT (3.D.15)
The Montlake Bridge Project provides peer guidance for Seattle Central students who plan to transfer to the University of Washington (UW). Seattle Central alumni who have successfully transitioned to the University of Washington share advice with current Seattle Central students.

The project, named for a bridge over a Seattle waterway between the two institutions, began as a one-time Student Leadership Institute and has developed into a long-term leadership project with goals on both sides of the bridge. The goals at Seattle Central are to build community among students planning to transfer, to demystify the transfer process, and to give Seattle Central alumni, usually former student leaders, opportunities to act as guides and role models.

At the UW, the project provides ways for Seattle Central graduates to connect with each other for advice, encouragement, and comradeship on the UW campus.

The Seattle Central Office of Student Leadership works with a UW advisor to host a session for new transfer students on the UW campus during fall quarter. Students reconnect, share strategies, and learn about UW resources. Participants are encouraged to serve as contacts for future transfer students.

COLLEGE BOOKSTORE (3.D.18)
The Seattle Central Bookstore supports the college by ordering and selling textbooks requested by faculty each quarter. In 2001, with the help of the Bookstore Advisory Committee, the district selected Barnes & Noble to manage a bookstore at each college in the district. The college is responsible for hiring the managerial and classified staff who oversee the daily operations of the bookstore. Barnes & Noble provides management direction, logistical support, and hires hourly employees. The Bookstore Advisory Committee composed of student, faculty, and staff representatives monitors how well the bookstore meets student and institutional needs and recommends ways to improve the bookstore’s services. This committee is an effective means of disseminating information about the importance of timely book adoptions and book buy backs, practices that support the goal of providing used books as a less expensive alternative to new texts for students.

CO-CURRICULAR ACTIVITIES AND PROGRAMS (3.D.15)
The college promotes student development through co-curricular activities and programs that reflect and serve the college mission and respond to student interests and needs. These activities include student clubs and programs and athletic and recreational activities offered through the Student Activities Center. Co-curricular offerings are administered primarily through the Student Leadership Division, which includes the Student Activities Center, Women’s Programs, and the Wellness Center. The Office for Multicultural Initiatives, the Global Education Design Team, the Art Gallery and others frequently collaborate with these offices on activities and programs.

The college presents a variety of lectures, films, forums, displays, and cultural events and activities for students. Examples include films shown each Wednesday morning at student “Java Wednesday” gatherings, weekly Wednesday Noon Lecture brown bag presentations, and
frequent evening events. Annually, college departments and divisions collaborate to develop co-curricular programming for celebrations such as Dr. Martin Luther King, Jr. Week, Asian Pacific American Month, and Black History Month. Annual events also include the Students of Color Leadership Conference and the Seattle Women’s Summit.

Each year, 40 to 50 student-defined clubs are organized, allowing students to develop friendships and leadership skills as they pursue common interests based on culture, career goals, political beliefs, and recreational interests. Each quarter, opportunities are presented for clubs, councils, and boards to come together and share ideas, insights, and activities, encouraging a climate in which diversity can strengthen and enrich the leadership experience.

Information about co-curricular programs and student clubs is displayed across campus on designated Student Leadership bulletin boards, at the Student Leadership Office, at the Women’s Programs Office, and at the SPOT (Student Involvement Outreach Center). The Student Leadership Web site also promotes programs and clubs. All events are held in handicapped accessible areas. The Disability Support Services Office provides consultation on the accessibility needs of students with disabilities and coordinates the deaf interpreter services for co-curricular events.

A variety of policies and procedures guides co-curricular activities. The ASC constitution and bylaws (Exhibit 3.23) set out the areas responsibility and scope of authority of the student council. The Student Organization Handbook (Exhibit 3.24) outlines permissible activities and the process for obtaining funding. Job descriptions and mission statements for the College Activities Board, Student Organizations Resource Council, and the Student Ambassadors guide these groups. The Washington Administrative Code Chapter 132F-121 (Exhibit 3.25) serves as the basis for the Seattle Community College District policies that set the parameters for student activities.

**Student Development Transcript**

Students track and record their contributions and accomplishments in co-curricular activities and programs in a formal student development transcript. The Student Leadership Division created the transcript to document student involvement. The transcript features four levels of achievement: member, contributor, leader, and team, the last of which reflects the greatest level of accomplishment and contribution. The four levels of achievement provide a simple format for balanced involvement including valuable training and service components to help staff assess and track student activity and development. The student development transcript complements the academic transcript and can accompany college, scholarship, or job applications. Each student development transcript is signed by the Associate Dean for Student Leadership and stumped with a gold seal.

**Food Services (3.D.14)**

Although Seattle Central is a non-resident campus, and a wide variety of restaurants are located nearby, the college provides six food services to serve the Seattle Central community. Three food services are integral components of the instructional program and three are commercial. The Seattle Culinary Academy operates a fine dining restaurant, a family dining venue, and a daily buffet. The Culinary Arts instructional division manages these three programs.

The Auxiliary Services Department operates the Atrium Cafeteria, a convenience store, and an espresso cart. The Atrium cafeteria offers a full breakfast menu, soups, 160 different beverages, sandwiches made to order or pre-wrapped, a salad bar, grilled sandwiches, and rotating ethnic selections made to order. Vegetarian and vegan selections are also available. Atrium staff provide catering service for college sponsored events. Catering includes coffee service, buffet lunches, and other options. When classes are in session, the convenience store carries 800 unique inventory items including snacks and some school supplies.
The Washington State Health Department regularly inspects food service activities. A file of reports is available in the office of the Director of Auxiliary Services. Safety precautions are stressed during training and on an ongoing basis.

**HEALTH CARE (3.D.12)**

As a non-residential “commuter” college, Seattle Central does not provide a health clinic for students. However, the college provides limited mental health services, health care information resources, and referral services to students.

The Wellness Center provides health education, information, and referrals to community resources. The Wellness Center hosts weekly 12-Step recovery meetings including Nicotine Anonymous and Alcoholics Anonymous and monthly grief and loss support groups.

Counselors based in Admissions, the instructional divisions, and the Student Academic Assistance Center provide short-term mental health counseling. The counselors provide mental health information, crisis intervention, and short-term solution-focused psychological counseling to enrolled students. They refer students to community professionals and self-help services for long-term psychotherapy and support.

The Women’s Center hosts representatives from community organizations who provide information and facilitate access to health care services to Seattle Central students, including services related to sexual assault and domestic violence. An outreach worker from the King County Public Health Department helps low-income students apply for low-cost health insurance for themselves and their families.

**SAFETY AND SECURITY (3.B.4)**

Seattle Central employs non-commissioned law enforcement professionals who provide a presence that deters crime, ensures safety, and responds to emergencies. The security officers are authorized to enforce college policies and regulations. They work in cooperation with the Seattle Police Department to respond to campus crime and enforce local, state, and federal laws and ordinances.

College community members are notified of any violent incidents or crimes against property that may pose a threat to their personal safety and security. The crime alert bulletins are posted in prominent areas at the affected locations, and information is disseminated by e-mail to all college employees. The Seattle Central Safety and Security Web page (http://seattlecentral.edu/security/) provides preventative information about safety and security and about campus crime statistics. Security and safety information is also available in the *Student Handbook* (Exhibit 3.4) and in flyers produced by the Student Leadership division.

**STUDENT MEDIA (3.D.19)**

The Seattle Central student newspaper, *The City Collegian* (Exhibit 3.26) is produced by students under the joint sponsorship of the Humanities and Social Science Division and the Student Leadership Division. The primary purposes of the newspaper are to promote free and responsible discussion of college and community issues and to provide an educational experience for the newspaper staff.

A policy from the Washington Administrative Code (Exhibit 3.25) governs student publications. The policy directs the college President to establish a Publications Board to develop and oversee journalistic, editorial, and advertising guidelines for college publications. Student editors develop editorial policies within those guidelines, and censorship is not allowed. Students may be disciplined or dismissed for violating the board’s guidelines, and such action is subject to review under the student complaint procedure. The Publications Board meets quarterly to oversee compliance with the guidelines. The board is composed of the ASC Vice President for Communications, the Associate Dean for Student Leadership, the student Editor of the *Collegian*, the Seattle Central Public Information Office director, one student at large (not involved in either the ASC or the *Collegian*), and the faculty advisor.

**STUDENT RECREATIONAL AND ATHLETIC NEEDS (3.D.17)**

Seattle Central provides extensive recreational, athletic, and fitness opportunities for students
through the Student Activity Center, an 85,000 square foot facility opened in January 1996. The facility includes a weight room, swimming pool, gymnasium, racquetball/squash courts, a running court, and a game room. Credit and non-credit classes are available in physical fitness, martial arts, basketball, yoga, boxing, aerobics, Pilates, weight training, and jogging. Student clubs organized around sports and physical fitness meet and play in the SAC. Students may schedule consultations with trainers to develop personal fitness plans. Students have access to the Student Activity Center from 6 a.m. to 9 p.m. on weekdays, 8 a.m. to 5 p.m. on Saturdays, and 12 to 5 p.m. on Sundays.

STANDARD THREE ANALYSIS

STRENGTHS

An array of programs and services that facilitate academic success and social integration support Seattle Central students. These programs and services are offered throughout the college, but the majority of them are concentrated in the Student Services Unit. Since 1995, two vice presidents have led the Student Services Unit. This experimental arrangement was tentative because of concerns that it could dilute the strength and solidarity of the unit. However, this management model has been successful because the two officers are committed to communication and collaboration, and to planning unifying activities. This arrangement strengthens Seattle Central’s ability to provide student services that support student achievement. The two student services vice presidents are strong advocates for a student-centered culture that encourages creative partnerships at all levels. Collaborations within Student Services, as well as between Student Services personnel and instructional staff, have resulted in a number of initiatives that promote student success in a diverse community.

Teamwork and Collaboration

Student programs and services are planned and assessed through collaboration across the institution and the service areas within it. Administrators, managers, and staff are committed to improving services for students. Consistent with this commitment, the leadership of Student Services along with their respective staff, develop internal goals and objectives. Managers carry out budget and staff reductions through teamwork, and inter-office support is provided when appropriate. Within each area, strong teams of classified staff actively participate in decision-making and problem solving.

Collaborative initiatives include:

- The Retention Response Team (RRT), comprised of student services staff and faculty from across campus and led by the Vice President for Student Development Services, identifies conditions that affect student retention and develops strategies for student success. RRT projects have included faculty and staff training on resources for students, classroom management strategies, and learning disabilities. The RRT has also provided classroom presentations on career resources. The latest development was a September 2004 summer institute for new faculty on retention strategies.

- Intake 2000 (Exhibit 3.13), a student services assessment effort that included focus groups and structured student services staff discussions, led to the development of the STAR orientation concept that was piloted in summer 2000 for fall 2000. The pilot study indicated a significant relationship between this initiative and retention: of new students who participated in STAR orientations in fall 2000, 20 percent more enrolled the following winter quarter than did those who did not participate in STAR. Faculty and staff reported that students seemed more relaxed and less frantic and confused than in previous quarters. In response to student evaluations of the model, student ambassadors were added as presenters to provide incoming students with the perspectives of experienced Seattle Central students.

- Class waitlist functionality has been further refined to improve fairness and consistency. These improvements were the result of collaborative efforts between instructional deans and Enrollment Services administrators.
The Career Services Task Force, which is made up of representatives from Student Services and instructional divisions providing career development services to students, ensures that these services are well-coordinated and that information and services are readily available to students.

The Critical Moments Project, an ongoing effort led by the Office of Multicultural Initiatives, develops case stories based on extensive interviews with students. These stories are then used in discussions to prepare students, faculty, and administrators to respond proactively to college and classroom events that involve issues of race, gender, social class, and other differences.

Because local legislation, federal mandates, and institutional initiatives require collaboration between the two Student Services sub-units, all directors and managers within the unit meet monthly. Student Services engages in annual planning retreats to ensure that efforts are congruent with and supportive of the institution’s mission and goals. Annual planning retreats alternate between all Student Services retreats and Directors/Managers only retreats.

In fall 2004, representatives from Seattle Central and the UW submitted a proposal to the National Institutes of Health for an “early identification program.” The retention and completion rates of students of color, particularly African-Americans, Latinos, and Native Americans, remain a concern. This proposal addresses under-representation of African American, Latino, and Native American students completing AS degrees by identifying and supporting students who plan to transfer to the UW in a biomedical field.

Continuous Improvement as a Result of Assessment
The institution’s growth in using ongoing assessment to define and respond to diverse student needs has fostered a climate of routine and systematic assessment of the services and programs that support students. From a global unit view to individual department procedures and services, staff continually strive to improve by assessing the effects of their efforts on students. They commit to developing policy and procedural changes based on the outcomes of these assessments.

Outcomes of assessment efforts include:

- Transition to computerized adaptive testing in the Testing Center
- Subject specific tutoring within the collegewide tutoring program
- The installation of software programs on the Career Center computers to allow students to apply for scholarships online
- New student orientations, advising services, and student activities in International Education
- A funded capital proposal to improve student access and circulation to the programs and departments that support admissions and enrollment.

Commitment to Technology
The commitment to innovative use of new technologies has become a hallmark for the staff of Student Services at Seattle Central. The inclusion of Student Services in the most recent Title III technology grant was evidence that the institution recognizes and values the commitment of Student Services to improving services through advanced technology. This commitment to implementing technology is partly a response to student survey results that indicate expectations for online services and assistive technologies. Examples of the benefits of technology developments include:

- Document imaging was implemented for student records, which has streamlined the flow of student information among different student service areas and reduced student frustrations with the process.
- A Web-based degree audit was initiated, which has strengthened student-advisor relations; Web-based admissions and Web payment options have eliminated barriers to students in the admissions and registration processes.
- Web-based grading was put in place, which has decreased the incidence of late grades (which negatively impacted student financial aid status).
**Diversity of Students and Staff**

Seattle Central’s attention to and focus on diversity reflects the needs of the student body (Appendix 3.1).

Because Seattle Central’s student population is so diverse, the college exceeds performance indicators set by the state for workforce education programs funded by federal Perkins funds. The college exceeds the state targets for participation in these programs and completions of non-traditional programs by non-traditional students. For the purposes of the Perkins funds, the federal government defines non-traditional as occupations, and the related training, for which individuals from one gender comprise less than 25 percent of the individuals employed in such occupation. An individual whose gender is underrepresented in an occupation is considered a non-traditional student when enrolled for training leading to that occupation. The enrollment and completion rates for non-traditional students are shown in Exhibit 3.27.

**CHALLENGES**

The characteristics that distinguish the college and the resources that enable the Student Services unit to support the college mission often combine and intersect to present ongoing challenges for service delivery and program design. The underlying drivers of the challenges are inadequate revenues and changing public policy.

**Inadequate Revenues**

The college has a significant enrollment of deaf and hard of hearing students. The funds that the state provides to serve and support these students are grossly inadequate. Consequently, the college reallocates funds from other priority initiatives while workloads continue to increase as the institution recruits special populations including Running Start, distance learning, Worker Retraining, WorkFirst, and International Education. Additional students attend as a result of articulation agreements (e.g., English in the High School, ASL in the High School, Tech Prep).

The continually changing employment market demands new ways to help students explore career options. Best practices in the career development field suggest that students need advice and guidance from working professionals to successfully develop their career paths. The Career Information Center has limited staff to respond to student requests for informational interviewing opportunities and for mentors in areas such as medicine and business. The center has implemented a mentorship model for students of color to explore the legal field. Women’s Programs has developed an informational interviewing component in several WorkFirst Programs, but current resources limit the expansion of these models to serve the larger student body.

Although technology frequently enhances staff efficiency and convenience for students at reduced costs to the institution, its rapid and ongoing change creates a constant challenge for the institution in terms of ongoing costs for upgrades, staff training, and, at times, additional staff. Several examples illustrate this challenge: The ease of Web admission has resulted in greater numbers of applicants, fewer than half of whom enroll, a phenomenon that increases staff workloads. New software, such as the statewide re-hosting of administrative software in summer 2005, a new online degree audit, and new financial aid software systems, all require staff training. In turn, staff workloads are impacted by the need to help students adjust to the new systems. Finally, although the implementation of document imaging has reduced student runaround, the system has ongoing upgrade and maintenance costs associated with it that require additional funding.

Budget cuts were severe enough for 2004-2005 to affect staffing levels and task assignments. The Admissions Department has reduced one front desk position from full-time to part-time, redistributing tasks in response. At the same time, the lack of funds for staff reclassifications constrains initiative, a situation that prevents staff from incorporating new and complex assignments into their existing positions.

The major renovation of Student Services spaces is a short-term challenge. Student Services will experience a major disruption during the long-planned remodel. Departments will be housed in small temporary spaces for a period of nine to 12 months. Because funding to rent temporary
space is unavailable, departments will be assigned to spaces that are smaller than they require, adding stress for both staff and students.

**Changing Public Policies**

Senate Bill 5135, which was passed by the Washington State Legislature in 2003 without additional funding, requires all community and technical colleges to expedite student progress. The Seattle Community College District has approved Policy 311, which addresses student progress (Exhibit 3.28). Seattle Central has developed a plan to educate students about the new policy and procedures for implementation. The implementation of this policy is labor intensive and is concurrent with budget cuts and staff reductions.

The University of Washington, the first choice of many Seattle Central students who plan to transfer to a four-year institution, revised its admission policies for transfer students effective fall 2004. The UW will move to an application review process that considers a wide range of factors indicating student potential for success, but that does not guarantee admission for transfer students. The College Transfer Center is preparing Seattle Central students to apply competitively. The center conducts frequent workshops on the new application process and personal statements, and it arranges monthly visits from a UW admissions representative to meet with advisors and students.

State and federal changes in welfare policy have dramatically altered the education and training options for students on public assistance. In 1997, the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PL 104-193) required many students to leave the college in order to maintain public benefits. As a result, a number of students who were nearly finished with two-year workforce education programs left school to take minimum wage jobs. Since then, the state’s implementation of this policy has evolved; in 1998 funds became available to colleges to provide special training opportunities for welfare recipients and (in some cases) other low-income parents, but restrictions on length of program and other policies have continued to discourage or prevent welfare recipients from pursuing educational opportunities. Most individuals who are referred from the welfare offices for education have multiple barriers to employment (e.g., no high school diploma or GED, mental illness, substance abuse issues, domestic violence, special needs children). These same issues are also barriers to successful completion of programs and educational plans. Women’s Programs has responded by designing an intensive case management approach to working with these students, in partnership with state social and employment service agencies and community based organizations.

**Desired Future Outcomes**

Student Services Unit has identified the following strategies in response to the challenges of effectively serving increasingly high-need students with diminishing public resources.

Student Services will identify alternate revenue sources. Staff will research outside funding sources to identify realistic grant or contract opportunities that would provide additional resources to support the mission.

Student Services will identify potential expenditure reductions. The departments will review each program and service for viability based on institutionally identified criteria that identifies the value to students and cost-effectiveness, as well as the feasibility of assessing a fee to offset the cost of service.

Student Services will continue its focus on customer service, developing staff training programs for improved customer service and efficiency: Initially the division will ensure that all student services staff receive training for the re-hosted administrative applications by the end of Summer Quarter 2005. Student Services will also educate its staff and the college community regarding multiple and “invisible” disabilities and the challenges of serving students with these disabilities. The Student Services Unit will develop a workshop on student disabilities for the college community and require that all student services staff attend the training.

The college will strive to provide help to prepare students to transfer to four-year institutions. It will assess workshops conducted, the “Montlake Bridge Project,” transfer data, and other efforts
to ensure that students achieve their transfer goals.

SEATTLE VOCATIONAL INSTITUTE

INTRODUCTION (3.A.1, 3.B.1)

As a part of Seattle Central Community College, the Seattle Vocational Institute (SVI) adheres to collegewide policies and procedures related to grading, student conduct and rights, and recordkeeping. Because the SVI facility is located about two miles from the main campus and SVI’s students have unique needs, the institute provides many student services onsite.

In 2003-2004, Seattle Vocational Institute (SVI) served a total of 1,379 unduplicated headcount of students, the equivalent of 888 full-time students. The institute targets students between 16 and 29 years old. Typical students come from underserved or disadvantaged backgrounds, and many have failed to succeed in traditional educational systems. Sixty-nine percent of students are women, and many are single mothers.

In fall 2003, the student population was comprised of 84 percent students of color, with a majority of African Americans, a statistic well above the 14.3 percent on the main campus. Most students (85.9 percent) attend programs full-time (Exhibit 3.29).

SVI offers immediate access to community resources, support organizations, and guidance to help students reach their goals. SVI’s Student Services is responsible for registration, testing, recruiting, admissions, student recordkeeping, and financial aid.

STUDENT SERVICES STAFF (3.A.2, 3.A.4)

The Manager of Student Services oversees the department and its personnel and serves as the SVI complaints officer. Coordinators for programs, admissions, registration, and financial aid provide these services with support from three program assistants and three office assistants. A Career Planning and Placement Officer serves graduates, current students, and prospective students (Appendix 3.5).

SERVICES FOR ACCESS AND ACADEMIC SUCCESS

Student Services handles complaints, work study, placement of students receiving federal subsidies through TANF (Temporary Assistance for Needy Families), a childcare program, and social services for students.


Students pursuing a Certificate of Completion in a vocational training program must first be admitted. Although criteria for entry into individual programs vary, admission is open to students 16 and older, anyone who has a high school diploma or a General Education Development (GED) certificate, or who is 18 or older and is able to benefit from the curriculum.

SVI operates four full quarters each year, and applications for admission are accepted on a continuous basis. The pre-registration process occurs approximately six weeks before each quarter begins. Prospective students attend an orientation session, take an assessment test, and receive a program assignment from admissions staff. The institute offers frequent orientations for each program offered and conducts the Career Programs Assessment Test (CPAT) and an ESL placement test. Once students are assigned to a program, they are formally registered for classes.

SVI’s student services staff work together to provide for students’ special needs and promote student success. Admissions staff notifies the Manager of Student Services and the Student Assistance Specialist of basic needs and characteristics of individuals entering the programs. When necessary, SVI relies on Seattle Central’s Disability Support Services for students who need accommodations for disabilities.

Counseling and Tutoring (3.D.10)

The Student Assistance Specialist provides critical support that helps students address and remove barriers that detract from a positive and productive training experience. The specialist
refers students to appropriate government, social, and community-based agencies for childcare, healthcare, housing, food, clothing, transportation, and other basic needs.

Students who are struggling academically meet with the specialist to determine reasons for academic failure and develop an improvement plan. Additional student assistance includes motivational seminars designed to encourage SVI students to achieve academic and vocational goals.

SVI students are eligible for most financial aid options available to all Seattle Central Students except Achievers (WAVE), Seattle Central Grant, funding from the Seattle Central Foundation, and alternative loans (see Figure 3.1 on page 105). Financial aid awards for SVI students have grown significantly. In 1998-1999, SVI students received $423,708 in financial aid awards. In 2003-2004, students received $1,407,028.

Student Services provides a weekly lab to assist students with the online financial aid application. Information about financial aid available to students is published in the SVI Student Handbook (Exhibit 3.30) and the Seattle Vocational Institute Program Catalog (Exhibit 3.31). The Financial Aid Program Coordinator monitors all financial aid with assistance from the other program coordinators.

Job Placement (3.D.11)
Job placement is included in program curricula, which includes career-specific training related to job search skills. The Job Placement Office provides workshops to supplement course content related to employment and provides resources that support the job search, including job listings and information from local employers.

In 2003-2004, SVI made considerable progress in the area of job placement. The placement tracking system was improved to include an extensive database that will follow retention of students as employees over the first 12 months of employment. Data from this resource will be studied to identify ways to improve student employment retention in 2004-2005. In addition, graduates who are experiencing difficulties on the job will be interviewed by their former SVI program coordinator to help determine possible contributing factors. SVI will arrange additional training for these former students as needed.

Support for Special Populations (3.D.2)

Childcare
Seattle Vocational Institute has onsite Head Start services available through First African Methodist Episcopal Church. SVI students are given priority access. There are a total of 49 slots, 37 of which are designated for preschool age children. Once children are enrolled, they may stay in the program until they reach school age, even after the parent has completed courses at SVI. The program does not operate as a day care.

Job Club
For students in the Career Link Skills Academy program, the Job Club meets twice a month and provides an opportunity for students to enhance their employment skills, get wardrobe tips, and work on resume preparation.

Academic and Student Policies

Credits, Records and Student Progress (3.C.1, 3.C.2, 3.C.5, 3.D.4)
SVI is a clock-hour institution. The SVI registration coordinator monitors student attendance and grades, maintains permanent student files, prepares permanent transcript records for students, and produces graduation certificates.

The SVI Student Handbook and the SVI Program Catalog include information on program and graduation requirements. SVI complies with the Student Right-to-Know Act by providing a link on its Web site to data provided by the United States Department of Education.

Publications (3.B.5, Policy 3.1)
SVI’s Public Information Office (PIO) is responsible for all aspects of the Seattle Vocational Institute catalogs, schedules, and promotional materials. This office collaborates with Seattle Central and the other district colleges on advertising and promotion when it
makes economic sense. SVI’s Program Catalog is published regularly with general information for students about SVI, its programs, and the application process (Exhibit 3.31). The SVI section of the Seattle Community Colleges Catalog (Exhibit 3.2) covers information about admissions, registration, financial assistance, student policies, and services, and describes programs. The PIO is also responsible for distributing press releases, obtaining photographs, and developing communication tools such as videos to publicize SVI.

SVI’s Web site (http://sviweb.sccd.ctc.edu/) provides basic information for students and prospective students including registration and admissions information, programs, community services available to students, financial aid, and workforce development.

**Student Rights, Freedoms and Responsibilities (3.B.3)**

As a part of Seattle Central Community College, SVI students comply with the Rights and Responsibilities defined by the Seattle Community College District.

**STUDENT AFFAIRS AND STUDENT LIFE**

**Student Involvement in Governance and Faculty Involvement in Student Policy Development (3.B.2, 3.D.16)**

SVI students elect student government officers to represent them and serve as the official voice of the students. The Director of Student and Community Affairs supervises student government operations.


Safety and security personnel are on duty during open hours. SVI does not provide health care, but the Student Assistance Specialist provides students with information about affordable and no-cost health care options available. Food services are limited to vending machines at SVI. The Student Assistance Specialist provides donated lunch and breakfast once a week.

**Analysis (SVI)**

**Strengths**

Student services addresses the special needs of its students who have the opportunities to enroll in basic skills and vocational and workforce programs at SVI. The Student Services staff work with faculty to provide individualized services that support success.

**Challenges**

Budgetary limitations prevent SVI from maintaining optimal staff and space to provide the support and services required for SVI students and staff, and future SVI growth.

Relying on part-time hourly staff keeps SVI from delivering consistent services. SVI needs one additional full-time program assistant in Admissions and one in Recruiting, and a half-time position in financial aid should be restored to full-time. A full-time counseling position needs to be added to help SVI students manage the many personal challenges they face during their education.

**Desired Future Outcomes**

Student Services are fragmented between the first and second floors of the SVI facility. SVI plans quarterly meetings to maintain better communication and assistance in filling classes and helping students.

SVI will remain flexible and receptive to change as industry and budget constraints dictate how it meets the student services needs of the SVI target population.
**Table 3.1—Admissions Report (Excluding SVI)**

<table>
<thead>
<tr>
<th>Evaluation Year</th>
<th>1 Year Prior</th>
<th>2 Years Prior</th>
<th>3 Years Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Time Freshmen Applications Received</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admitted (Matriculated)</td>
<td>n/a</td>
<td>23,722</td>
<td>19,078</td>
</tr>
<tr>
<td>Denied (Non-matriculated)</td>
<td>n/a</td>
<td>4,526</td>
<td>4,757</td>
</tr>
<tr>
<td>Enrolled</td>
<td>n/a</td>
<td>18,773</td>
<td>14,176</td>
</tr>
<tr>
<td><strong>Transfer Applications Received</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admitted</td>
<td>n/a</td>
<td>1,111</td>
<td>5,911</td>
</tr>
<tr>
<td>Denied</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Enrolled</td>
<td>n/a</td>
<td>1,111</td>
<td>5,911</td>
</tr>
<tr>
<td><strong>Non-Degree Applications Received (Non-Matriculated Students)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admitted</td>
<td>n/a</td>
<td>774</td>
<td>849</td>
</tr>
<tr>
<td>Denied</td>
<td>n/a</td>
<td>774</td>
<td>849</td>
</tr>
<tr>
<td>Enrolled</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

1 Readmitted students are not distinguished in the database.
Table 3.2—Student Affairs Staff Profile (Excluding SVI)

<table>
<thead>
<tr>
<th>STAFF CLASSIFICATION</th>
<th>PROFESSIONAL</th>
<th>SUPPORT</th>
<th>OTHER—FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>14</td>
<td>50</td>
<td>14</td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
<td>14</td>
<td>6</td>
</tr>
</tbody>
</table>

| TERMINAL DEGREE       |               |         |               |
| PhD, Ed.D             | 2             |         | 1             |
| MD, JD, MSW           |               |         | 1             |
| MA, MS                | 9             |         | 15            |
| BA, BS                | 4             | 23      | 2             |
| AA, AAS, Certificate, etc. | 1    | 22      |               |
| No degree listed      | 19            | 2       |               |

| YEARS EXPERIENCE IN FIELD |               |         |               |
| less than 1 year         | 3             |         |               |
| 1-5                      | 2             | 18      |               |
| 5-10                     | 3             | 16      | 2             |
| 11-15                    | 2             | 8       | 4             |
| 16-20                    | 2             | 6       | 3             |
| more than 20             | 8             | 13      | 11            |

| FULL-TIME               |               |         |               |
| 10.5 months             | 1             |         |               |
| 9/10 months             |               | 6       | 15            |
| 11 months               | 2             |         |               |
| 12 months               | 14            | 41      |               |

| PART-TIME               |               |         |               |
| 9/10 months             |               | 6       | 1             |
| 11 months               | 1             | 6       |               |
| 12 months               | 1             | 3       | 4             |

1The classification of “student workers” consists of work study students. Demographics are not maintained on these transitory workers.
STANDARD THREE

APPENDICES

Appendix 3.1  Summaries of Student Characteristics
Appendix 3.2  Student Retention and Rate of Graduate Data (2000-2001 to 2002-2003)
Appendix 3.3  Student Services Organization Chart
Appendix 3.4  Description of Procedures for Policy Development
Appendix 3.5  Seattle Vocational Institute Organization Chart

EXHIBITS

Exhibit 3.1  Seattle Community College District Policies and Procedures: Section 300 – Student Services; Section 600 – Financial Aid (Policy 605: Student Fees and Distribution; Policy 606: Tuition Waiver)
Exhibit 3.2  Seattle Community Colleges Catalog, 2004-2006
Exhibit 3.3  Seattle Central Fall Quarter 2004 (class schedule)
Exhibit 3.4  Student Handbook
Exhibit 3.5  Mission, Goals, and Evidence of Goal Attainment by Department
Exhibit 3.6  Brief Résumés of Professional Staff in Student Services
Exhibit 3.7  Exempt Performance Evaluation Form
Exhibit 3.8  Employee Development and Performance Plan Manual and Evaluation Form
Exhibit 3.9  Structural Planning Process Report, June 1999
Exhibit 3.10  Strategic Plan for Student Services
Exhibit 3.11  Evidence of the Impact of Student Services on Students
Exhibit 3.12  Community College Student Experiences Questionnaire (CCSEQ) Results, 1996 and 1999
Exhibit 3.13  Intake 2000
Exhibit 3.14  Student Satisfaction Inventory (SSI) Results
Exhibit 3.15  Sample Program Brochures
Exhibit 3.16  Statistics on Student Financial Aid
Exhibit 3.17  Most Recent Financial Aid Reviews
Exhibit 3.18  International Student Handbook
Exhibit 3.19  Student Support Services Program Outcomes Data
Exhibit 3.21  Institutional Publications Required by the Campus Security Act, the Drug Free Schools and Colleges Act, the Drug Free Workplace Act, and the Student Right-to-Know Act
<table>
<thead>
<tr>
<th>Exhibit 3.22</th>
<th>List of Recognized Student Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit 3.23</td>
<td>Associated Student Council Constitution and Bylaws</td>
</tr>
<tr>
<td>Exhibit 3.24</td>
<td>Student Organization Handbook</td>
</tr>
<tr>
<td>Exhibit 3.25</td>
<td>WAC 132F-121P: Student Activities, Rights, and Discipline</td>
</tr>
<tr>
<td>Exhibit 3.26</td>
<td>The City Collegian (sample issues)</td>
</tr>
<tr>
<td>Exhibit 3.27</td>
<td>Enrollment and Completion Rates for Non-Traditional Students</td>
</tr>
<tr>
<td>Exhibit 3.28</td>
<td>SCCD Policy 311: Student Progress Policy</td>
</tr>
<tr>
<td>Exhibit 3.29</td>
<td>Seattle Vocational Institute Institutional Effectiveness Plan, June 2004</td>
</tr>
<tr>
<td>Exhibit 3.30</td>
<td>Seattle Vocational Institute Student Handbook</td>
</tr>
<tr>
<td>Exhibit 3.31</td>
<td>Seattle Vocational Institute Program Catalog, 2004-2005</td>
</tr>
</tbody>
</table>
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  Qualification and Makeup (4.A.1, 4.A.8) .................................................................................................. 133
  Ratio of Full- to Part-Time Faculty (4.A.10) .......................................................................................... 134
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STANDARD FOUR
Faculty

INTRODUCTION
This standard covers faculty qualifications, participation in governance, workloads, salaries, academic freedom, and scholarship. An overview of faculty including required tables is followed by an analysis that considers strengths, challenges and desired future outcomes regarding the faculty at the Seattle Central Community College. Data sources used include campus surveys, statistical information from the State Board for Community and Technical Colleges (SBCTC) and Seattle Community College District policies and procedures.

The Agreement: Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers, Local 1789 ("Agreement") (Appendix 4.1) encapsulates many of the principles by which Seattle Central governs itself and evaluates faculty rights and performance. The Agreement contains language describing conditions of employment for both full- and part-time faculty, the tenure process, post-tenure evaluation, and academic freedom. Because the Agreement covers so many aspects of this standard, key sections of it are cited in the body of the text.

Instructional faculty, librarians, and counselors have faculty status. Librarian and counselor contact hours and duties differ in some respects from other faculty, but these faculty are otherwise subject to the same procedures and obligations. Full-time counselors and librarians participate in the same tenure and evaluation process, share the same salary schedules, and participate as faculty in college governance.

Two additional categories of faculty have obligations and situations that differ from those of the general faculty: faculty of the Seattle Vocational Institute (SVI) and the faculty of the Intensive English Programs. These differences, which consist primarily of workload and pay schedules, are described in the Agreement under Appendices G and H. Faculty at SVI, in particular, are compensated based on clock hours instead of an annual salary. Special provisions for distance learning faculty are described in Appendix I of the Agreement.

Faculty are organized by academic programs within instructional divisions generally organized by broad academic disciplines. A unit administrator, usually a dean or an associate dean, heads each instructional division, with responsibilities that include coordinating programs and hiring part-time instructors. In addition, some programs have lead faculty to coordinate individual programs. In the discussion below, “unit administrator” always refers to the division level administrator.

SELECTION AND QUALIFICATION
Seattle Central’s mission is to provide “…educational excellence in a multicultural urban environment...” To support this mission, the college recruits both full- and part-time faculty who are highly qualified instructors.

QUALIFICATION AND MAKEUP (4.A.1, 4.A.8)
Seattle Central requires a master’s degree or the equivalent for teaching positions in all academic areas including basic skills. The Washington Administrative Code (WAC) 131-16 defines the certification requirements for workforce education faculty. The relevant education and years of teaching experience of the current faculty is summarized in Table 4.1 on page 145. As shown in Table 4.2, 25 full-
time faculty hold doctoral degrees, and 97 hold master’s degrees. Many faculty hold multiple degrees or certificates relevant to their fields. Half of all faculty have more than 17 years of experience as educators (Exhibit 4.1).

Compared with fall 2003 data from the State Board regarding faculty makeup in other colleges, Seattle Central’s faculty is very diverse. Statewide, faculty of color make up 13.3 percent of full-time and 9.5 percent of part-time faculty. At Seattle Central, faculty of color make up 32.2 percent of full-time and 22.6 percent of part-time faculty. Faculty diversity reflects the diversity in the student population, which is the highest in the state system. Table 4.3 shows the ethnic composition of full- and part-time faculty compared to the student body.

Table 4.4 indicates the proportion of women faculty compared to the rest of the state community and technical college system (CTC). Seattle Central’s gender mix is almost identical to the state’s community college system at large.

### Table 4.2—Number and Source of Terminal Degrees of Faculty

<table>
<thead>
<tr>
<th>INSTITUTION GRANTING TERMINAL DEGREE</th>
<th>NUMBER OF DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DOCTOR</td>
</tr>
<tr>
<td>University of Washington</td>
<td>12</td>
</tr>
<tr>
<td>All others</td>
<td>13</td>
</tr>
<tr>
<td>Totals</td>
<td>25</td>
</tr>
</tbody>
</table>

### Table 4.3—Ethnic Makeup of Faculty, Fall 2003

<table>
<thead>
<tr>
<th></th>
<th>AFRICAN AMERICAN</th>
<th>ASIAN/PACIFIC ISLANDER</th>
<th>HISPANIC</th>
<th>NATIVE AMERICAN</th>
<th>OTHER</th>
<th>TOTAL OF COLOR</th>
<th>WHITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT FACULTY</td>
<td>11.0%</td>
<td>13.7%</td>
<td>7.5%</td>
<td>0</td>
<td>0</td>
<td>32.2%</td>
<td>67.8%</td>
</tr>
<tr>
<td>PT FACULTY</td>
<td>7.5%</td>
<td>9.2%</td>
<td>2.4%</td>
<td>1.4%</td>
<td>2.1%</td>
<td>22.6%</td>
<td>77.4%</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>16.5%</td>
<td>19.1%</td>
<td>10.5%</td>
<td>1.4%</td>
<td>3.3%</td>
<td>50.8%</td>
<td>49.2%</td>
</tr>
</tbody>
</table>

### Ratio of Full- to Part-Time Faculty (4.A.10)

Table 4.1 on page 145 shows the number of faculty employed during Fall Quarter 2003 based on payroll records and headcount, including several temporary full-time positions. For the same quarter, excluding SVI, the permanent full-time to part-time ratio was 60 to 40. The calculation of this ratio is based on 150 permanent full-time positions and 122 full-time equivalents (FTE) of part-time faculty with 23 permanent full-time positions (15 percent) filled by temporary full- and part-time faculty. Several factors affect the ratio of full-time to part-time faculty. Part-time faculty are hired when full-time faculty are on leave or sabbatical or when full-time faculty have release time for other professional duties and assignments. Part-time faculty often fill in when full-time positions are vacant and when temporary enrollment increases create a demand for additional sections of courses. For fall 2003, including the five permanent full-time faculty at SVI, the ratio of permanent full-time to part-time faculty was 58 to 42, with 26 permanent full-time positions (17 percent) filled by temporary full- and part-time faculty.

The college is in the process of filling five permanent full-time faculty vacancies in 2005. Still, the college periodically assesses the ratio between full- and part-time faculty and attempts to balance the need for program stability and the need to remain flexible.


The college follows Washington state guidelines for placing position advertisements
and hiring personnel. The process of hiring and appointing full-time faculty is further defined and published in Article 6.5 of the Agreement. The process and procedures for hiring and evaluating faculty in special programs, such as community education, are summarized in Exhibit 4.2.

Faculty members typically participate in developing job descriptions for new positions and in screening the applications. Candidate selection committees include three faculty, the unit administrator, and an ex-officio Human Resources representative. The committee interviews candidates and makes recommendations to the Vice President for Instruction, who interviews finalists and then makes a final recommendation to the college President.

Full-time faculty appointments are probationary until tenure status is granted. Upon appointment, full-time faculty in tenure-track positions begin a three-year evaluation process that incorporates administrative, peer, and student feedback with the goal of guiding and supporting the probationer, who is encouraged to actively participate in the college community.

Article seven of the Agreement describes tenure provisions. Tenure committees, which include three tenured faculty peers, a student, and an administrator, meet with the probationer at least quarterly to review the probationer’s self-evaluation, observations of classroom instruction, and his or her involvement in college activities and committees. Quarterly, committee members each observe at least one class, and the committee reviews anonymous student evaluations for each course the probationer teaches. The committee offers commendations, concerns, and suggestions for instructional effectiveness and professional growth. If major concerns arise, probationers are given an opportunity to correct them; improvements are reviewed at the following quarterly meeting.

At the conclusion of the three-year tenure process, the committee makes a recommendation to the Vice President for Instruction to award or deny tenure. The committee may extend the probationary period up to three quarters if the probationer requires improvement prior to receiving tenure. The vice president recommends to the President, who forwards her recommendations to the Chancellor of the Seattle Community College District, who in turn, recommends to the Board of Trustees.

Faculty may also participate in hiring part-time instructors. They suggest names, review applications, and offer recommendations to unit administrators, who make the final decisions on part-time faculty. Full-time faculty also provide an important source of advice and mentorship for new part-time faculty. When part-time faculty are required on short notice, unit administrators can hire them without participation from full-time faculty.

New faculty orientations are offered during the fall quarter of each year. Part-time faculty hired at other times of the year are informed about college procedures, work assignments, rights and responsibilities, and conditions of employment by unit administrators and peer faculty. Informational materials and resources for part-time faculty are available online and in electronic public folders of the e-mail system.

The Seattle Community College District maintains a part-time faculty handbook in its intranet. The college is in the process of completing an online faculty handbook which will be accessible on the Web through the Faculty and Staff Links page (http://seattlecentral.edu/dept/facstaff.php) (Exhibits 4.3 and 4.4).

Many part-time instructors stay with the college for several years. If an instructor consistently teaches a set of courses, he or she may achieve “priority hire” status, a

<table>
<thead>
<tr>
<th></th>
<th>SEATTLE CENTRAL</th>
<th>CTC SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT FACULTY</td>
<td>49.0%</td>
<td>48.9%</td>
</tr>
<tr>
<td>PT FACULTY</td>
<td>58.2%</td>
<td>58.2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>55.6%</td>
<td>54.7%</td>
</tr>
</tbody>
</table>

Table 4.4—Women Faculty compared with CTC Statewide Data
contractual right that guarantees the right of first refusal for those courses each quarter. This status provides part-time instructors with some degree of stability.

**FACULTY ROLES**

**WORKLOADS (4.A.3)**

Consistent with the college mission, Seattle Central's faculty focus primarily on classroom instruction and meeting with students outside the classroom. The academic year consists of 172 days, seven of which are non-instructional days for preparation and other professional activities. Most full-time academic transfer faculty assignments consist of 15 contact hours and five office hours per week; basic skills faculty assignments consist of 20 contact hours plus five office hours; and workforce education faculty typically have 25 contact hours with students. Librarians and counselors have equivalent workloads that include teaching credit courses and other instructional duties.

Full-time faculty have duties that extend beyond their teaching assignments. In addition to the contact and office hours, faculty typically spend 10 to 15 additional hours per week preparing for classes, grading student work, serving on college committees, developing courses and programs, and serving as advisors to student clubs. Informally, faculty also advise students on careers and program requirements.

Part-time workloads include classroom contact, preparation, and grading. Part-time assignments vary by course and division. Typical transfer classroom contact is five to 10 hours, which constitute, respectively, one- or two-thirds of a full-time load. Temporary appointments that exceed two-thirds can be made with *pro-rata* pay. Full-time, non-tenure appointments can be made, but these temporary assignments are limited to three quarters unless the instructor is subsequently placed in a tenure-track position.

Part-time instructors have campus office space, campus e-mail and voice mail, and other resources necessary to complete their instructional duties. Part-time instructors serve on committees and participate in campus professional development activities for which they can earn salary credits; however, they are not compensated for time spent in such activities.

Distance learning courses are calculated into contact load differently than traditional classroom hours depending on the type of distance learning involved. Telecourses and correspondence courses are not counted toward contact loads for full-time or part-time faculty, but online courses are considered equal to hours of a regular faculty load.

Workloads for the Seattle Vocational Institute (SVI) and the Intensive English Program are 20 and 25 hours per week respectively.

**SALARIES (4.A.4)**

The maximum, median, and minimum salaries as of 2003-2004 for faculty in each area of instructional intent can be found in Table 4.1. Appendix 4.2 provides updated salary schedules for 2004-2005. The median faculty salary is $46,693, with $13,497 in benefits. Appendices A and B of the Agreement (pages 62-69) show the full- and part-time salary schedules. Salaries for SVI and the Institute for Intensive English faculty are defined separately in the Agreement.

Faculty earn salary credits to advance on the salary schedule through professional development activities and annual instruction experience. Although faculty members can advance up to two steps per year, funding for advancement depends on the state legislature, which has failed to allocate sufficient funds for step raises in recent years. Steps are partially funded when vacancies from faculty placed higher on the salary scale are filled with new hires placed lower on the salary scale; however, this difference has been insufficient to cover all the steps faculty earn each year. When there is a shortfall in funds for faculty step increases, the faculty vote on a distribution method for the available funds. Faculty whose steps are not funded "bank" their salary credits until more funds become available. Cost of living
Raises are also determined by the state legislature and have been absent since 2001.

Faculty can find information on salary and benefits policies on the Seattle Community College District Web site (http://www.seattlecolleges.com/) and through electronic public folders in the e-mail system. Human Resources staff provide information on request. Benefit fairs and workshops are held periodically to help inform faculty of their options. Individual salary and benefit information is now available online and became accessible through the districtwide intranet as of January 2005.

**PROFESSIONAL DEVELOPMENT (4.A.3, 4.B.1 TO 4.B.5)**

The primary role of faculty is instruction. The majority of work they do outside of the classroom involves college governance and professional development related to teaching, curriculum, and professional involvement. Faculty who engage in research and scholarship receive salary credits for their efforts, but these endeavors fall outside of the professional obligations of faculty (Exhibit 4.5). Policies regarding professional development and salary credits are included in the Agreement.

The college actively plans and promotes many professional development opportunities, both at the college and across the district. Most opportunities are available to faculty and staff at no cost. The district allocates $60,000 annually for faculty professional development activities and provides one faculty member with 100 percent release time to coordinate distribution of these funds and organize internal faculty development opportunities. The faculty development coordinator works closely with the districtwide Faculty Development Committee composed of faculty and administrators from all three colleges. Other funding sources include the President’s Fund ($20,000), which is unique to Seattle Central; limited departmental funds; and external funding sources such as Carl Perkins grants and Fulbright grants.

On campus, a faculty lab helps instructors improve their skills with current software applications and apply these skills to teaching. Faculty also attend trainings and workshops on various topics offered by faculty and staff. Recent workshop topics include Plagiarism, the Syllabus as a Learning Contract, and a wide range of lecture topics sponsored by the Global Education Design Team.

For more intensive study and professional development, faculty can apply for sabbaticals and other forms of leave. Faculty may submit leave and sabbatical applications to unit administrators for approval by the Vice President for Instruction, the President and the Professional Leave Committee, which is composed of faculty and administrators. Each year, the committee ranks applications according to published criteria and makes recommendations to the District Chancellor. Faculty must demonstrate how the leave will benefit students, instructional programs, and the college community, as well as how it will benefit the professional and personal development of the individual instructor (Exhibit 4.6).

Many faculty take advantage of options to study, research, produce creative works, or return to industry. In the 2003-2004 academic year, six Seattle Central faculty were granted sabbaticals. Recent sabbatical reports are located in the library. In addition, faculty members may apply for unpaid leave to pursue academic or professional development opportunities. Currently, for instance, a faculty member from the Humanities and Social Sciences Division is taking a one-year leave without pay to teach at the University of Washington in Tacoma.

In addition, Seattle Central faculty are involved in a variety of community activities and organizations. For example, several faculty participate in educational projects outside of Seattle Central. An Apparel Design faculty designed a lesson plan for elementary school children; a botany instructor has participated in a project that organizes a day of science and
technology workshops for junior high age girls; and instructors from the Wood Construction Center volunteer their time for a cooperative project with the Association of General Contractors Educational Foundation that teaches fifth and sixth graders construction and cooperation skills as they learn to build a shed. The Deaf Studies faculty coordinate the American Sign Language Consortium, which provides curriculum and professional development support to over 50 high school ASL instructors in Washington state (Exhibit 4.7).


**EVALUATION**

Faculty performance is evaluated in a variety of ways in accordance with Policy 4.1. Student evaluations of courses and instructors are conducted quarterly (Exhibit 4.8). Peer evaluations occur during the tenure process and after tenure has been granted. Unit administrators are responsible for evaluating tenured and part-time faculty on a regular basis. Faculty and administrators use evaluations to continually improve the quality of the courses and of instruction.

Both full- and part-time faculty conduct quarterly student evaluations of their courses. A standard evaluation form is available, and faculty may develop their own evaluation tools or use other techniques with the unit administrator’s approval. Full-time instructors and priority hire part-time instructors are required to submit student evaluations for one class annually for the unit administrator’s review. All other part-time faculty members submit student evaluations to the unit administrator each quarter.

Peer evaluations are conducted primarily during the tenure process, which is described above under Selection and Tenure Process. During tenure, each committee member visits and evaluates a class session conducted by the probationer. The committee uses these evaluations to provide feedback and guide the probationer toward more effective teaching techniques. Peer evaluations are not limited to tenure. Peer evaluation is less frequent for tenured faculty, and peer observations typically occur at the request of the faculty or the unit administrator. Some faculty arrange to observe each other’s classes to learn teaching pedagogies and increase student learning. Individual faculty also use techniques like SGID (Small Group Instructional Diagnosis, described in Standard Two on page 39) to improve their own teaching.

Unit administrators are expected to evaluate tenured full-time faculty members every three years (Appendix 4.3). If performance concerns arise, a review committee can be formed to address problems. Although the Agreement does not specify a standard for observing part-time instructors, administrators regularly use quarterly student evaluations to assess part-time faculty, and some divisions have developed plans to observe part-time faculty regularly, particularly when they are new to the college.

**ACADEMIC FREEDOM**

Seattle Central values academic freedom, which is a part of the college culture in both policy and practice. Article 6.9 of the Agreement provides a statement of policy on academic freedom and defines related faculty rights. Throughout tenure and all evaluation processes, the college protects instructors’ academic freedoms. These rights are essential to the mission of the college and are observed and practiced by both faculty and administration.

As long as faculty meet the objectives and follow the established outline of a given course, faculty are free to teach courses as they see fit, using the materials and ideas they deem most appropriate to the course content. With the support of the Vice President for Instruction, the faculty-directed Curriculum Review Committee helps protect academic freedom by ensuring faculty control over course content and materials. An example of how Seattle Central demonstrates this value is
that faculty are not required to use standard textbooks. Instead, individual faculty or faculty groups select the best materials for their students.

The fall 2004 Climate Survey indicates a strong sense of academic freedom among full-time and part-time faculty. Respectively, 57.6 percent and 67.7 percent indicated that they felt they could usually or always express their opinions without fear of reprisal; 71.7 and 78.6 percent felt that innovative methods of instruction were usually or always encouraged and supported (Exhibit 4.9). Library resources are selected according to the library’s collection development policy (see Standard Five, page 153), which prohibits censorship. In the past ten years, no official grievances have been filed related to academic freedom.

GOVERNANCE AND ACADEMIC PLANNING (4.A.2)

Faculty can participate in college governance in several ways. Many key college committees include faculty representatives, and some are chaired by faculty (Exhibit 4.10). Faculty also communicate directly with administrators at all levels. Most deans maintain open door policies; other administrators are available by appointment. The deans, vice presidents, and the college President are all accessible to individual faculty and faculty groups.

Faculty members participate in planning and oversight committees on the district, college, division, and program levels. For example, faculty sit on district oversight committees such as the Faculty Development Advisory Committee and the Distance Learning Committee. At the district level, faculty are included in the membership of the Strategic Planning Steering Committee, Chancellor’s District Advisory Council, Distance Learning Committee, Faculty Development Advisory Committee, Curriculum Grants Committee, Professional Leave Committee, Global District Council, and Agreement Management Committee.

Recently, faculty from across the district reviewed and refined the requirements for the associate of arts degree, streamlining the degree requirements and increasing course options for students.

COLLEGE LEVEL

Standing campus committees with faculty involvement include the new College Planning Council (formerly Planning Advisory Committee, PAC), Curriculum Review Committee (CRC), Instructional Computing Advisory Committee (ICAC), Global Education Design Team (GEDT), the Instructional Assessment Team (IAT), and the Institutional Effectiveness Committee (IEC). To encourage participation and recognize effort, faculty earn professional development credits for their participation on these committees.

- PAC formerly played a key role in the budget planning process, including reviewing all the unit budget requests and making recommendations to the President.
- The new College Planning Council, which includes five faculty among its fifteen members, will advise the President on behalf of the entire college community on matters that are of high importance to the college, including collegewide strategic planning and budget allocation.
- CRC, a committee composed entirely of faculty, reviews instructional programs and new courses in the academic transfer and basic skills areas. The committee meets with program faculty to discuss how effectively programs are meeting their objectives and to identify areas that need improvement.
- GEDT is comprised solely of faculty, who plan and sponsor workshops and forums that have global education themes. Faculty often bring their classes to these forums.
- ICAC provides advice concerning technology planning for instructional and faculty computing and recommends the allocation of funds for instructional computing equipment.
- IAT, under the auspices of the Institutional Effectiveness Committee, takes an active
role in promoting and training faculty in performing assessment in their respective programs.

In addition to standing committees, the college occasionally forms committees or taskforces for short-term activities. For example, from 2000 to 2003 the college underwent a structural planning process which initiated the formation of several shorter term workgroups that focused on several aspects of college planning such as facilities issues, student retention, capital planning, and the decision-making process itself. Other examples include two new faculty committees formed during the 2003-2004 academic year: an ad hoc Sex Offender Committee was created to address issues and policies related to sex offenders in the classroom, and the Campus Safety Committee addresses safety concerns and safety plans for emergencies.

**DIVISION LEVEL**

At the division level, faculty meet with their peers and unit administrators regularly to plan and discuss program outcomes. Each division organizes division and program level committees as needed. In the Basic Studies Division, for example, faculty members collaborate on textbook selection, summer employment, and assessment. Full-time faculty are an integral part of curriculum development within their own programs. Part-time faculty members are encouraged to participate as well and may receive salary credits or stipends for their involvement.

**STANDARD FOUR ANALYSIS**

**STRENGTHS**

As a group, Seattle Central faculty have a long-term commitment to the college, devoting many years to the institution. Forty-four faculty have 20 or more years of service; 63 have more than 10 years. Their experience and knowledge enriches the college community and helps provide guidance through periods of change.

The ethnic, age, and cultural diversity among faculty is an important strength because it helps students see themselves and their interests reflected in their instructors. Faculty qualifications, including academic credentials, technical expertise, and community activities demonstrate the diversity and strengths of the college’s programs.

A supportive tenure process that includes faculty and administrators has helped develop a high-quality full-time faculty. The process provides feedback and guidance to help ensure the success of probationary faculty and to guide them into becoming valuable members of the college community. By the end of the process, the probationers have refined their teaching abilities and developed confidence. This process is equally helpful for the tenured faculty who serve on tenure committees; these faculty improve their own teaching abilities by observing other instructors and reflecting on instructional issues.

Professional development opportunities have also helped develop high-quality full- and part-time faculty. Because faculty have access to high-quality professional development programs both inside and outside the college, they continue to learn and grow as educators and as experts in their own fields. The college and district not only support but actively encourage faculty to participate in professional development. A calendar of collegewide and districtwide opportunities is published on the district Web site (http://dept.seattlecolleges.com/fd/calendar/), and announcements are distributed by e-mail. Grant and scholarship opportunities are also advertised by general e-mail.

**Involvement in Governance**

Many committed and energetic faculty are involved in the advisory and decision-making committees of the college. PAC members, for instance, dealt with troublesome budget issues and have established criteria by which to judge proposed program cuts. The CRC devotes considerable time to reviewing proposed additions and changes to the curriculum and helping ensure that courses and programs reflect the college’s mission and learning...
outcomes. The IAT works collaboratively to promote instructional assessment and to train and support faculty in the use of a collegewide assessment database. This team has developed a flexible online format for assessment plans and reports, allowing the college to coordinate, share, and record assessment efforts in academic, administrative, and student services areas. Although the college faces challenges described below under the heading of Faculty Participation, the energy and involvement of faculty has been instrumental to the success the college has enjoyed.

Innovation and Scholarship
One of the strengths of a community college and of Seattle Central in particular is the ability to rapidly modify and adapt curriculum to meet the changing needs of the community and the workforce. The curriculum is continually being revised and expanded. In fall 1999, an Information Technology Program was developed to meet the needs of rapidly changing technology. The Photography Program recently rewrote its entire curriculum to fully incorporate the implications of digital photography. In addition, faculty collaborate to develop new coordinated studies courses each year, combining the content of several courses and focusing on a particular topic of immediate relevance.

Some Seattle Central faculty engage in research that complements their teaching activities. Representative research topics include contact lenses, engineering biomaterial, improving instruction for learning disabled adults, services for older adults in rural areas, and the influence of forest clear cut edges on fungal fruiting. Several faculty members have also published texts and articles. For example, a math instructor recently co-authored *Visual Linear Algebra* to be published in 2005. Many faculty have published short stories, articles, and poems.

The college helped pioneer the concept of coordinated studies courses and continues to refine and expand on the scope and nature of coordinated studies today. The Integrated Media Core (IMC), a course for students in Professional Photography, Graphic Design and Illustration and Graphic Imaging and Printing Technology, has explored project-driven assignments that meet general education requirements. IMC uses collaborative and relevant approaches to meet course objectives. In recognition of faculty contributions to the college, the college nominates several faculty each year to attend the National Institute for Staff and Organizational Development (NISOD) conference.

Faculty have used internal development funds and external grants to support activities in international education that inform and improve their teaching. Some basic skills faculty are researching an adult education framework called “Equipped for the Future” (EFF), which focuses on learner-based contextual teaching. In addition, college faculty are always looking for effective ways to incorporate new technologies into their curricula and classrooms. Faculty attend and present at the League for Innovation Conference; recently a group shared techniques they use to produce “on the fly” multimedia teaching materials.

Faculty at Seattle Central also reach out to the community. Faculty members participate in organizations, boards, committees, and institutes, including the King County Literacy Council, the Northwest Geology Society, the Alternative Healthcare Access Campaign, Urgent Africa, and the Iraqi Community Center in Seattle.

Challenges
The college uses a variety of instruments to better identify, understand, and meet challenges. The 2002 Noel-Levitz® Institutional Priorities Survey (IPS) (Exhibit 4.11) provides some insight into the issues that concern faculty. In winter 2003, a faculty focus group helped further define these issues, and in fall 2004, the college conducted a climate survey (Exhibit 4.9) along with several follow up forums.

Communication
The most serious challenge identified by these tools is communication. Faculty perceive gaps in communication between themselves and
administration and between faculty input and the decision-making process. In the Institutional Priorities Survey, 11 of 43 comments indicate a gap between high level administrative priorities and faculty priorities. In the fall 2004 Climate Survey, 82.3 percent of full-time faculty said their input is only occasionally or never utilized in the decision-making processes at the college. Seventy percent of part-time faculty felt the same. Additionally, 75 percent of full-time faculty felt they only occasionally or never have an appropriate influence on the direction of the college.

Because part-time instructors can be hired at any time during the academic year, it is difficult to ensure that they receive the orientation to the institution and the curriculum that they need. Each fall quarter, new faculty orientations are offered to part-timers and other new faculty, but part-time faculty hired on short notice may not have time to attend these orientations. Some divisions provide a division-specific orientation and/or handbook. Although the college offers orientations for new faculty and staff, part-time faculty may not attend because of time or schedule conflicts, and because they are not compensated for the time spent in orientations.

**Ratio of Full-Time to Part-Time**

Although 60 percent of all faculty positions are for permanent full-time faculty, fewer than 60 percent of classes are taught by full-time faculty. This disparity arises because at any given time, some full-time faculty positions are vacant, and some faculty are on professional or personal leave. Under these circumstances, part-time faculty fill in for full-time, thus lowering the proportion of full-time faculty who are teaching. In order to maintain a higher ratio of courses taught by full-time faculty, the proportion of full-time positions would also need to be higher. To a certain degree, using part-time faculty allows the college to respond quickly to changes in economic conditions that drive demand for classes. However, the college may need to consider methods to increase the percentage of permanent full-time faculty teaching classes. Even when the total ratio is acceptable, the college needs to find ways to maintain adequate levels of full-time faculty in individual programs to ensure program integrity.

A higher percentage of full-time faculty would help maintain program stability and would make more faculty available for involvement in governance. Although part-time faculty are encouraged to participate in curriculum development and college governance, their involvement is often limited by their schedules and commitments to other institutions.

**Workload**

The inconsistency in faculty workload in different programs is a continuing source of discussion and controversy. This topic was brought up in the winter 2003 faculty forum and has also been a frequent agenda item in Faculty Senate meetings. In the fall 2004 Climate Survey, about 42 percent of full-time faculty felt their workloads were only occasionally or never appropriate to their position.

Basic skills faculty are most directly affected by the workload disparity. They teach more classes for the same salary because of a historical inequity. This inequity sends a negative message about the value of these dedicated instructors who teach 30 percent more credit hours than other faculty but are expected to spend equal time on campus governance, planning, and preparation. Workforce education faculty typically have larger workloads, with contact hours that range from 20 to 25 hours.

Faculty and administrators agree that workloads should be consistent across division and program boundaries when instructional duties are comparable. However, funding and scheduling logistics have stood in the way of revising the workloads.

**Evaluation**

The consistency of post-tenure evaluation is another challenge. Fifty-six percent of faculty in the Climate Survey expressed that they only occasionally or never received feedback regarding their job performance. Administrators conduct post-tenure evaluations, but the criteria and the results for
those evaluations are not always communicated back to faculty. Faculty also expressed a desire for a mechanism for ongoing peer evaluation.

**Salaries**

One of the greatest concerns for faculty is that their salaries have remained stagnant for the past few years. The state has not funded cost of living adjustments (COLA) or step raises on the salary schedule since 2001. Already relatively low salaries have failed to keep pace with inflation and the rising cost of living in the Seattle area. Opportunities to earn better salaries exist in neighboring states, a situation that can lure away struggling faculty. This situation hurts the institution in several ways. In the past few years, several newly tenured faculty have left the college; salary may be one of the factors contributing to the decision to accept another position with higher pay. This trend wastes time invested in new hires and disrupts the development of academic programs. The college has attracted outstanding instructors despite stagnant salaries; however, in high demand fields such as nursing and information technology, to attract qualified faculty, the college has sometimes placed new instructors at salary steps above those obtained by existing faculty in the same programs. Hiring new faculty at higher salaries than seasoned faculty is unfair and can hurt morale.

Although part-time salaries have improved significantly in recent years because of legislative action and strong union support, part-time salaries remain low compared to full-time salaries. Equitable salaries and more long-term security for part-time faculty would improve continuity within programs and could help improve the ratio of full-time to part-time faculty.

For the most part, faculty choose to teach rather than work in their fields of expertise, knowing that salaries in higher education are often not competitive with those of other sectors. However, salary and workload issues do affect retention, recruitment, and morale. While faculty continue to teach with dedication to meet the needs of their students, their lowered morale may impact their efforts in extracurricular activities, such as committee work and professional development. Overall, faculty understand that their salaries are largely in the hands of the Washington state legislature, and faculty groups at Seattle Central are working hard to convince lawmakers to raise salaries to attract highly qualified new faculty and to retain experienced faculty.

**Desired Future Outcomes**

Faculty and administration occasionally have different or competing interests. These differences are natural given different obligations and perspectives for each group. However, both groups support a committed, energetic, and innovative faculty. Seattle Central has a rich history of such commitment and innovation that should be nurtured. To ensure this outcome, both faculty and administrators work together to meet the challenges listed above and whatever new ones arise.

Although surveys and forums reveal communication as a major challenge, surveys also suggest several positive aspects or attitudes that can help form the basis of a solution. In the Climate Survey, most faculty (about 80 percent full-time and about 82 percent of part-time) felt they understood the college’s mission. Further, a good majority (68 percent full-time, 69 percent part-time) felt that the actions of the college reflect that mission. And, although there is gap in perception between faculty and administration, the majority of faculty (about 54 percent full-time and about 63 percent part-time) felt that the administrators are qualified to do their jobs.

The new college President has also been very sensitive to faculty concerns about communication and involvement in decision making. She has promised to make the decision-making process more transparent and inclusive. The President has initiated several forums with the intent of identifying concerns and directions for a strategic planning process and led efforts to replace the Planning and Advisory Committee (PAC) with the College Planning Council to increase opportunities for
communication and input in the planning process.

The other challenges are also receiving some attention. The ratio of full- to part-time faculty is being assessed. Several vacant permanent full-time positions will be filled during 2004-2005, which will help rectify the imbalance.

Faculty should have easy access to the information they need through multiple formats, including the *Faculty Handbook*, which is currently under revision and will be linked on the faculty and staff resources Web page (http://seattlecentral.edu/dept/facstaff.php). Beyond the general faculty orientation information, each division should provide additional division-specific information.

Faculty and administrators should review the purpose and the process of post-tenure evaluation.

Although salaries depend on the state legislature, both the faculty union and college administrators are working to inform legislators of the need to keep salaries commensurate with the skills and effort of faculty. Better salaries and benefits are required to attract and maintain the quality of faculty that make Seattle Central the exceptional college it has always been.
### Table 4.1— Institutional Faculty Profile Fall 2003

| RANK OR CLASS               | NUMBER | FULL-TIME FACULTY |             |             |             |             | FULL-TIME VACANCIES | PART-TIME | DR | M | B | PROF LIC | LESS THAN BAC | MIN | MED | MAX | MIN | MED | MAX | MIN | MED | MAX | MIN | MED | MAX | MIN | MED | MAX |
|-----------------------------|--------|-------------------|-------------|-------------|-------------|-------------|---------------------|-------------|----|---|---|---------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Academic Transfer          | 68     | 2                 | 149         | 22          | 46          | 0            | 6                   | 0           | 41,839 | 47,046 | 56,998 | .5 | 11 | 38 | 2 | 16.5 | 40 | 5   | 15 | 25  |
| Workforce Training         | 47     | 3                 | 123         | 1           | 19          | 23           | 31                  | 4           | 41,144 | 46,693 | 56,998 | .3 | .8 | 38 | .5 | 12   | 42 | 8   | 16 | 21  |
| Developmental              | 23     | 0                 | 60          | 1           | 20          | 2            | 5                   | 0           | 43,522 | 49,070 | 53,827 | 4  | 13 | 30 | 10 | 25   | 40 | 15  | 20 | 20  |
| Librarians and Counselors  | 13     | 0                 | 5           | 1           | 12          | 0            | 13                  | 0           | 41,936 | 47,485 | 54,619 | 5  | 12 | 20 | 5  | 16   | 30 | 0   | 0   | 3   |
| **SUB-TOTAL**              | 151    | 5                 | 337         | 25          | 97          | 25           | 55                  | 4           |
| SVI FACULTY¹               | 6      | 1                 | 35          | 0           | 0           | 3            | 5                   | 3           | 42,979 | 45,374 | 50,155 | 4  | 13 | 20 | 6  | 22   | 25 | 270 | 275 | 275 |
| **TOTAL**                  | 157    | 6                 | 372         | 25          | 97          | 28           | 60                  | 7           |

¹SVI faculty are listed separately because their assignments are clock hours instead of credit hours.
STANDARD FOUR

APPENDICES

Appendix 4.1  Agreement: Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers, Local 1789
Appendix 4.2  Faculty Salary Schedules, 2003-2004
Appendix 4.3  Post-Tenure Faculty Evaluation Form

EXHIBITS

Exhibit 4.1  Faculty Professional Vitae
Exhibit 4.2  Criteria and Procedures for Employing, Evaluating, and Compensating Faculty in Special Programs
Exhibit 4.3  Faculty Handbook
Exhibit 4.4  Employment and Orientation Procedures and Policies
Exhibit 4.5  Faculty Research and Publications
Exhibit 4.6  Application for Professional Leave
Exhibit 4.7  Summary Reports of Faculty Involvement with Public Services and Community
Exhibit 4.8  Evaluation Forms and Summary Reports of Student Evaluations of Faculty and Courses
Exhibit 4.9  2004 Climate Survey Results, questions 11 and 38
Exhibit 4.10  Faculty Committees and Memberships
Exhibit 4.11  Institutional Priorities Survey (IPS) Results
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INTRODUCTION
Like all libraries, the Seattle Central library is a dynamic organism. In the last decade, it has adapted to the evolving research needs and information seeking behaviors of students and instructors. Developments in technology have revolutionized library and media resources, services, instruction, facilities, and access, and have influenced the library's implementation of the plans indicated in the 2000 Interim Accreditation Report and summarized below.

- In 1999, an instructional computer lab funded by a Title III grant expanded hands-on training for students and allowed librarians to develop new instruction and assessment strategies.
- The library has added online services and resources and has improved adaptive technology. Web-based electronic databases have completely replaced networked CD-ROM databases and print indexes. Students can now access reference and periodical databases, electronic books, and the library catalog through any computer with an Internet connection.
- The library is promoting and developing more course-integrated information literacy curricula. The Information Literacy Committee, formed to encourage faculty input and collaboration, has developed tools to measure students’ information literacy skills and evaluate library services use.
- The library continues to seek supplemental funding through grants, partnerships with campus programs, and other available funds. Recent Title VIA and Title III grant awards improved the print collection and electronic resources.
- The library submitted a capital project request to the State Board for Community and Technical Colleges in 2001 and 2003 for a new library building.

All library staff recently reviewed the library mission statement, which had been in place since 1998. The revised mission helps establish clear relationships among all functions of the library and articulates the library’s support of the college mission (Appendix 5.1.1).

SERVICES (5.A, 5.B)
Services for students, faculty, and staff include reference, circulation and reserves, interlibrary loan (ILL), and media. In addition, the library provides quiet study areas and includes an open computer lab funded by student technology fees. Various printed handouts that summarize library services are available from multiple distribution points in the library and across campus (Exhibit 5.1.1). Additionally, the library Web site includes a section with detailed information about library services (http://dept.sccd.ctc.edu/clilc/).

REFERENCE
The library provides reference services in response to students’ immediate information needs but also seeks to promote user independence. Professional librarians respond to a variety of information and technology based inquiries in person, on the phone, and through e-mail. Reference assistants, who are graduate students in library science, provide additional help at the reference desk. Although students find some information independently, they approach librarians with more complex questions. Demand for service at the reference desk is steady because students often need individual help identifying and using the best resources for their information needs (Table 5.1.1).
INTERLIBRARY LOAN AND DOCUMENT DELIVERY (5.C.2)

The library offers traditional interlibrary loan (ILL) and online document delivery services that extend access to resources beyond the library’s collection (Table 5.1.2). The library participates in reciprocal borrowing with other Washington state community and technical colleges (Exhibit 5.1.2). Students also benefit from the library’s proximity to the University of Washington Libraries, two large public library systems, and other local university libraries.

The library borrows materials from other libraries on behalf of students, resulting in over 1,500 transactions a year; it lends about 700 items to other institutions. Borrowing and lending within the three-college district accounts for a large proportion of interlibrary loan; in-district borrowing is quick and convenient through the shared library catalog. Although students now have access to thousands of full-text periodicals through online databases, the number of interlibrary loan requests for materials outside the district has remained steady.

Circulation services include material check-in and check-out, shelf maintenance, interlibrary loan, and course reserves. Staff work closely with reference and media staff to provide integrated service. Because the permanent circulation staff is small (2.5 FTEs), planning for training opportunities and covering absences is challenging. Part-time and student employees are employed to assist regular staff. In 2001, the circulation supervisor designed and implemented a training program for work-study students and part-time employees, which includes worksheets, activities, and testing.

A new library automation system installed in 1999 improved the efficiency of all circulation functions. Because of differences in how this new system counts transactions and because some circulation procedures changed when the system was implemented, some circulation statistics are inconsistent from year to year during the five-year period shown in Table 5.1.3. However, the overall trend shows an increasing number of check-outs since 2000-2001. A drop in periodical circulation between 2000 and 2001 reflects the shift from the use of print periodicals to accessing full-text databases online. Online database use is not reflected in these circulation statistics.

The staff inventoried the entire collection in summer 2002 to ensure accurate holdings records and to identify missing items. The library is exploring an overdue fine structure that would encourage borrowers to return items before they become marked as lost.

Circulation staff coordinate an active reserve collection that includes items placed in the library by instructors. In fall 2001, student government began providing supplemental funds to ensure students have reserve access to expensive textbooks. Since 2003, instructors have been able to place reserve items on electronic reserve (e-reserve) enabling students with Web access and an instructor-supplied password to view, download, and print e-reserve items through the library catalog.

MEDIA SERVICES

Media services include equipment delivery and maintenance, media circulation, tape duplication, and off-air and satellite recording (Table 5.1.4). Advances in media technology and computers in the classroom have particularly impacted this busy department. Media staff deliver equipment to classrooms, including DVD and video projectors, TV/VHS monitors, computers, and camcorders. Although many classrooms are equipped with computers, demand for classroom delivery of all types of media equipment continues to grow. Laptop computers are available for faculty and staff check-out. Media

Table 5.1.1—Reference Questions Answered, 1999-2000 to 2003-2004

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DIRECTIONAL</th>
<th>REFERENCE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>440</td>
<td>14,789</td>
<td>15,229</td>
</tr>
<tr>
<td>2000-2001</td>
<td>564</td>
<td>15,029</td>
<td>15,593</td>
</tr>
<tr>
<td>2001-2002</td>
<td>1,073</td>
<td>14,520</td>
<td>15,593</td>
</tr>
<tr>
<td>2002-2003</td>
<td>1,158</td>
<td>15,106</td>
<td>16,264</td>
</tr>
<tr>
<td>2003-2004</td>
<td>1,344</td>
<td>13,451</td>
<td>14,795</td>
</tr>
</tbody>
</table>

1Quick questions about the location of resources and services.
staff maintain audiovisual equipment. Media equipment is replaced with funds from the collegewide instructional equipment fund.

In 2001, media staff inventoried equipment and audiovisual resources and identified frequently used videotapes and 16 millimeter film titles for replacement. Although this format-driven weeding process has reduced total holdings, high-density shelving for video and DVD that was installed in 1998 is already almost full. In 2002, the media staff began using the circulation module of the library automation system, Voyager, which generates more accurate use statistics.

### Table 5.1.2—Interlibrary Loan, 1999-2000 to 2003-2004

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PRINT ITEMS BORROWED</th>
<th>PRINT ITEMS LOANED</th>
<th>PRINT TOTAL</th>
<th>MEDIA ITEMS BORROWED</th>
<th>MEDIA ITEMS LOANED</th>
<th>MEDIA TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>999</td>
<td>902</td>
<td>1,901</td>
<td>286</td>
<td>205</td>
<td>491</td>
</tr>
<tr>
<td>2000-2001</td>
<td>1,367</td>
<td>703</td>
<td>2,070</td>
<td>255</td>
<td>118</td>
<td>373</td>
</tr>
<tr>
<td>2001-2002</td>
<td>1,306</td>
<td>635</td>
<td>1,941</td>
<td>253</td>
<td>144</td>
<td>397</td>
</tr>
<tr>
<td>2002-2003</td>
<td>1,544</td>
<td>662</td>
<td>2,206</td>
<td>298</td>
<td>129</td>
<td>427</td>
</tr>
<tr>
<td>2003-2004</td>
<td>1,319</td>
<td>616</td>
<td>1,935</td>
<td>203</td>
<td>100</td>
<td>303</td>
</tr>
</tbody>
</table>

### Table 5.1.3—Print Circulation and In-Library Use, 1999-2000 to 2003-2004

<table>
<thead>
<tr>
<th>YEAR</th>
<th>BOOKS</th>
<th>PERIODICALS</th>
<th>RESERVES</th>
<th>TOTAL CIRCULATION</th>
<th>IN-LIBRARY USE (BOOKS)</th>
<th>IN-LIBRARY USE (PERIODICALS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>22,583</td>
<td>2,433</td>
<td>8,712</td>
<td>33,728</td>
<td>25,210</td>
<td>4,096</td>
</tr>
<tr>
<td>2001-2002</td>
<td>22,836</td>
<td>2,436</td>
<td>12,023</td>
<td>37,295</td>
<td>19,559</td>
<td>6,770</td>
</tr>
<tr>
<td>2002-2003</td>
<td>23,418</td>
<td>2,670</td>
<td>15,087</td>
<td>41,175</td>
<td>22,796</td>
<td>4,923</td>
</tr>
<tr>
<td>2003-2004</td>
<td>20,967</td>
<td>2,473</td>
<td>18,077</td>
<td>41,517</td>
<td>24,531</td>
<td>6,329</td>
</tr>
</tbody>
</table>

### Table 5.1.4—Media Services, 1999-2000 to 2003-2004

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MEDIA CIRCULATION</th>
<th>INTER-LIBRARY LOAN</th>
<th>CLASSROOM EQUIPMENT DELIVERY</th>
<th>EQUIPMENT CHECK-OUT (IN LIBRARY USE)</th>
<th>TAPE DUPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>6,556</td>
<td>491</td>
<td>11,336</td>
<td>6,179</td>
<td>3,909</td>
</tr>
<tr>
<td>2000-2001</td>
<td>3,625</td>
<td>373</td>
<td>6,762</td>
<td>2,511</td>
<td>1,606</td>
</tr>
<tr>
<td>2001-2002</td>
<td>6,527</td>
<td>397</td>
<td>7,938</td>
<td>7,505</td>
<td>4,594</td>
</tr>
<tr>
<td>2002-2003</td>
<td>3,840</td>
<td>427</td>
<td>8,262</td>
<td>4,884</td>
<td>2,401</td>
</tr>
<tr>
<td>2003-2004</td>
<td>6,192</td>
<td>303</td>
<td>8,648</td>
<td>5,003</td>
<td>2,571</td>
</tr>
</tbody>
</table>

1 Missing some media circulation data.

**Open Lab**

The library open computer lab is a 20-station satellite of the main Computer Center, which serves current students who pay the required universal technology fee. The lab provides convenient access to librarians and library materials, a situation that helps introduce students to the library’s resources and services. A lab assistant from the Computer Center provides user support during library hours.
Table 5.1.5—Library Workshops, 1999-2000 to 2003-2004

<table>
<thead>
<tr>
<th>YEAR</th>
<th>WORKSHOPS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>228</td>
<td>5,108</td>
</tr>
<tr>
<td>2000-2001</td>
<td>247</td>
<td>6,300</td>
</tr>
<tr>
<td>2001-2002</td>
<td>210</td>
<td>5,104</td>
</tr>
<tr>
<td>2002-2003</td>
<td>258</td>
<td>5,918</td>
</tr>
<tr>
<td>2003-2004</td>
<td>247</td>
<td>5,476</td>
</tr>
</tbody>
</table>

INSTRUCTION (5.B.2)

INFORMATION LITERACY

Instructing students in information literacy is one of the library’s most important pursuits. The library instruction program responds equally to students associated with college transfer, workforce education, and basic skills programs. The instruction program follows the Information Literacy Standards established by the Association of College and Research Libraries (ACRL) and supports the collegewide information literacy outcome as well as the AA degree’s information literacy and technology literacy outcome. A detailed description of the library’s instruction program can be found in Standard Two (2.A.8).

To promote information literacy, librarians offer credit courses, library workshops, and faculty development workshops. The library offers 210 to 258 library workshops annually, serving 5,104 to 6,300 students each year (Table 5.1.5). Seattle Central is among the top two-year public colleges in Washington state in number of library workshops offered per year. Each quarter, the library offers online and traditional credit courses for students who want to deepen their research skills. Students involved in distance learning as well as traditional students can receive instruction by enrolling in a Washington Online course developed and maintained by the librarians at Seattle Central, or by accessing a locally developed online textbook, Research Methods and Strategies (Exhibit 5.1.3). Students in non-library credit courses can use other learning resources provided on the library Web site, including Research Passport (http://seattlecentral.edu/library/passport/), an interactive tutorial created by a team of district librarians, and Research Guides, content-driven starting points for finding library and online materials created by librarians in collaboration with program faculty (Exhibit 5.1.4).

Grants and professional activities enhance the library’s instruction program. Title III, a technology grant, provided librarians the opportunity to develop assessment strategies, and several curriculum development grants made it possible to keep credit courses current and relevant. In fall 2003, the Washington State Library approved a four-year LSTA grant to provide funding for all community and technical college librarians to develop information literacy plans at their respective campuses. As part of the grant, librarians will attend the nationally recognized ACRL Information Literacy Immersion Program in spring 2005. In addition, one librarian has received a sabbatical leave award for winter and spring 2005 to explore program design models that promote information literacy. One product of this sabbatical will be a draft information literacy plan for the library (Exhibit 5.1.5).

FACULTY WORKSHOPS (5.D.5)

To broaden the reach of information literacy instruction, librarians offer faculty development workshops that support integrating information literacy into courses outside the library. The workshops help instructors develop library and research assignments, keep up with the changes in information technology, and integrate new technologies into their instruction. Each fall, the library offers a library orientation for new faculty, and librarians contribute to district and campuswide faculty development efforts. As faculty become more familiar with online resources, they attend fewer workshops. Librarians have shifted their focus from workshops to the Information Literacy Committee activities and direct contact with faculty by subject area. Recently, workshops on Information Age Teaching and plagiarism have been well attended (Exhibits 5.1.6 and 5.1.7).
RESOURCES (5.A, 5.A.2, 5.B.3, 5.C.1)

The library develops current, responsive collections that offer a variety of viewpoints and formats and meet the academic needs and mission of the college. The library maintains an up-to-date collection development policy that guides selection and weeding (Exhibit 5.1.8).

Librarians maintain liaison relationships with instructional divisions to create collections that support program needs. The liaison relationship develops individual contact between the library and instructional faculty. Librarians regularly solicit suggestions from faculty for specific titles and subject areas, and the library notifies faculty when new materials they requested are available. Division faculty consult with librarians when proposing new courses and programs to ensure needed resources and information are available.

Librarians also respond to information about the curriculum that comes through formal channels such as the Curriculum Review Committee and consider student requests for specific titles, topics, and formats.

Library holdings are comparable to peer community colleges statewide (Exhibit 5.1.9). As of June 2004, the combined main and satellite collections consisted of 60,974 volumes of books, 324 periodical titles (295 active subscriptions), 7,869 audiovisual media items, and 23 online database subscriptions, all of which include full-text content (Table 5.1.6).

Despite a limited collection budget, the library maintains an extensive and current reference collection with subject specific resources that cover all areas of student interest. Audiovisual materials are transitioning from video to DVD, and most 16 millimeter films have been removed or replaced with newer formats. Phonodiscs were completely discarded several years ago, and librarians have been actively building the
compact disc collection. All library collections were weeded heavily in the past few years to improve access to current information and to make room for newer materials (Table 5.1.7).

Electronic resources with full-text content have greatly augmented information available to students both on and off campus. ProQuest alone provides access to over 1,700 full-text periodicals, and the New York Times Historical Archive offers articles from 1851 to 2001. A growing collection of electronic books provides “anytime anywhere” access to books. As of June 2004, the library had acquired three collections of electronic books totaling 10,133 e-books that students can access from anywhere via the Web. Statewide Database Licensing, a project that negotiates database subscriptions for libraries across Washington state, has enabled the library to maximize limited funding and expand electronic database offerings.

Increasingly, library users expect to find the information they need from Web-based resources that they can access anytime and anywhere. This trend can be attributed to the popularity of distance learning programs and to the general impact of technology on students. Nevertheless, traditional books continue to draw library users, as indicated by circulation statistics and in-library use of books (Table 5.1.3 above). The print collection adds a depth of information not yet available on the Web. Librarians have observed growing use of online periodical and reference databases. Students more frequently ask about these resources at the reference desk, and “show of hands” surveys during instruction sessions reveal increasing awareness of and experience with databases. Because vendors track database use inconsistently, compiling statistics that accurately describe this growth has been a challenge. An authentication system that was fully implemented in 2003 now makes it possible to generate uniform database statistics, and vendors have recently adopted a standard developed to produce more consistent database use data (Appendix 5.1.2).

Two satellite libraries provide collections that focus on the specific needs of students in the Wood Construction Center and the Seattle Maritime Academy (Table 5.1.8). These libraries are physically isolated, and budgetary constraints limit open hours. The collections meet most information needs of these programs, and students can use the main campus library for supplementary information needs that arise. Librarians visit the sites regularly and provide quarterly library workshops for students in introductory survey courses.

Seattle Vocational Institute does not offer library collections or services onsite. Students have access to resources at the main campus library and at the nearby Wood Construction library.

### Facilities and Access (5.C)

Lack of space presents a critical barrier to library services at Seattle Central. The existing library is crowded and worn and has many major facility deficiencies. Although the library has maximized the space by rearranging shelving and services, this space cannot accommodate additional online research stations, study rooms, collection growth,
The library has not been renovated since it was first built about 30 years ago. In 2003, an architect prepared a Library Facilities Deficiencies Report, which served as a supporting document for the December 2003 capital project. This report noted deficiencies in the library’s condition, function, and space allocation. When considered individually, each deficiency presents some degree of inconvenience for users; taken together, these problems reveal an aging library facility that cannot fully support library services and technology needed to meet the educational needs of Seattle Central’s students.

Beyond these deficiencies, the college has long recognized that the existing library is too small for the growing student population. A new building is the only way to provide more library space because the library cannot be expanded in its present location. The college has requested state capital funding for a new library building three times in the past 10 years. The latest request, dated December 2003, was not funded because of high competition for limited state funds (Exhibit 5.1.10).

### PHYSICAL RESOURCES AND ACCESSIBILITY

The library occupies 20,600 square feet on a single floor and serves approximately 10,500 students each quarter with a variety of equipment and services.

Twenty-five reference computer workstations, 16 computers in the library instruction lab, and two networked printers form the library’s computer network. An open computer lab with 20 workstations and one printer is connected to the campus student network. The library instruction lab and the demonstration classroom accommodate 25 and 40 students respectively. A multi-purpose room carved from a traffic area houses the ESL and basic skills collection and provides collaborative study space. Other seating options include quiet study areas that accommodate 156 users, three small group study rooms with video viewing equipment, and an open study room for up to six students. A small media viewing area accommodates 15 tightly spaced audiovisual media viewing and listening stations.

Problems with the physical condition of the library include structure, health and safety issues, heating, lighting, electrical services, and Americans with Disabilities Act (ADA) accessibility. The library has too few computer workstations, study areas, and informal meeting spaces, and it lacks work tables in the reference area. Much of the furniture is uncomfortable or inappropriate for current uses. Because the media and circulation service desks are separate, more staff is required to provide service. Space constraints have also led to extensive weeding of the print periodical collection.

Of great concern is barrier-free physical accessibility. Currently, poor elevator access, inappropriate door hardware, and non-ADA accessible restroom doors may present barriers to individuals with disabilities. JAWS, a software program that increases computer accessibility, is available at all student stations; OpenBook, a software program that uses a scanner to convert printed text to audio, is available at a single designated station.

### ONSITE ACCESS (5.C.1)

The library is an increasingly busy center for teaching, learning, research, study, and library operations. The library has adjusted hours and staffing to meet demand for access to resources.
Changing technology, increased activity, and the resulting noise have changed how the library is used.

During the academic year, the library is open Monday through Thursday from 7:45 a.m. to 9 p.m.; Friday from 7:45 a.m. to 4:30 p.m.; and most Saturdays from 10:30 a.m. to 3:30 p.m. Media Services is closed on Saturdays. The library cannot offer Sunday hours because the main campus building is closed on Sundays. During summer quarter, library hours are Monday through Thursday from 8 a.m. to 8 p.m., again limited by the hours of the campus building. During the instructional quarter, the Wood Construction Center Library is open twelve hours per week, and the Seattle Maritime Academy Library is open four hours per week.

Like many public spaces, the library is experiencing technology driven changes in social behavior among users. A library policy regarding student rights and responsibilities was developed with student input in 2002 to address student conduct in the library (Exhibit 5.1.8). The policy addresses issues that affect the library’s learning environment, such as cell phones, personal e-mail, and noise. A growing number of community visitors use the library’s Internet access, which occasionally disrupts student research. The library is seeking a technical solution to limit computer access without completely excluding community users.

Remote Electronic Access and Support for Distant Learners (5.B.5)

Access to Seattle Central’s library resources has changed dramatically with the advent of online databases and services, and the library is committed to providing access to these resources. The pathways to content now include a variety of full-text electronic periodical and reference databases. Students are becoming more literate and experienced in using the computer to access these resources and course activities. The library Web site (http://dept.sccd.ctc.edu/cclib/) and the use of authentication provide a cohesive and supportive research experience for off-campus users. Peer libraries and students have recognized the Web site for its ease of use and valuable content (Exhibit 5.1.11).

Staff, Administration and Budget (5.D)

The library has a motivated and well-trained staff, but limited resources. Because staff and librarians regularly participate in planning activities, their job assignments and responsibilities are well defined (Appendix 5.1.3).

Adequate, Competent and Qualified Staff (5.D.1, 5.D.2)

The library and media staff include the Dean for Instructional Resources, who also oversees Information Technology Services; five tenured full-time librarians; three to five part-time librarians; six full-time technical and public services staff members; one secretary lead; six part-time staff (three reference assistants, two library technicians, and one media assistant); and 12 to 16 student workers. The Wood Construction and Maritime Academy satellite libraries each employ one part-time library technician. All librarians have master’s degrees in Library Science (Exhibit 5.1.12). Four full-time classified staff have bachelor’s degrees. All reference assistants are graduate students at the University of Washington Information School.

One full-time librarian position was added in fall 1999 to address the increasing demand for library services and instruction. Although an additional skilled library technician is needed, student workers help fill the gaps by performing lower level work. Student workers have been very helpful, but their turnover is high, which requires regular staff to spend more time training new workers, particularly in technical areas such as acquisitions and circulation.

Opportunities for Training and Professional Development (5.D.3)

Library and media staff take advantage of on-the-job training, on-campus or districtwide staff and faculty development workshops or training, and external workshops, training, and conferences.
In addition, some staff members enroll in credit classes to expand their skills (Exhibit 5.1.13).

The library and media staff are service-oriented and student-centered. They draw on valuable interpersonal communication skills in their daily tasks and encounters with the public. They excel in their jobs because they communicate and cooperate effectively. Beginning 2003-2004, each staff member is documenting an informal short-term plan for professional development to establish priorities for job enrichment and advancement.

**Organizational Arrangements and Responsibilities (5.B.3, 5.D.4, 5.E.2)**

The Dean for Instructional Resources oversees the organization of library and media staff and encourages the efficient accomplishment of the library’s mission and goals through participatory leadership and teamwork. Librarians avoid overspecialization by rotating responsibility for five coordinator positions that cover all major library functions and subject liaison relationships with academic divisions. Librarians and paraprofessional staff work together to solve problems and develop policies and procedures through cross-training and taskforces assigned as needed (Exhibit 5.1.14). The dean and staff maintain close working relationships with the Information Technology Services on campus and the technology support department in the Seattle Community College District Office.

Policies and procedures are well established, and they are frequently updated to reflect changes in technology, user needs, and available resources. Library staff maintain procedures for their respective areas of responsibility. Librarians and affected library staff review and approve new and revised policies. The consolidated library policies and procedures manual is available in the library administrative office, and at library service points (Exhibit 5.1.8).

**Financial Support and Expenditures (5.A.1, 5.D.6)**

The permanent library and media budget was $772,066 in 1999-2000 and has increased to $865,304 in 2004-2005 (Table 5.1.10). Although the permanent budget funding for library and media services has not increased appreciably during the last several years, significant temporary funding sources have helped the library cope with its stagnant budget.

The library benefits from several campus funding sources, both permanent and temporary. The permanent library materials budget received an increase of $12,000 for online database subscriptions in 2001-2000. Distributed through a competitive application process, the universal technology fee has contributed $3,350 annually since 2002 for two online databases and has helped maintain and replace some student computers. Instructional equipment funds have provided $23,022 to $45,165 each year for computers and audiovisual equipment. The Title VIA grant for diversity materials boosted the acquisitions budget with $2,564 in 2000-2001, $3,812 in 2001-2002, and $5,070 in 2003-2004. Other sources of irregular funding include grants and Worker Retraining funds (Appendix 5.1.4).

Additional funding for online databases and library system support comes from the Seattle Community College District budget, which permanently allocates $36,000 for online databases shared by the three libraries in the district. Seattle Central’s share of these funds is about 37 percent. For 2004-2005, the libraries

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PERSONNEL INCL. BENEFITS</th>
<th>PERIODICALS AND ONLINE DATABASES</th>
<th>BOOKS AND AV MEDIA</th>
<th>OTHER OPERATION</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>$686,251</td>
<td>$37,000</td>
<td>$39,075</td>
<td>$ 9,740</td>
<td>$772,066</td>
</tr>
<tr>
<td>2000-2001</td>
<td>707,664</td>
<td>37,000</td>
<td>39,075</td>
<td>9,740</td>
<td>793,479</td>
</tr>
<tr>
<td>2001-2002</td>
<td>733,673</td>
<td>47,000</td>
<td>39,075</td>
<td>11,740</td>
<td>831,488</td>
</tr>
<tr>
<td>2002-2003</td>
<td>757,410</td>
<td>47,000</td>
<td>39,075</td>
<td>11,740</td>
<td>855,225</td>
</tr>
<tr>
<td>2003-2004</td>
<td>$767,489</td>
<td>$47,000</td>
<td>$39,075</td>
<td>$11,740</td>
<td>$865,304</td>
</tr>
</tbody>
</table>
have received an increase of $22,500 to keep up with inflation in online database prices and additional e-book titles. In 1998, the district provided $300,000 one-time funding to implement a districtwide integrated library system as well as a permanent budget of $38,929 to operate it. The district also maintains a permanent budget for centralized Library Technical Services, which provides receiving and cataloging services.

PLANNING AND COLLABORATION

Library staff, librarians, and the dean engage in ongoing planning, assessment, and multi-level collaboration to support teaching and learning. The library’s mission and goals statement guides library activities and decisions and supports the college mission.

PLANNING (5.A, 5.B.4)

The library’s planning process considers both long- and short-term library needs and involves identifying the purpose and activities of the library and their relationship to the college’s mission and values. During the 2003-2004 academic year, librarians, with input from staff, redefined goals to maintain consistency with the mission statement and to provide a context for determining annual measurable objectives.

Librarians meet early each fall to review the previous academic year’s outcomes, designate areas of responsibility and other assignments, and plan for the upcoming year. Since 2000, librarians have added a spring quarter retreat to provide more planning time and to focus on specific areas such as instruction (Exhibit 5.1.15).

For many years, the Library Advisory Committee provided a communication link between the library and the instructional divisions. In 1998, the committee decided that it would rather operate as a working group that did more than transmit library news and procedures. By 2001, the committee had evolved into the more dynamic Information Literacy Committee, which has focused specifically on designing and implementing strategies to integrate information literacy into the curriculum. In spring 2004, the committee expanded its charge to include all library support activities for college instruction programs (Exhibit 5.1.16).

EVALUATION (5.E.1, 5.E.3)

Assessment is a regular part of library activities. Weekly librarians’ meetings and regular library staff meetings are the primary means of evaluating how well library services and resources address the teaching and learning needs of the college. Both quantitative and qualitative tools have also helped pinpoint gaps in performance areas. The library recently adopted ACRL standards as guidelines for a newly implemented formalized system to consistently document assessment activities (Exhibit 5.1.17). Each librarian coordinates one area of performance measures. The information literacy measures, for example, include student course evaluations, faculty feedback, library workshop mini-surveys, and quick review questionnaires. The results of these measures inform instruction program planning and decision making and also lead to concrete actions such as revised curriculum design and instructional techniques. Librarians are also able to provide feedback to faculty and programs about the information literacy competencies and needs of their students.

Campus level evaluation of the library demonstrates that college faculty and students actively use library resources and services. The fall 2002 Student Satisfaction Inventory (SSI) of student, faculty, and staff satisfaction indicates that students find the library staff to be friendly and approachable. Faculty and staff satisfaction with library resources and services is better than the western community college average. However, results from the SSI also indicate that student satisfaction with library resources and services is lower than the western community college average. Since the SSI put these two issues together, it is hard to distinguish whether students were dissatisfied with service or collections. Based on other surveys and the experience of the library staff, students are less satisfied with the resources and more satisfied with services. This suggests the collection budget is the real source of dissatisfaction here (Exhibit 5.1.18).
COMMUNICATION AND COOPERATION (5.C.2, 5.E.2)

The library engages in collaboration at various levels in its highly visible multi-faceted role of supporting the dynamic library research needs and contributing to the information literacy outcomes of the college.

Through meetings, liaison assignments, mentoring, and electronic file sharing, library and media staff work as a team and communicate openly to solve problems and develop policies and procedures. The library uses various modes of communication to disseminate information about services and resources to the greater campus community. Some are self-initiated such as the library’s Web site, and others involve non-library channels such as campus publications (Exhibit 5.1.19). Librarians actively participate in collegewide and districtwide committees, often taking on leadership roles. Librarians chair the Curriculum Review Committee and the Information Literacy Committee, and in 2003-2004 a librarian chaired the Global Education Design Team.

The library shares a library catalog and other online resources with the North Seattle and South Seattle community college libraries and collaborates with local university and high school libraries on information literacy programs. Library participation in current statewide initiatives extends and enhances the resources and services available to the Seattle Central community. The library continues to pursue additional options to broaden access to databases and reduce duplication of resources.

In this era of rapidly changing information technology and resources, the library has remained central to the Seattle Central community by providing excellent services, instruction, and programs. The library dean, librarians, and staff maintain a positive image by being responsive and innovative in a constantly changing environment.

STANDARD FIVE, PART ONE ANALYSIS

STRENGTHS

The library is viewed positively among students, staff, and faculty, who use its services for information resources, research support, and instruction. The library provides adequate collections and outstanding services as well as strong leadership in information literacy. Through planning and collaboration, librarians evaluate patterns of use and monitor innovations in technology so that resources and services match user needs and expectations.

Despite a static permanent materials budget, the library carefully manages existing funds and pursues alternative funding to build an excellent reference collection, growing electronic resources, and a solid though aging circulating collection. Librarians weed the print collection regularly to remove out-of-date resources. The library provides access to the library collections at the two other colleges in the Seattle Community College District, and students benefit from close proximity to two major public library systems and several university libraries, including the University of Washington. Regional consortia enable the library to strengthen access to resources, particularly electronic databases, through joint purchases with other libraries.

Librarians and staff work together to provide excellent services and resources. Each librarian coordinates one area of the library’s activities, and everyone works together to achieve desired outcomes, communicating and collaborating through e-mail, print, and interpersonal interaction. Librarians meet weekly, and the entire staff meets quarterly. Staff are welcome to attend librarians’ meetings to address specific concerns. Minutes of each meeting are available to everyone for comment and review. As a result, all library personnel are involved in projects, initiatives, and issues.

The library is broadly recognized for its excellent work on information literacy. Collegewide, faculty rely on the library for its strong curriculum and its instructional lab. The lab is small but well designed for hands-on learning.
Each academic division has a librarian liaison who assists with curriculum design, selects library materials, and develops relationships with division faculty. In addition to local campus workshops, librarians present workshops and papers to state and national audiences. The library regularly receives requests from peers at other institutions to use or adapt the library curriculum and electronic publications, including citation guides and the online textbook.

Librarians demonstrate their commitment to assessment through a well defined assessment plan that focuses on both services and instruction (http://seattlecentral.edu/assessment/database/).

Librarians actively participate in the work of the college. As faculty, they provide leadership and service on key campus and district committees, advocating for the library itself and for the larger campus and its students.

**Challenges**

Limited budgets, an inadequate library facility, and the college’s information literacy outcome present major challenges for the library.

The acquisitions budget is fixed while inflation and other factors erode the library’s buying power. Books are important for all levels of research; however, maintaining adequate funding for keeping the collection current is difficult. Some areas of the print collection age faster than they can be replaced. The library struggles to obtain funding for electronic databases and essential print subscriptions.

The library needs to be replaced with a larger facility that is configured, both technically and spatially, to fully support all library functions. According to state standards, a college the size of Seattle Central should have a library of 40,000 assignable square feet, almost double its present size of 20,600 square feet. Study areas, shelving, and classrooms are inadequate, and the physical infrastructure does not fully meet technology requirements.

The library cannot be enlarged in its present location because building configuration and the floor load requirements for book shelves make such expansion impossible. Although some deficiencies could be addressed in part by reconfiguring the space, these changes cannot provide what is needed most: more space for study and information literacy instruction. Only a new building can provide Seattle Central students with the library services and resources they need. In recent budget cycles, state capital budget requests for a new library failed to receive funding.

Delivering media resources to classrooms remains a challenge. Technically, it is possible to improve and streamline media services through electronic media delivery. At the same time, limited capital funding and the building’s aging infrastructure stand in the way of these improvements. It is a challenge to balance equipment security with the need for convenient access to classrooms and equipment. Security for media equipment is extremely difficult in instructional areas outside the main campus building.

Information literacy is a collegewide learning outcome and a core learning outcome for the AA degree. Although Seattle Central integrates information literacy across the curriculum, there is no graduation requirement attached to this outcome. The college needs a mechanism that demonstrates where and how well students develop these competencies. While great progress has been made through the efforts of the Information Literacy Committee, workforce education, basic skills, and transfer programs need better methods of demonstrating where and how their students are developing information literacy competencies.

**Desired Future Outcomes**

Despite facility, budget, and instructional challenges, the library will continue to improve. Through biannual planning retreats and weekly meetings, librarians continuously evaluate needs and priorities to manage library resources and services effectively.

The college needs to seek solutions that address student needs for access to study tables, library instructional labs, and growing collections. The college needs to continue to seek state funding for a new library building. Until such funding is received, the library has identified some changes
to make the best of the current facility. The library needs a new reference service desk that meets ADA requirements and better accommodates the volume of reference questions from students and faculty. The library entrance needs to be reconfigured to remove barriers to library users and to improve safety during evacuations. Both media and circulation service areas need to be reconfigured to improve service and efficiency.

Librarians will continue to advocate for an adequate permanent acquisitions budget for print collections and online databases. They will seek alternative sources of funding and opportunities to participate in consortia that lower costs of resources through joint purchases.

Student demand for access to electronic resources in the library and at home has grown along with the availability of these resources. The library plans to increase digital resources, including the e-book and audiovisual collections and a locally produced electronic collection. To provide a variety of resources that best meet student needs, the library will continue to evaluate existing subscription services and review new ones. At the same time, the library needs to upgrade services to individuals with disabilities by installing additional accessible computer stations and advocating for more assistive technology across campus. Media services needs a plan to ensure media equipment security in instructional areas outside the main campus building.

Librarians will refine strategies to demonstrate information literacy competencies in each instructional program. The Information Literacy Committee is a key vehicle for infusing information literacy into the curriculum by describing critical skills for each program and identifying how students will develop them. The library will collaborate with the Curriculum Review Committee to establish procedures for documenting information literacy outcomes in individual courses and whole programs. The library will continue to play an essential role in supporting the curriculum and educating students.
STANDARD FIVE, PART ONE

APPENDICES

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Appendix 5.1.2 Online Database Usage, 2003-2004
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STANDARD FIVE
Library and Information Resources, Part Two
Information Technology Resources

INTRODUCTION
The Information Technology Services (ITS) is a centralized department that supports the mission and goals of Seattle Central Community College by providing computing equipment and support for students, faculty, and staff. Labs, computer classrooms, and demonstration rooms support student learning throughout the main campus and at the Seattle Maritime Academy and the Wood Construction Center. Seattle Vocational Institute (SVI) has its own computing support staff.

As shown in Table 5.2.1, ITS maintains and supports 1,606 computers at the main campus, Wood Construction Center, and Seattle Maritime Academy. This count includes 143 student and seven employee Macintoshes. SVI staff supports 249 student and 80 employee computers (See also Exhibit 5.2.1). An extensive remodeling project in 2001 provided an excellent open lab and computer classrooms on the main campus, but lab and office space is currently limited. A major renovation project request, will provide additional labs, offices, and specialized facilities if it is approved by the Washington State legislature in 2005.

PURPOSE (5.A)
The role of Information Technology Services is to provide current technology and support to all areas of the institution. Services provided by ITS include:

- Design, install, maintain and provide user support for hardware and software in instructional computer classrooms, labs, and demonstration classrooms
- Install, maintain, and provide user support and training for employee hardware and software
- Plan, design, implement, and maintain metropolitan, wide, and local area networks
- Provide system administration, including file and print servers, and Web servers
- Provide technical consultation and guidance on technology planning, purchasing and implementation
- Assist Campus Services in facilities planning including capital projects
- Design and maintain the campus Web site
- Provide database and programming services to support the goals of the institution

RELATIONSHIP TO THE MISSION AND GOALS
ITS plays an important role in ensuring that the college continues to promote educational excellence in a multicultural urban environment. Staff in student services have appropriate computing equipment and tools. Faculty have

| TABLE 5.2.1—College Computer Counts, Fall 2004 |
|---------|---------|---------|
|         | STUDENT COMPUTERS | EMPLOYEE COMPUTERS | TOTAL |
| Main Campus | 819          | 723          | 1,542 |
| Wood Construction | 18          | 11          | 29 |
| Seattle Maritime | 30          | 5           | 35 |
| Subtotal     | 867          | 739          | 1,606 |
| Seattle Vocational Institute | 249          | 80           | 329 |
| Total        | 1,116        | 819          | 1,935 |
the classroom software they need, allowing them to meet instructional goals. ITS strives to be accessible, diverse, responsive, and innovative. The universal technology fee funds extended hours so that computing facilities can be more accessible. In a 2001 *Time* magazine article, naming Seattle Central as College of the Year, the reporter commented on the multicultural group using the Computer Center open lab (Exhibit 5.2.2). Seattle’s exciting urban environment contributes to his observation that “The most bustling spot on campus is the computer center, which offers the open space and frantic energy of a brokerage trading floor.” Efforts to be responsive include using quarterly student survey data to improve services, prioritizing student software installations according to faculty requests each quarter, and holding department and division meetings. A recent consultant’s report described the college’s technology as “innovative.” For details, see *Seattle Central Community College IT Workforce Education and IT Services Department Needs Assessment Report and ITS Response* (Exhibit 5.2.3). Limited space and funding require innovation in providing adequate equipment and services.

During 2003-2004, 464 workforce education, 271 transfer, 79 international, and 64 continuing education classes used computer labs on the main campus, contributing significantly to the students’ academic achievement, workforce preparation, and community service as described in the college’s mission statement. An additional 114 classes per year use the dedicated Basic Studies (basic skills) lab. Student computer use is not limited to technology-intense subjects. Classes in various subject areas, including history, sociology, psychology, anthropology, art, and literature, use computer classrooms extensively. Appropriate software helps students achieve the college’s learning outcomes: appreciation and expression through the arts and literature, social behavior, skill development, and knowledge of ideas and issues shaping human history.

HISTORICAL PERSPECTIVE

Collegewide computing for students began at Seattle Central in 1985. Until that time, computer access was restricted to students in specific classes and programs. Chemistry students began using microcomputers in 1980; some other classes used Title III funded Apple IIs. Formal planning for computing dates to an EDUCOM report created in September 1984. Two academic departments managed student computing until 1989 when the library assumed management of a consolidated instructional computing organization. The first administrative computing network was created in 1984 and was replaced with the current fiber/copper network in April 1993. Administrative and instructional computing remained separate until 1995 when the President formed the College Computing (now Information Technology Services) Department.

PROGRESS SINCE LAST ACCREDITATION VISIT

The 1995 accreditation report recommended increased “down time” so staff could work on systems while students were away. That proved impossible to arrange, (“up-time” actually increased), but the college accomplished the objective by providing weekend and night building access for key computing staff. The 2000 interim visit did not make any recommendations related to information technology. Progress in the Information Technology Services from 1999 to 2005 is summarized in Figure 5.2.1.

COMPUTING RESOURCES (5.B, 5.C)

Seattle Central’s data networks, detailed below, are used to extend the boundaries in obtaining information and data from other sources regionally, nationally, and internationally (Exhibit 5.2.4).

PHYSICAL DATA NETWORKS

Metropolitan

Seattle Central has gigabit Ethernet fiber optic connections to South Seattle Community College (7 miles), North Seattle Community College (7 miles), Seattle Maritime Academy facility (5 miles), Wood Construction Center (2 miles), and
Seattle Vocational Institute (2 miles). All sites are connected with wholly owned fiber and a gigabit Ethernet connection to the Internet through the Abeline high-speed research network, courtesy of the University of Washington.

Wide-Area

Seattle Central has gigabit Ethernet fiber optic connections to the Siegal Center, North Plaza, South Annex, Bookstore, Student Activities Center, Fine Arts Building, Little Theater, and Broadway Performance Hall, all within a few blocks of the main Broadway-Edison Building.

Local

Two physically separate networks exist on the main campus: administrative and instructional. These networks are separate for security and historical reasons. All software, hardware and infrastructure for both networks are installed and maintained by ITS. Each network is switched 100 megabit Ethernet at the edges.

Administrative

Up to 70 workstations share a gigabit backlink to the backbone switch. All servers and edge switches connect directly to the backbone, which provides 3-gigabit backbone speed in a collapsed-backbone configuration.

Instructional (student)

Up to 12 workstations share a gigabit backlink to the backbone switch. All servers and edge switches connect directly to the backbone, which provides a 256 gigabit backbone speed in a collapsed-backbone configuration.
Wireless
Two Aruba 5000 access switches connect twenty A/B/G access points around the campus. LDAP provides authentication so any student can surf with the wireless system. The 5000s provide a high degree of security; they control all access between and among the access points and permit seamless roaming within the coverage area (most open spaces on campus). During 2002-2003, Cometa, a private wireless service provider, established wireless “hot spots” on campus with individual school or personal accounts. This service was discontinued when Cometa disbanded in summer 2003. The Universal Technology Fee Committee allocated $135,000 to establish college-owned wireless service. Installation was completed in winter 2005.

Logical Data Networks
Gigabit Ethernet allows the college to connect the remote sites directly to the backbone, so there is only one router in the Seattle Central network. This router links to the sites not controlled by Seattle Central: North Seattle, South Seattle, District Office, Seattle Vocational Institute and the Internet. The router is also where the administrative and instructional networks meet, and provides DMZ space. The router serves as the “first-actor” traffic filter. OSPF is used for the Metropolitan area connections and BGP peering for the Internet connection.

Administrative
Workstations hold their own programs and files, and receive file and print services from three Novell Netware servers. All printers are networked and most are shared. Three Windows 2000 servers provide image storage for a student record system and Web development research space. Two Windows 2000 servers provide control of the electronic door system.

Instructional
Three Novell Netware servers provide all applications and file storage for all PC workstations. All applications are available on all main campus student computers except for dedicated labs in Allied Health and Basic Studies. Workstations wake themselves up (WOL) every morning and Ghost-image themselves (NET Boot) to assure a clean system every day, and shut themselves off every night (Gill’s Shutdown Program). Three Windows XP Pro systems provide services for the Pharos print management system, the homegrown student account generator and licensing services for those applications that need it. One Linux server is used for Unix/Linux training and MySQL training. Four Apple G5 servers provide applications, file storage and desktop space for all Macintosh computers. Macs use roaming profiles and net image themselves on each boot.

Services
Seven Linux/Unix servers provide fundamental services to all networks. They use Linux or OpenBSD and provide firewall services, official Web page, departmental, faculty and student Web pages, NTS, DHCP, DNS and LDAP.

Seattle Vocational Institute (SVI)
SVI operates six servers for students and four for employees. Student servers and two administrative servers use Windows. Two administrative file servers use Netware (Exhibit 5.2.5).

Instructional Computing (5.A.3, 5.B.1, 5.C.1)

Open Labs
Computer Center staff operate two facilities for drop-in student use. These facilities are available to any student who pays either the computer lab (CL) fee or the universal technology fee. Open lab hours are 7 a.m. to 10 p.m. Monday through Thursday, 7 a.m. to 5 p.m. on Friday, and 9 a.m. to 6 p.m. on Saturday (Exhibit 5.2.6). During Fall Quarter 2004, 5,768 students logged in to individual accounts. Open labs are located in the Computer Center and in the Library. The library lab contains 20 Dell Pentium-4 computers and a networked printer. The computer center lab contains 154 networked Dell Pentium-4 computers, 15 Macintosh G5’s, three networked monochrome printers, and two color printers including a new large format poster printer funded by the student technology fee.
Technicians are available to assist students in the use of hardware and software. A full-time lab manager, three part-time permanent employees and 10 to 15 hourly or work-study staff members provide this staffing. Three technicians staff the Computer Center except during times when two technicians suffice. One technician is in the library open lab during its open hours. All open lab computers have access to the entire suite of PC or Mac software (Appendix 5.2.1). A major remodeling project, completed in 2001, resulted in excellent lab facilities.

The universal technology fee funds also provide open lab hours at Wood Construction with 16 Macintosh computers.

**Computer Center Classrooms**

Five classrooms with Dell Pentium-4 computers, one with Macintosh G5’s and two with G4’s are located in the Computer Center. One Dell classroom is located on the first floor. Student computer classrooms are scheduled for 57 percent of available weekday hours.

**Distributed Labs and Computer Classrooms**

Information Technology Services supports student computers outside the Computer Center in 19 distributed labs and computer classrooms serving the following programs: Basic Studies, Mathematics (2), Apparel Design, Allied Health, CITIES, Continuing Education, Wood Construction, Maritime, Information Technology Instruction (networking, hardware, operating systems, Cisco, Wireless Telecommunications), Graphic Imaging and Printing Technology, Commercial Photography, Library (instruction and reference), and Film and Video. The Graphic Imaging and Printing Technology program maintains a self-supported Mac lab of 24 stations. Continuing Education supports two small labs (Exhibits 5.2.7 and 5.2.8).

**Demonstration Classrooms**

Forty-four classrooms are equipped with Dell Pentium-4 computers containing DVD drives, ceiling mounted projectors, and switches for connecting VCR or laptop computers to the projectors. The computers in these classrooms are on the student network and have the full suite of student software. The demonstration classroom project, which began with a Title III grant five years ago, continues as part of the college’s institutionalization commitment. As a requirement of the grant, faculty who received support reported on their instructional activities (Exhibit 5.2.9).

**Seattle Vocational Institute (SVI)**

SVI operates nine student computer labs (249 stations). Each lab has its own software suite. (Exhibit 5.2.10).

**Student Web Pages, Disk Storage, and E-Mail**

All students who pay the universal technology fee and/or the CI fee have Web site space and 50 Mb of personal storage on a server. For fall 2004, over 5,000 students qualified for these services. Until fall quarter 2004, the college provided e-mail accounts to the fee-paying students. However, the usage of the e-mail accounts was low, and the underutilized accounts required significant maintenance. A student survey in spring 2004 indicated that removing these accounts would not be a hardship to them. The college discontinued student e-mail service in summer 2004, and students received advice on free or low cost external accounts.

**Student Software Suite (5.A.3, 5.B.1)**

To maximize use of lab space, all instructional-networked personal computers (PC) have the entire PC software suite, and networked Macintoshes contain the entire Mac software suite (Appendix 5.2.1). This approach allows any class to use any lab or classroom. To ensure that software meets instructional needs, faculty submit software requests each quarter at the same time that books are ordered. ITS makes every possible effort to obtain and install all requested software. The Instructional Computing Advisory Committee (ICAC) reviews the software requests, along with a description of any anticipated problems. A subgroup of ICAC, composed mostly of faculty members, prioritizes the requests. This priority order is used when time or funding is not available for all requested
software installations. During recent quarters, prioritization has not been needed.

**STUDENT WORKSHOPS (5.C.1)**

ITS offers free workshops each quarter as part of the efforts to be accessible and responsive. Funded with an annual award of $10,000 by the student services and activities fee, the workshops are open to all students who have paid either the technology fee or the computer lab fee. Students attending the workshops represent a cross section of the student population. The workshops address and respond to the computing needs of students in a friendly and easily accessed environment. Requests made to staff in the open lab determine workshop content. Recent topics include computer basics, word processing, Internet and e-mail, PowerPoint, Excel and basic Web pages (Exhibit 5.2.11).

**FACULTY AND STAFF COMPUTING AND TECHNOLOGY TRAINING**

**DESKTOP SERVICES (5.C)**

Funding for faculty and staff computing has been limited. All permanent employees, and each part-time office, on the main campus and at Wood Construction and the Seattle Maritime Academy have computers equipped with Windows XP and the current Microsoft Office suite or Macintoshes with OS10.3 and current Mac applications. The college district provides e-mail and telephone service. College agreements with software vendors provide many applications at reasonable cost. In 2004, the college established a permanent replacement fund for employee computers. The initial allocation is $115,000 for 2004-2005. Combined with recycled student computers, this will allow a five-year replacement cycle. Support for employee computers is handled through the ITS helpdesk.

**TECHNOLOGY LEARNING CENTER: TLC (5.B.2)**

A faculty and staff lab containing nine Dell computers, two Macintoshes, color and monochrome printers, and one student network station is available during building hours. The lab is staffed from 8 a.m. to 5 p.m., but employees can access the room during all student lab hours. The TLC contains a training room with 13 stations. During 2003-2004, there were 884 attendees in 96 training sessions. A faculty and staff committee meets with the TLC coordinator to plan annual and quarterly offerings. The college Web site includes a comprehensive schedule. In addition to the scheduled classes, the TLC offers informal training for small groups and ad hoc classes as needed (Exhibit 5.2.12—TLC Materials).

**ADMINISTRATIVE APPLICATIONS**

The Seattle Community College District manages administrative computing applications for student, financial, payroll, and personnel records. A new system will replace the current HP 3000 in summer 2005. This replacement is part of a major, funded, statewide rehosting project for all community and technical colleges. The new system will use Windows and SQL servers. Web applications will replace terminal emulation screens.

**HELPDESK (5.C)**

ITS operates a helpdesk, accessible to all faculty and staff by phone, e-mail, or Web. Faculty and staff can check request status through a Web application. Helpdesk software was developed by ITS and provides technical staff and users with updated, accurate status reports, including the number of helpdesk requests (Table 5.2.2 and Exhibit 5.2.13). Staff revised helpdesk operations in summer 2004 to comply with AchevaTech’s recommendation.
WEB PRESENCE
ITS maintains the college Web site, SeattleCentral.edu. The Public Information Office (PIO) is responsible for Web page style guidelines (Exhibit 5.2.14). The PIO director and college Webmaster approve design, content, and navigation for college, division, and department pages. Faculty have individual accounts for their courses and are responsible for content of those individual pages. Faculty can request and obtain expanded Web space.

DATABASES AND PROGRAMMING
Information Technology Services provides database work and programming for the college, through the work of an in-house database administrator/programmer or in combination with outside consultants. Recent significant projects include:

- Electronic form and routing process for employment documents (ENSRC) using Liquid Office
- Helpdesk database with a Web component where users can track ticket status
- Liquid Office input component for receiving requests, inventory, purchasing, and receiving database to track all computer equipment
- Companion budget tracking database
- College Web site creation and all related databases and development
- Application to automate printed quarterly schedule production using Student Management System data
- Real-time online class schedule application, room scheduling application for scheduling computer lab classrooms
- Application to automate creation and assignment of keycard access levels
- Web database application for online profiles that contain curriculum requirements for workforce education programs.

Other recent database and applications include a faculty Web page generator application, a computer reservations application, a Student Activity Center membership database, and a student development database for Student Leadership.

POLICIES AND PROCEDURES (5.B.3)
Seattle Central’s information technology policies and procedures are based on the districtwide Electronic Information Resources Policy and Procedure and security documents (Exhibit 5.2.15). Relevant college procedures include software installation and purchase, faculty installation of software, campus and security procedures, use of student labs, and guidelines for increasing the college computer count. The Instructional and Administrative Computing Advisory Committees consider proposed policies and procedures, appropriate employee groups review the recommendations, and the Executive Cabinet formally adopts or revises. Districtwide IT security policies did not follow this process, since the state auditor conducted a security audit for the entire college district.

STAFF, ADMINISTRATION, AND BUDGET
ITS STAFF (5.D.2)
An organization chart illustrates the staff detail of the Information Technology Services Department (Appendix 5.2.2). A recent consultant’s report praised the technically skilled and highly motivated ITS staff (Exhibit 5.2.3). In 2001, the state created new position descriptions for IT personnel. After reclassification, IT staff members statewide became Information Technology Systems Specialists and Information Technology Applications Specialists. At Seattle Central, a director and three exempt network managers lead the team of 11 systems specialists, three applications specialists, a secretary lead, and 15 to 25 part-time employees. The director also serves as the Associate Dean for Information Technology Program. The director received the district’s Life-long Learning Award in 1999 and was one of Computerworld’s 100 Premier IT Leaders in 2005. Campus staff selected a TLC specialist as classified employee of the year in 1998. Technical staff members hold a number of industry certifications (Exhibit 5.2.16). Faculty and staff under the Information Technology Program are covered in Standard
State classified descriptions are published online: http://hr.dop.wa.gov/lib/hrdr/highered/heframepg.htm. The district provides policies and procedures for hourly and exempt staff. Hiring is accomplished through the district Human Resources Office. Comparisons with Gartner Group standards and recommendations prepared for California community colleges indicate that Seattle Central has close to the recommended staffing for networks and desktop support but should have more Web, database, and managerial staff (Appendix 5.2.3).

**Financial Support and Expenditures (5.A.1, 5.D.6)**

Funding sources for ITS include state operating funds, state instructional equipment funds, computer lab fees, and universal technology fees. Title III and state grant funds have been available during some years (Appendix 5.2.4 and Exhibit 5.2.17). Prior to 1999, all IT funding came from state budgets or student computer lab fee. In 1999, district students voted to assess a quarterly universal technology (UT) fee of $3 per credit, to a maximum of $30. Use of these fees has dramatically improved services and equipment for students. A student-controlled committee, chaired by the Associate Dean for Student Leadership, manages UT funds. This committee funds new computers only if it also funds maintenance and replacement. Since the UT fee was implemented, student computer replacement has been on a three-year cycle. All budgets combine to provide $1,700 annually per student computer. This compares with a Gartner Group recommendation of $3,500 for the same items.

Employee computing equipment and maintenance is limited by state funding, which provides about $1,200 per computer for ongoing support. In 2004, the college replaced “windfall” replacement funding with a budget allocation. While the amount is only $115,000 annually to start, the allocation represents the college’s long-term commitment to replacement planning. Each year about 50 computers retired from student labs are suitable for use as employee computers. The budget allocation combined with retired student computers replaces employee equipment on a five-year cycle.

**Opportunities for Training and Professional Development (5.D.3)**

ITS staff participate in TLC courses. Some staff members enroll in credit classes to expand their skills. In addition to these general classes, ITS provides specialized staff training through vendors and outside organizations. Funds for such training come from the state operations budget. Recent examples include Macintosh training for eight staff members at Westwind Computing, and training for individual technicians in wiring techniques, computer forensics, Cisco networking, Netware 6.5, and Web site creation and maintenance. The department purchases books and self-directed training materials requested by staff members.

**Planning**

**Strategic Technology Plans (5.E)**

Seattle Central was very fortunate to have academic computing pioneers who recognized the need for planning and assessment. Assessment and planning milestones (Exhibit 5.2.18) since the mid-1980s include:

- **1984** EDUCOM consultants made recommendations for instructional computing.
- **1985** Staff conducted first survey of student computer users.
- **1986** A faculty group completed the first formal campus Instructional Computing Plan.
- **1987** Staff presented Title III grant results at a statewide conference.
- **1996** Advisory committees prepared a campus computing assessment and plan.
- **1998** A districtwide technical taskforce prepared recommendations on computing.
- **1999** Faculty and staff evaluated and revised the 1996 plan.
2000  Campuswide structural and strategic planning included technology goals.

2004  Departments reviewed progress toward technology plan goals.

The EDUCOM study set the planning stage. Themes of equipment access, networks, faculty and staff training, equipment support, and coordination of efforts have persisted throughout all plans. By continuing to review early plans, the college was able to focus on well-known and continuing concerns. Lab surveys indicate the continuing relevance of these concerns. By heeding the 1984 conclusion that “the development of a multi-year plan for computers ... is definitely a valuable exercise,” the college remains ready to take appropriate advantage of technological advances without inappropriate risks.

Advisory Committees (5.E.1, 5.B.4)

Two advisory committees provide planning guidance to ITS. Instructional Computing Advisory Committee (ICAC) meets quarterly. A faculty subgroup prioritizes software requests. ICAC evaluates annual requests for instructional computing equipment and recommends purchases. ICAC includes faculty and instructional administrators, representing all instructional divisions. Administrative Computing Advisory Committee (ACAC) meets monthly to discuss non-instructional computing needs and issues. Distance learning administrative issues are part of the ACAC agenda (Exhibit 5.2.19).

Facilities Planning (5.C, 5.E.2)

ITS has always worked closely with the college Campus Services Department on planning new buildings and renovations. In 2003, a new districtwide committee, Facilities, Infrastructure, Technology and Telecommunications (FITT) was formed. Discussions of that committee have included preliminary plans for voice over IP implementation and specifications for contractors on building and remodeling projects. Seattle Central staff prepared a detailed guideline for IT facilities in such projects. Architects working on the first, third and fifth floor remodeling projects of the Broadway-Edison Building have reported this document to be very helpful (Exhibit 5.2.20).

Curriculum Planning (5.D.5)

Curriculum Review Committee (CRC) policy requires developers of new courses to consult with IT staff before submitting the course proposal. Workforce education course developers do not use the CRC process, but they do work directly with IT personnel in considering new programs, courses or revisions. A current example is the planned Dental Hygiene program. IT staff have been involved throughout the program planning process.

Assessment Methods and Resources (5.E)

Analysis and appraisal tools include surveys of students and faculty, Acheva-Tech’s evaluation of Information Technology Services (Exhibit 5.2.3), and analysis of past and current strategic technology plans. The “Institutional Effectiveness and Assessment” database includes ITS reports.

Lab Surveys

Lab staff conduct a student survey at least once each year. These surveys have included similar questions since the early 1990s, providing comparisons of attitudes and progress (Exhibit 5.2.21). Issues of concern regularly include extended hours, improved heating/ventilation, and staff members with skills to assist all users. Survey data recently supported discontinuing campus e-mail accounts. Lab staff review the most recent data prior to each fall quarter; this helps them to provide excellent assistance to students.

Acheva-Tech Report

In 2003, Acheva-Tech, a consulting firm, conducted an analysis of ITS (Exhibit 5.2.3). Following receipt of the consultants’ report, ITS managers conducted a collegewide forum. Managers have used results of this study in planning training, in reorganizing the helpdesk, and in communicating ITS issues to the campus.
STANDARD FIVE, PART TWO ANALYSIS

STRENGTHS

People
IT staff have a good level of technical knowledge. Network staff, in particular, are highly skilled. Customer support is a key objective of all IT groups. Staff adapt well to changes in technology through informal meetings, self-training, and formal training.

Processes
An excellent database tracks asset inventory. Good processes are in place to control the addition and deletion of users. Network systems proactively control viruses, spam, and hackers. District security standards and processes meet or exceed state requirements.

Technology
The Computer Center open lab has excellent technology and support. Collegewide emphasis on security has served the campus well. System availability on both student and employee networks is high, and staff is very good at resolving technical issues. Automated processes restore student systems every night. The use of technology helps reduce needed support and raises system availability and reliability. Use of a standard image allows support technicians to resolve very complex issues quickly. Network system management (Windows, Netware, and UNIX) is monitored judiciously. Network availability measurement is 99.99%.
Standardization is in place and is enforced. The college Web site is a very good and useful tool.

CHALLENGES

The college’s crowded urban setting and limited state funding create ongoing challenges related to space and equipment. The Acheva-Tech’s report listed some specific issues:

People
There is a morale problem in some parts of ITS. Efforts to resolve this challenge include training opportunities, and improvement of office facilities and communication. Working conditions are poor in some staff offices and in the computer workroom, located in an obscure, leaky section of the basement. Ideal working conditions will not be available until the IT instructional programs move to new space in 2007.

The Director of IT is overloaded with responsibilities for both IT services and the IT instructional programs. The consultant noted this as a major challenge. Staff and faculty frequently mention this challenge. Funds are not currently available to improve this situation.

Processes
Systems, processes, procedures, and operations need to be documented. There should be service level agreements between ITS and end users. The college lacks a campus-specific IT disaster recovery plan.

Technology
Equipment used by ITS staff is not equivalent to that on the student network. Staff needs an equipment/software test lab.

DESIRED FUTURE OUTCOMES

The computing advisory committees consider the following “strategic technology goals” in making technology decisions. These are in the Seattle Central Structural Plan, 2000-2005 as collegewide goal number seven (Exhibit 5.2.22).

- Provide access to current and emerging technologies, including networked desktop computing and classroom equipment for students, faculty and staff
- Provide excellent, innovative, proactive technology training to faculty and staff using existing and new technologies and multiple delivery systems
- Acknowledge that support is an integral part of all technology initiatives and equipment purchases and commit to the required maintenance and support funding
- Provide student information services that are accessible, understandable, and useful.
- Provide pathways to overcome the current “digital divide”

ITS will continue to support administrative and instructional goals of the entire college. During the near future, ITS will improve and expand the wireless network. Laptop and tablet computers
are in demand; ways to automate updates and refresh software on these systems are required. Thin client methods, where software and data storage are on dependable servers, will reduce costs of desktop computing equipment. Staff members will investigate requirements to implement thin client methods for faculty and staff. IT managers will meet with each division and department to develop service level agreements and to assist department heads in using technology to accomplish collegewide goals.

ITS and college administration will address major challenges:

**Staff Morale**
Supervisors will evaluate current staff assignments and staffing needs in order to make best use of technical and human skills.

A small lab/classroom is being converted to well-equipped office space for eight staff members, and will replace their isolated and inadequate basement space.

Employee evaluations will be up to date by spring quarter 2005.

Staff will participate in allocating space following the 2007 move of the IT instructional programs.

More frequent, brief, staff meetings are planned.

**Workload of Director**
The director will work closely with the college President and Vice President for Instruction to identify ways to separate Information Technology instruction from Information Technology Services.

A 2005-2006 budget request will include funds to reclassify the IT Program Coordinator as a Program Manager, allowing her to assume more of the Director’s current instructional duties.

Recent, and planned, changes in other divisions may open opportunities for IT instruction to move to one of the revised divisions.

**Documentation of Systems, Procedures, and Operations**
Documentation was established as a priority in 2004, following analysis of the Acheva-Tech report.

Procedures have been organized and will be published, by fall 2005, on the college Web site or the district intranet as appropriate.

The Unix administrator has completed documentation of all his operations and methods. This document will be used as a model for remaining networks, databases and Web site operations.

**Campus-Specific Disaster Plan**
Plans for disaster-recovery are in process (2005). A complete plan will be designed and ready for implementation following rehosting in summer 2005.

**Technical Staff Equipment**
All technical staff now have equipment capable of running current software. Budget requests will include appropriate upgrades, but purchases depend on funding.

**Testing Lab**
Space for a truly adequate testing lab must await the move of IT instructional programs in 2007. For the interim, temporary space has been located and small groups of testing equipment will be deployed during summer 2005.
STANDARD FIVE, PART TWO

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Appendix 5.2.1 Student Network Software
Appendix 5.2.2 Information Technology Services Organization Chart
Appendix 5.2.3 Comparisons with Gartner Group Recommendations
Appendix 5.2.4 Information Technology Revenue and Expenditures, 1999-2000 to 2003-2004

EXHIBIT
Exhibit 5.2.1 College Computing Inventory
Exhibit 5.2.2 Time, September 10, 2001
Exhibit 5.2.3 Information Technology Services Evaluation by Acheva-Tech, and Response
Exhibit 5.2.4 IT User Information (for faculty, staff and students)
Exhibit 5.2.5 Seattle Vocational Institute Network
Exhibit 5.2.6 Student Open Lab Materials
Exhibit 5.2.7 Lab and Classroom Detail
Exhibit 5.2.8 Statistics on Use of Computing Facilities Title III Grant Materials
Exhibit 5.2.9 Title III Grant Materials
Exhibit 5.2.10 Seattle Vocational Institute IT Resources
Exhibit 5.2.11 Student Workshops
Exhibit 5.2.12 TLC (Technology Learning Center) Materials
Exhibit 5.2.13 Helpdesk Records
Exhibit 5.2.14 Web Guidelines
Exhibit 5.2.15 Information Technology Policies and Procedures
Exhibit 5.2.16 Information Technology Staff Descriptions and Vitae
Exhibit 5.2.17 Financial Data
Exhibit 5.2.18 Planning Documents and Technology Plans
Exhibit 5.2.19 Computing Advisory Committees
Exhibit 5.2.20 Facilities, Infrastructure, Technology, and Telecommunications Specifications
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STANDARD SIX
Governance and Administration

INTRODUCTION
This standard highlights Seattle Central Community College’s structure of governance and administration. It begins by describing the college’s relationship with the Washington State Board for Community and Technical Colleges and the Seattle Community Colleges District. This section later explores how Seattle Central’s system of governance facilitates accomplishment of its mission and goals, with particular attention paid to its leadership and management, affirmative action and nondiscrimination, and collective bargaining. The section will also provide an overview of the evolution of college governance and administration since the college’s 1995 accreditation visit, with a focus on the involvement of faculty, staff, and students in governance processes.

To address all elements of this accreditation standard, the committee interviewed staff, faculty, and administrators at the district and college level. Whenever possible, quantitative measurements are included in this analysis, as well as discussion of the successes and challenges of college strategies that resulted from the 1995 recommendations.

GOVERNANCE SYSTEM (6.A.1 TO 6.A.3)

STATEWIDE AND DISTRICT STRUCTURE
The Seattle Community College District is under the auspices of the Washington State Board for Community and Technical Colleges (SBCTC). Established in 1967, the State Board oversees 34 community and technical colleges throughout the state, establishing strategies and policies in areas that are required of it by the state legislature for statewide coordination. It works closely with college presidents to forge educational strategies and policies for the state’s college system, while recognizing the operational independence of colleges and college districts. The State Board also serves as the fiscal agent for the colleges, utilizing a comprehensive model that funds the Seattle Community College District, which in turn utilizes a similar model to fund Seattle Central and its two sister colleges.

Seattle Central is one of three institutions governed by the Seattle Community Colleges District (Washington State Community College District VI). The district is comprised of Seattle Central, North Seattle, and South Seattle Community Colleges. Each of these three colleges grants unique degrees and certificates and is individually accredited by Northwest Commission on Colleges and Universities (NWCCU). The accreditation of Seattle Central includes programs offered at several satellite locations, i.e., Seattle Vocational Institute (SVI), Seattle Maritime Academy (SMA), and the Wood Construction Center (WCC), which are located two to five miles from the main campus.

The Chancellor of the Seattle Community College District (SCCD) oversees all three colleges, providing strategic guidance in the form of districtwide strategic planning and the development of district policies and procedures. The plans and policies are created under a system of governance at the district and college level that strives to include student, faculty, and staff views and opinions in matters in which these constituencies have a direct interest. The latest inclusive strategic planning process began in 2004 and will result in a 2005-2010 Seattle Community Colleges Strategic Plan. This plan will provide a framework for the individual colleges to develop their strategic plans and establish a basis for initiatives such as districtwide fundraising. The steering committee for the districtwide Strategic Plan includes representatives from administrators, faculty, and classified staff (Exhibit 6.1).
The district ensures that Seattle Central adheres to all policies, procedures, and regulations established by the state. It also serves as the centralized location for the following core services: Human Resources, Information Technology Group, Purchasing, Accounting, Benefits, and Payroll. The district also coordinates distance learning for the three Seattle community colleges, as well as administers the Seattle Community Colleges Television (SCCTV), an educational and community television service for the three colleges that broadcasts academic and workforce education telecourses and teleweb classes to the City of Seattle via cable channel 28 and over the Internet.

**SCCD BOARD OF TRUSTEES (6.A.4, 6.B.1 TO 6.B.9)**

The Seattle Community College District is governed by a five-person Board of Trustees appointed by the Governor and approved by the Washington State Senate. This board is ultimately responsible for the overall quality and integrity of Seattle Central and its sister institutions. The board oversees a district structure to which it delegates the responsibility for efficient and effective management. The district, led by the chancellor, delegates this responsibility to individual college presidents (Exhibit 6.2).

The Board of Trustees works in coordination with the State Board. The names and backgrounds of the five current board members are listed in Appendix 6.1. Board members serve sequential five-year terms and represent major sectors of the community, including industry, business, labor, and local ethnic groups. Board members serve a maximum of two terms, and each receives $150 for each meeting he or she attends. Board meetings are held on a monthly basis, are publicized and open to the public, and rotate among the various district campuses and centers (Exhibit 6.3). About half of these meetings are preceded by a work session. Each year, the board elects a chair and vice-chair for one-year terms. Aside from stipends, each of these board members has no contractual, employment, or financial interest in the district or the college.

Although neither the Chancellor nor college presidents are voting members, they all attend regular board meetings. The board acts only as a committee of the whole. No member or subcommittee of the board acts in place of the board except by formal delegation of authority. In addition, the board holds annual retreats where they discuss issues of mutual concern, including board involvement and self-evaluation.

Consistent with established board policy, the board also selects, appoints, and regularly evaluates the district Chancellor. The board also focuses on the provision of adequate funds, exercises broad-based oversight to ensure compliance with institutional policies, establishes broad districtwide policies, and delegates to the Chancellor the responsibility to implement and administer these policies.

The board, with legal appointing authority, has delegated authority to the district Chancellor to select college presidents. College presidents, in turn, have been delegated appointing authority for college hiring. The Board of Trustees has final approval of the annual district and college budgets, and reviews periodic fiscal audit reports. All revisions of college mission, institutional policies, degree requirements, as well as substantive changes and program deletion involving tenured faculty require board approval. The board also has final approval of all full-time faculty tenure recommendations.

The board members serve as stewards of state and community interest, ensuring that the district continues to provide the highest quality community college education within a system that is as efficient and effective as possible. They are knowledgeable of the colleges’ accreditation statuses and the NWCCU accrediting process. Actively, they support the college district and its students by participating in college events, such as District Convocation, campus President’s Days, graduation commencements, and by representing the college district in the external community. They also serve as advocates with the state legislature, a role that has become especially critical as the state experiences continuing budget shortfalls.
The board’s duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures are clearly defined in the bylaws published on the district Web site, http://seattlecolleges.com (Exhibit 6.4). The policies and procedures of the Seattle Community College District, approved by the Board of Trustees, are also available from this Web site: (http://seattlecolleges.com/services/default.asp?page=policy). Online presentations of this information had made it more readily available to staff, faculty, students, and the general public since 1995. For those who prefer not to or are not able to use the Internet for accessing the online information, printed copies of the Seattle Community College District Policies and Procedures (Exhibit 6.5) can be obtained from the district Human Resources Office or from the college’s Public Information Office.

Every effort is made to ensure that Seattle Central’s system of governance is consistent with the bylaws, policies, and procedures, especially with respect to authority, responsibilities, and governing relationships. In addition, great care is taken to ensure that the Board of Trustees, administrators, faculty, staff, and students understand and fulfill their respective roles as set forth by the district governance system’s official documents.

The division of authority and responsibility between the Seattle Community College District and Seattle Central is clearly delineated. Extreme care is taken to ensure that system policies, regulations, and procedures concerning the institution are well defined and equitably administered. This clarity also allows for all parties to understand their roles in governance. This is especially important with regard to the roles of faculty, students, and staff as discussed in sections 6.D and 6.E. below.

**Leadership and Management**

**College President (6.C.1)**

The President of Seattle Central is Dr. Mildred W. Ollée, whose career in education spans four decades. Dr. Ollée assumed the presidency in September 2003, when the former president departed to become Chancellor of the district. She is an educator and administrator with experience at colleges throughout the Pacific Northwest, including 25 years of experience at Seattle Central (Exhibit 6.6). Her outstanding leadership skills, proven ability to lead an urban institution, and exceptional ability to establish meaningful community connections make her especially well suited to assume the college presidency.

Dr. Ollée provides full-time leadership to the college by establishing a process to define institutional mission, goals, and priorities, and overseeing the ongoing development of a college strategic plan. In turn, she administers a system of governance focused upon establishing a successful environment for teaching and learning, and the achievement of Seattle Central’s mission and goals.

**Administrative Staff (6.C.2, 6.C.3)**

The college has been successful in recruiting and retaining a seasoned administrative staff that provides strong and effective educational leadership and management (Appendix 6.2). This staff includes a diverse and experienced team, many of whom have over three decades of management experience (Figure 6.1). The responsibilities and duties of this administrative team are clearly defined in their administrative job descriptions (Exhibit 6.7). Administrators are charged to act in a manner consistent with their responsibilities and duties as well as the ethical conduct requirements of the college.

To ensure that administrators are effectively leading and managing the college, the President works closely with the college’s senior administrators and conducts bi-weekly meetings to discuss issues and goals. She also works closely with the Human Resources Officer to implement a process of annual administrative evaluations, a comprehensive process that reviews unit goals, establishes new annual goals, and examines the overall management performance of each individual as described according to Policy 409 of the SCCD Policies and Procedures (http://seattlecolleges.com/services/default.asp?page=policy).
**HIRING AND EVALUATION (6.C.8)**

As established in Section 400 of the SCCD Policies and Procedures, the college has clear and specific policies and procedures for the hiring, evaluation, promotion, and termination of all employees, i.e., faculty, staff, managerial and professional, and administrators. All positions have job descriptions specifying the required qualifications, duties, and responsibilities. Each job announcement must have the prior approval of the unit vice president and the President before a position request form is forwarded to the district Human Resources, who coordinates the hiring process. Staff, managerial and professional, and administrators are evaluated annually by their respective supervisors. Faculty evaluations, including tenure process and post-tenure, are detailed in the SCCD Federation of Teachers agreement with the college district. See also Standard Four.

**SALARIES AND BENEFITS (6.C.9)**

Salaries and benefits for all employees at Seattle Central follow the policies and procedures set up by the college district. All employees have choices of the same medical plans provided by the state higher education system, and 12 days of sick leave per year. For administrative and other exempt staff, the state offers TIAA/CREF retirement plans, and they have 24 vacation days annually. Classified staff participate in the state retirement system (PERS plans), and their vacation days are based on the length of their employment. Faculty do not have vacation days, and their full-time annual contract is based on 172 days per year. The salaries of the administrative and exempt personnel as well as faculty are compatible with peer colleges in the state (Exhibit 6.8). The state higher education system determines the salary structure of the classified staff. As of July 2005, if approved by the state legislature, a new master collective bargaining agreement with the state for most of the state classified employees will be implemented and will include salary adjustments for the next two years. Statewide, because of economic downturn, there has been no cost of living adjustment (COLA) for the last four years.
INSTITUTIONAL RELATIONS AND ADVANCEMENT ACTIVITIES (6.C.4)

Institutional advancement activities, including development and community relations are clearly and directly related to the mission and goals of Seattle Central. As a result, the college’s Public Information Office and Foundation have achieved marked success in supporting college programs and services. Both the Executive Director of the Seattle Central Community College Foundation and the Director of Communications regularly play key roles in the college’s strategic planning process, and their departments work to ensure that all activities are consistent with Seattle Central’s mission and goals, especially with regard to educational excellence and diversity.

For example, in 2001, the college’s Public Information Office successfully promoted Seattle Central’s mission and goals to a national audience. The result was the naming of Seattle Central as a *Time* magazine “College of the Year” (Exhibit 6.9). In 2001, the college foundation launched an “Access to Achievement” campaign that focused upon Seattle Central’s mission to provide educational access to a diverse student population. The campaign successfully raised over $3 million for student scholarships, childcare, collegewide tutoring, and the renovation of the Erickson Little Theater (Exhibit 6.10). Furthermore, the Office of Public Information regularly provides institutional achievement and success to the college’s internal and external constituencies through news releases, a newsletter, and other publications (Exhibit 6.11).

COLLABORATION AND COMMUNICATION (6.C.5 TO 6.C.7)

Since 1995, college administrators have worked diligently to ensure that the institutional decision-making process is both timely and participatory. They facilitate cooperative working relationships, promote coordination within and among organizational units, and encourage open communication and goal attainment amongst the entire college community. For example, a student services representative and the Faculty Senate representative are regular members of the Instructional Council. An instructional dean attends the Student Services Council’s monthly meeting and shares the information at the deans’ meetings.

One method to ensure participatory decision making is the involvement of college members on standing and ad hoc committees (Exhibit 6.12). Furthermore, the college vice presidents convene committees and councils that focus upon current issues and formulate policy within various departments. As needed, joint meetings or retreats with representation from instructional divisions, faculty, and student services departments are called to work on certain issues, review, or develop policies. Collegewide groups, such as the College Planning Council (formerly Planning Advisory Committee, PAC) or the Executive Cabinet, review these policy proposals before decisions are made.

The college makes a good faith effort to involve college employees and students in planning and decision-making that result in policy formulation. It strives to include constituencies that have a direct interest and stake in the process as appropriate. (A primary example is Seattle Central’s Structural Planning Process described in a later section.)

Working closely with the Office of Planning and Research, the college President hosts an annual campus planning retreat that involves staff, faculty, and student representatives in a review and update of college goals and objectives. These activities also take place on a quarterly basis during campus planning forums. Whenever possible, faculty and staff work collaboratively with administrators on various planning activities. The results of planning and research activities are distributed electronically to the entire campus community, shared at quarterly campus planning forums, annual planning retreats, President’s Days, and other campus events to ensure that they contribute to the improvement of the teaching-learning process.
FACULTY ROLE IN GOVERNANCE (6.D)

Seattle Central strives to encourage and support faculty involvement in institutional governance, planning, budgeting, and procedural development. Since 1995, the college has focused upon institutionalizing a governance structure which makes faculty involvement a key component in all major college initiatives. As a result, faculty are represented on standing and ad hoc committees, as well as campus taskforces that allow them to participate in the setting of institutional procedures. These groups include the College Planning Council (formerly Planning Advisory Committee, PAC), Structural and Strategic Planning Coordinating Team, Emergency Preparedness and Safety Committees, tenure review committees, and Instructional Computing Advisory Committee, to name a few. Aside from committees, faculty involvement has been successfully achieved through the following measures:

- The college President regularly meets with Faculty Union leadership to discuss college issues and concerns.
- Faculty members serve on key hiring committees, including committees charged to hire high level administrative positions such as college President and senior administrators.
- Faculty are invited to and attend key administrative meetings, such as monthly President’s Cabinet meetings that bring together all managerial staff.
- Both part-time and full-time faculty participate in the annual President’s Planning Retreat in the spring. Retreat topics often focus upon specific issues or topics related to the college mission and goals, future environmental trends, and strategic planning.
- Faculty participate in the planning of the annual President’s Day events and attend in high numbers.
- Faculty are invited and encouraged to attend all collegewide meetings, as well as quarterly all-campus planning forums. Multiple forums are scheduled in the morning and afternoon hours to accommodate busy teaching schedules.
- Faculty often participate in daylong retreats with the college President focused upon their views and opinions. The most recent of these took place during spring 2004.
- Faculty are members of the college’s Foundation Scholarships Committees which designate scholarship awards for the upcoming academic year.
- At the district level, faculty are included in the membership of the Strategic Planning Steering Committee, Chancellor’s District Advisory Council, Distance Learning Committee, Faculty Development Advisory Committee, Curriculum Grants Committee, Professional Leave Committee, Global District Council, and Agreement Management Committee.
- In addition, the SCCD Board of Trustees includes one faculty representative at its monthly meetings, as an ex officio member.
- Whenever possible, faculty are provided with professional improvement units (PIUs) or salary credits to support their involvement in campus governance.

Strategies to encourage the active participation of faculty in governance are ongoing. Although a great deal of progress has been made during the last decade, the college faces the continual challenge of finding new ways to solicit faculty involvement and institutionalize it as a critical part of college governance.

STUDENT ROLE IN GOVERNANCE (6.E)

Through its Student Leadership Division, Seattle Central ensures active participation of students in governance, planning, budgeting, and policy development. Every effort is made to implement and support comprehensive systems that support student leadership development, and solicit student input in critical college matters.

The Associated Student Council (ASC), the official student government at Seattle Central, is responsible for representing students’ interests to the college administration and for providing services and programs to enhance students’ experiences at Seattle Central. Since 1995, the college has enhanced the effectiveness of the Council by adding six new associate positions.
The ASC is currently composed of six executive officers: a President, Executive Vice President, VP of Finance, VP of Issues and Concerns, VP of Communications, and VP of Legislative Awareness, committed to serve for a full year, and six Associate members who work on special projects and can serve for one or more quarters (Exhibit 6.13).

Within this ASC structure, the successful involvement of student leaders in college governance is multifaceted and includes the following:

- The president of the Associated Student Council meets with the college President each month to discuss important educational issues.
- A student representative serves on the SCCD Board of Trustees, as an ex officio member.
- A student serves on the Board of Directors of the Seattle Central Foundation.
- Student representatives take part on Foundation Scholarship Committees which determine scholarship recipients for the following year.
- Students serve on tenure review committees, as well as on appeals committees at the college and district levels.
- Students are invited to all collegewide meetings and participate in most campus committees.
- Student leaders are invited to attend key administrative meetings, such as monthly President’s Cabinet meetings, that bring together all managerial staff of the college.
- Students frequently participate on campus committees such as Structural or Strategic Planning, Budget Planning, Emergency Preparedness and Safety, First Floor Remodel, Campus Smoking Policy committees, and the College Planning Council.
- Regular coordination takes place between student officers and college administrators. For example, the ASC Vice President of Communications works with the college’s Director of Communications, Director of Student Leadership, and Journalism Advisor to maintain the Publications Board, a campus committee that oversees and supports the student newspaper, The City Collegian.
- Students attend and take part in critical college events such as the President’s Day, the President’s Spring Planning Retreat, quarterly all-campus forums, and all campuswide meetings.
- Specific programs are also organized to solicit student input. For example, during Spring Quarter 2004, the President hosted a student forum focused upon strategic planning. The two-hour event allowed the college to solicit feedback and involvement from 50 student leaders.

The college also works closely with student organizations, such as the campus chapter of Phi Theta Kappa Honor Society and the Hispanic/Latino(a) group, Mano a Mano, on specific initiatives. For example, in March 2004, college administration partnered with Mano a Mano and the Seattle School District to present its first financial aid workshop in Spanish. Over 200 students and parents came to the campus for a Consigue Tu Sueño open house which provided critical information on educational access to this traditionally underrepresented student group. This cooperative effort has led to follow-up events and the establishment of a special educational endowment for Hispanic/Latino(a) students at the college. This effort would not have been possible without the fruitful partnership between the college and students.

AFFIRMATIVE ACTION AND NONDISCRIMINATION (POLICY 6.1)

Coordinated through the District Office, Seattle Central strictly adheres to a comprehensive set of policies approved by the district Board of Trustees regarding affirmative action, anti-discrimination, sexual harassment, HIV/AIDS, and drug-free workplace. These policies are widely available to the college and external community via the district Web site, new employee orientation materials (Exhibit 6.14), and informational brochures. Seminars, workshops, and mandatory new employee orientations are held throughout the year to share this information on campus. Members of the Seattle Community Colleges Federation of
Teachers (SCCFT) and the districtwide classified staff bargaining unit are provided with a copy of the district’s affirmative action plan. It is also readily available in the college library, campus Human Resources Officer’s Office, the President's Office, the Chancellor's Office, and the district Human Resources Office.

During the last accreditation evaluation, the college faced challenges in meeting its affirmative actions goals due to the decrease in state funding which had forced cutbacks in the number of faculty positions available. As a result, the administration developed recruitment strategies to increase the number of qualified candidates within underrepresented populations, thereby expanding opportunities to hire diverse employees. Ten years later, these efforts have proven to be fruitful. The diversity of Seattle Central’s faculty and staff is the highest in the state system.

The long-term commitment of Seattle Central administration to meeting affirmative action goals has resulted in a highly diverse staff and faculty who are trained to serve a diverse student population. Located only four blocks from downtown Seattle and within walking distance to many of the city’s oldest and most well-established ethnic communities, the college serves students of a wide variety of backgrounds, ethnicities, ages, viewpoints, and orientations. The college has hired and retained a qualified team of faculty and staff that more closely mirrors this diverse population.

For example, from 1999 to 2003, 26 to 32 percent of full-time teaching faculty and 22 to 26 percent of part-time teaching faculty have been comprised of people of color. According to the reports from the State Board, the average for state colleges is 13 percent for full-time faculty and 9.5 percent for part-time faculty (Exhibit 6.15). Overall, the percentage of Seattle Central’s staff and faculty of color has remained steady at 31-32 percent for this same time period (Exhibit 6.16).

**COLLECTIVE BARGAINING (POLICY 6.2)**

Collective bargaining in a difficult state fiscal environment can certainly be challenging. Seattle Central remains committed to ensuring that this process meets all the standards established by NWCCU. The college’s goal is to ensure that collective bargaining takes place with the highest possible standards of fairness, mutual respect, and professionalism.

The collective bargaining agreement between the Seattle Community College District and the Washington Federation of State Employees AFL/CIO (classified staff) includes articles that strictly define the requirements for safe and healthy working conditions for employees (Exhibit 6.17). The articles also outline participation of classified staff in governance, as well as guidelines for professional development. The college goes to great lengths to ensure that classified staff are represented on key college and district committees.

Every effort is also made to allow for professional development opportunities. For example, during Fall Quarter 2004, the college supported an all day Classified Development Advisory Committee (CDAC) Professional Development Retreat. One hundred thirty-five members of the college’s classified staff took part in this event, and a special effort was made on the part of managerial staff to allow them to participate. In many cases, managerial staff assumed the duties of the classified staff to make this possible. This event was a result of a renewed effort on the part of classified staff leadership to offer professional development opportunities to their constituency. The college will continue to support and nurture these kinds of activities.

For faculty, the *Agreement: Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers Local 1789* (“Agreement”) (Exhibit 6.18) includes specific provisions that ensure fair and reliable collective bargaining. This Agreement provides for a clear method of due process. It ensures the soundness of Seattle Central’s instructional programs and specifically prescribes the requirements for healthy working conditions. The Agreement also
includes a provision that requires the two parties to create an Agreement Management Committee to promote clear communications and resolve issues that may arise during the term of the Agreement.

**STANDARD SIX ANALYSIS**

**Strengths**

As a result of Seattle Central’s 1995 accreditation visit, the college was encouraged to continue its pursuit of higher levels of participation in planning and decision making by faculty and staff. (General Recommendation Four, 1995 Accreditation Process). The college has assessed its governance structure and climate through a variety of methods since 1995. The findings of these assessments have led to a number of changes to strengthen institutional collaboration. The following narrative summarizes these assessments, the findings, and some of the ways in which the college has addressed or is addressing the issues below.

1996 and 1999 CCSEQ Surveys and Structural Planning

As a result of 1996 and 1999 Community College Student Experiences Questionnaire (CCSEQ) surveys (Exhibit 6.19), Seattle Central launched an introspective process of review intended to examine the college’s organizational roles, processes and culture (Exhibit 6.20). This process involved more than one hundred faculty, staff, students, and administrators in forums, colloquia, retreats, surveys, and focus groups. After approximately 18 months, four structural planning committees submitted their recommendations for institutional change. Recommendations from this process were put forth in December 1999, and the college formed workgroups that developed and implemented action plans.

Input from Seattle Central employees led to the development of this comprehensive structural plan and served as an effective means to encourage collaboration in the college’s decision-making process. From 1999 to 2003, structural planning workgroups convened regularly, implementing strategies to achieve each structural planning objective. As a result of the input of Seattle Central employees in the decision-making process, the college made tremendous progress in improving its programs and services. What follows are only a few examples of these institutional changes:

- A Retention Response Team was established to focus upon strategies to improve student retention (Exhibit 6.21).
- A former Associated Student Council president collaborated with Student Leadership and Registration staff to develop and institute a student college activity transcript that was first used in fall 1999. This transcript is a record of students’ activities and is intended to help involve students in the Seattle Central community and support their efforts to gain employment and admission to four-year universities.
- By taking a critical look at the matriculation process, student services managers have filled in gaps in the process and adjusted the registration calendar. This has decreased students’ waiting time in advising and registration from approximately one hour and 30 minutes to 20-30 minutes.
- A Multicultural Coordinator position was created to focus upon multicultural programming and advising.
- Installation of brighter and more energy-efficient lighting on the first floor addressed the concerns about a cleaner, safer campus environment.
- A group of faculty members conducted a comprehensive research project to learn about critical moments that helped former Seattle Central students of color to succeed in their education. This important research has resulted in the development of educational workshops and a traveling photo exhibit.
- In 1998, a structural planning workgroup, comprised of faculty and staff, recommended adoption of a decision-making model that emphasized the involvement of college stakeholders (Exhibit 6.22). The document has provided a basis for improved collaboration among college constituencies.
Ongoing College Involvement Strategies

Seattle Central provides opportunities for students, staff, and faculty to participate in college decision-making. The following annual events serve as opportunities for the campus community to discuss critical campus issues and to provide input in college decision making.

President’s Retreat

In response to this recommendation, the President instituted an annual retreat (the President’s Retreat), which brings together representatives from faculty and staff to discuss and debate themes and issues. Attendance averages approximately 120 individuals from across the college.

President’s Day

At the college’s annual President’s Day, a specific theme, such as retention, is shared and discussed. Seattle Central’s 2004 President’s Day was organized by the College Planning Council to successfully involve more people in the college planning process. The day allowed the college to continue the strategic planning process that began winter 2003 by examining current and future environmental trends and reassessing college mission and priorities.

Collegewide Forums

Other recent activities include a quarterly collegewide forum centered on critical campus planning issues. For example, spring 1999’s forum was titled Technology and Decision Making, and winter 2000’s forum concentrated on high employment and service area demographics as they related to enrollment and the budget. For the 2004-05 academic year, forums have been expanded to include specific discussions on the college’s mission and goals.

Campus Retreats

During Spring Quarter 2004, President Ollée hosted several one-day campus retreats with various campus groups to garner input and encourage dialogue regarding the college’s mission, goals, and overall direction. Retreats were held with managerial, faculty, and classified staff. A retreat was also held with the college’s student leadership that involved over 50 student representatives. At the same time, the college conducted an institutional climate survey, the results of which are discussed later in this analysis.

Challenges

2004 Climate Survey Findings

In 2004, an organizational climate survey (Exhibit 6.23) was undertaken to measure the current climate on campus and to guide future decisions and actions of the leadership. A total of 186 employees responded to the survey out of a possible 586, for a response rate of 32 percent (Table 6.1). At 42 percent, administrative/exempt staff had the highest response rate; at 11 percent, part-time faculty the lowest.

The following are significant findings from the survey related to governance: Survey items were broadly arranged around the notions of formal influence, communication, personal work experience, organizational structure, ethics, student focus, and general impressions.

Formal Influence

The majority of employees (55 percent) feel they are involved in decisions that directly affect their job and that their ideas are seriously considered by their supervisor. Fewer feel that employee input is utilized in the general decision-making

<table>
<thead>
<tr>
<th>EMPLOYEE CATEGORY</th>
<th>NUMBER OF EMPLOYEES</th>
<th>NUMBER OF RESPONSES</th>
<th>RESPONSE RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Faculty</td>
<td>158</td>
<td>62</td>
<td>39.2%</td>
</tr>
<tr>
<td>PT Faculty</td>
<td>140</td>
<td>16</td>
<td>11.4%</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>221</td>
<td>52</td>
<td>23.5%</td>
</tr>
<tr>
<td>Administrative/Exempt Staff</td>
<td>64</td>
<td>27</td>
<td>42.2%</td>
</tr>
<tr>
<td>Not Given</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>583</td>
<td>186</td>
<td>31.9%</td>
</tr>
</tbody>
</table>
process (30 percent) and that they have appropriate influence on the direction of the college (37 percent). That is, most employees feel their sphere of influence is small and localized.

**Communication**
Overall, employees feel well-informed when it comes to their own job, but less so when it comes to the college as a whole. While 70 percent feel their job expectations are clearly defined and 60 percent receive information related to their job, only 47 percent agree that they feel well informed about what is going on at the college.

**Personal Work Experience**
The overwhelming majority of employees (82 percent) understand the mission of the college and feel their job is relevant to it (87 percent). While most employees (79 percent) feel that the type of work they do is appropriate to the position, fewer (63 percent) feel that the amount is appropriate.

**Organizational Structure**
Administrative/Exempt Staff generally rate the organizational structure and operations of the college, and its faculty and staff, higher than other employee groups.

**Ethics**
The majority of employees (62 percent) realize that there are ethical standards to guide their behavior, but fewer (42 percent) feel they have ready access to them. While most feel that students are treated equally, regardless of gender, ethnicity, culture, religion or age, fewer feel the same is true for employees.

**Student Focus**
Regardless of category, most employees (73 percent) feel that, as an institution, Seattle Central makes student needs central to what is done, and as a result, graduates are well-prepared for careers and for further learning.

**General Impressions**
The vast majority (97 percent) of employees report that they have a positive relationship with their co-workers and supervisor. Most (78 percent) would recommend that their family and friends take classes at Seattle Central, although fewer would recommend their working here (59 percent).

The results of the 2004 Climate Survey indicate that the college needs to continue its efforts to increase institutional collaboration at Seattle Central. In response to these results, the college president hired a consultant who is currently reviewing the survey data, convening a representative advisory group, and identifying the important issues at hand. The consultant is working with this advisory group to identify, prioritize, and implement methods, techniques, and strategies to gather additional information and arrive at remedies. The college is committed to conducting similar surveys in the future and continuing to monitor progress in this endeavor.

**Desired Future Outcomes**

**College Planning Council**
The college’s efforts to increase collaboration in college governance will continue. One emerging strategy to achieve this involves the evolution of the Planning Advisory Committee (PAC) to the College Planning Council (CPC), which will further institutionalize collaborative governance at Seattle Central.

Since Seattle Central’s 1995 accreditation and until 2003, the college has ensured critical involvement in college planning via the PAC. This group, chaired by the Director of Planning and Research, worked intimately with the college President on long-range planning, with a particular focus upon review of the college budget. This group’s recommendations served as an integral resource in yearly budgetary decisions.

Great care was taken to solicit nominations for PAC membership. Nominations for committee membership were solicited by the Director of Planning and Research from the Associated Student Council, faculty and staff unions, and from the college’s vice presidents. The President appointed committee members from these nominations for two-year terms. Each member served as a liaison to his or her respective constituencies. Minutes documenting monthly and biweekly meetings were made available to the college community through public folders in the e-mail system. The committee also communicated to the campus community via the college’s weekly newsletter, *The Communiqué*, and by hosting two collegewide meetings each year.
After a thorough review by college leadership, it was determined that PAC’s role in college planning had taken a secondary role to its focus on budgetary issues. In 2004, the President began a process of restructuring this group, allowing it to focus more broadly upon critical planning issues of the college.

The transition from PAC to a new College Planning Council began during Spring Quarter 2004. Although the name of the committee did not immediate change, the functions of the group were directed towards college strategic planning. This group began its new focus by serving as the organizing body for the college’s fall 2004 President’s Day event, which focused on assessment of the college’s mission and goals, as well as a discussion of future environmental changes. It was also instrumental in the launch of a 2004 Climate Survey discussed above. As the 2004-2005 academic year began, this group also began to serve an organizing role in quarterly campus planning forums. The 2003-2004 committee has since disbanded, and the college is currently in the process of nominating and selecting new members.

The new council serves as a representative body that advises the President on behalf of the entire college community on vital matters that are of the highest importance to the college. The composition of the College Planning Council is designed to reflect all constituencies of Seattle Central employees. Of the 15 council members, five are faculty, three are classified staff, three are students, and the Director of Planning and Research. The college President, Faculty Senate President, and a Classified Staff Union representative serve as ex officio members (Exhibit 6.24).

Looking Forward
Governance at Seattle Central has become more collaborative since 1995, and the college continues to seek more effective and innovative methods to encourage institutional participation. As a result of state budget shortfalls and the gradual decrease in funding of the college system, the method of institutional decision making has become more of a focus within the college community. The 2004 Climate Survey supports this trend by indicating that college constituencies recommend continuing the efforts to improve campus communication, ensure accountability, implement transparent decision making, and foster respect and cooperation. Although there may not always be total agreement on campus on what and how decisions are made, the college’s efforts to improve in this area will continue.
STANDARD SIX

APPENDICES

Appendix 6.1 Seattle Community College District Board of Trustees
Appendix 6.2 Seattle Central Community College Organization Chart

EXHIBITS

Exhibit 6.1 Districtwide Strategic Planning Process, Steering Committee Members
Exhibit 6.2 Seattle Community College District Organization Chart
Exhibit 6.3 Board Policy Manual and Meeting Minutes
Exhibit 6.4 Articles of Incorporation and Board of Trustees Bylaws
Exhibit 6.5 Seattle Community College District Policies and Procedures
Exhibit 6.6 Biography – Dr. Mildred W. Ollée, President
Exhibit 6.7 Administrative Position Descriptions
Exhibit 6.8 Salary Data
Exhibit 6.9 *Time*, September 10, 2001
Exhibit 6.10 Access to Achievement Campaign Brief
Exhibit 6.11 Sample Reports to Constituencies
Exhibit 6.12 Current College Standing and Ad Hoc Committees Memberships
Exhibit 6.13 Associated Student Council Constitution and Bylaws
Exhibit 6.14 New Employee Orientation Materials
Exhibit 6.15 Faculty Demographics Statistics, Washington State
Exhibit 6.16 Seattle Central Faculty and Staff Demographics, 1999-2003
Exhibit 6.17 Agreement: Seattle Community College District VI and the Washington Federation of State Employees, AFL-CIO for the District-wide Bargaining Unit
Exhibit 6.18 Agreement: Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers, Local 1789
Exhibit 6.19 Community College Student Experiences Questionnaire (CCSEQ) Results, 1996 and 1999
Exhibit 6.20 Seattle Central Structural Plan, 2000-2005
Exhibit 6.21 Retention Response Team Goals and Accomplishments
Exhibit 6.22 Structural Planning: Decision-Making Model
Exhibit 6.23 2004 Climate Survey Results
Exhibit 6.24 College Planning Council
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STANDARD SEVEN  

Finance

INTRODUCTION†  
Seattle Central Community College is part of the Seattle Community College District VI. The district is comprised of three colleges that include North Seattle and South Seattle Community Colleges. The college district is one of the 30 community and technical college districts, comprised of 34 colleges, within Washington state. The districts are sub-agencies of the state operating under its parent agency, the Washington State Board for Community and Technical Colleges (SBCTC). This State Board provides procedural guidance and oversight to all the state community and technical colleges, and acts as the conduit for legislative appropriations. It receives and then distributes state funds to the college districts, which, in the case of the Seattle Community College District, is subsequently distributed to Seattle Central and the other units of the district. These appropriations include both general operating and dedicated funds.

FINANCIAL PLANNING (7.A.1, 7.A.2)  
As part of the Seattle Community College District, the President of Seattle Central reports to the Chancellor of the district. In turn, the Chancellor reports to the district Board of Trustees, which is an independent body of five members appointed to five-year terms by the Governor of the state of Washington. The college has been granted autonomy in financial and budgeting matters within overall mandates and priorities in the delivery of its educational offerings and operations. The State Board has the authority to set procedural guidelines and determine the allocation of resources to the college district; however, it has no authority on matters of institutional management outside of monitoring for overall system compliance with legislative mandates and statewide policies and procedures. The district’s Board of Trustees is granted discretionary authority in budgetary matters. The college’s Board of Trustees is a policy-making body, with limited involvement in the operational management of the institution. The board delegates the general administration of program operations to the individual presidents and their designees. It is the responsibility of the college to allocate resources and manage its program offerings and operations in such a manner as to meet the mission and objectives of the college. As part of a three-college district, the financial functions of Seattle Central are aligned with the central support functions performed at the district level for all three colleges.

The college’s financial planning for the future follows a strategically guided and collaborative process. A multi-year projection by major income categories is utilized in budget planning for the college (see Table 7.1 on page 206). Specific expenditure planning by major categories is done for the ensuing biennium based upon state legislative appropriations and projections for local revenues. Long-term capital planning is integrated with the Strategic Facilities

†Required Tables 7.1 to 7.4 and 7.10 are included at the end of this standard starting on page 206. Tables that do not apply have been omitted. Additional tables are numbered starting with Table 7.11. Data for SVI is provided in separate Tables 7.1 to 7.4 and 7.10 because it has its own IPEDS number.
Plan (Exhibit 7.1), which outlines the facility needs necessary to meet the college’s strategic goals and objectives (Exhibit 7.2). Requests for capital funding follow state guidelines and are made during the first year of each biennium. Prior, current, and future biennial requests are available as exhibits to Standard Eight.

**OPERATIONAL BUDGET PLANNING AND PROCESS (7.A.3)**

The annual budget planning is a continuous process. The annual collegewide budget planning begins during winter quarter with the President’s Kitchen Cabinet (comprised of the President and vice presidents) establishing priorities for the coming year that meet the college’s mission and objectives (Exhibit 7.2). A collegewide revised permanent budget level is determined, which reflects permanent level changes made during the current year. The revised permanent budget, set against the anticipated district allocation for Seattle Central and other projected allocated revenues, helps to set the tone for subsequent planning.

Departmental planning sheets with current permanent level budgets are distributed accompanied with a letter from the President and guidelines for the budgeting planning process. While departments are allowed to request additional funding levels, depending upon projected state allocations, the process may call for a prioritized budget request at or below the current permanent level. Instructional departments and other units with input from department faculty and staff submit their budgets to their respective vice presidents for review and approval. Vice presidents consolidate the department or unit budgets and present them to the campuswide Planning Advisory Committee, which is now replaced by the College Planning Council.

Formerly, the Planning Advisory Committee (PAC) was composed of appointed representatives of the campus constituencies that included students, faculty, classified staff, managers, and administrators. Over the years, the primary purpose of PAC became mainly to review the consolidated department or unit proposals and prepare recommendations for submittal to the President. The President considered and evaluated the PAC recommendations, along with those submitted by the vice presidents, to develop the college budget for the coming year. The proposed annual budget was then presented to the college community at an open budget hearing in the spring preceding the new fiscal year. It was subsequently presented at a districtwide budget forum and finally to the Board of Trustees for approval. It is the responsibility of the college Business Office to publish the proposed annual budget summary for distribution at the college and community public budget hearings.

During the 2004-2005 transition period, the new College Planning Council, comprised of faculty, staff, students, and administrators, is incorporating budget review as part of its charge for planning.

Thus, the budgeting process is a collaborative effort, which encourages collegewide ownership and addresses collegewide concerns by constituency representation in the planning process. In addition, emergent issues and needs are brought to the President’s Kitchen Cabinet via the unit vice presidents for both immediate one-time temporary funding and consideration for permanent budget institutionalization.

Throughout the fiscal year, timely department annual budgets and monthly budget status reports are available in electronic format, which are posted in the public folders of the districtwide e-mail system and accessible to authorized personnel. This budget information is dynamic and incorporates financial changes that may occur throughout the fiscal year.

Beginning in fiscal year 2002-2003, the Financial Management System (FMS) Query Reporting Tool became available. This system augments the monthly budget reports by providing information that is updated daily. The system reduces or eliminates the need for manual tracking with real time availability of processed transactions.

The college addresses multi-year planning through program reviews and institutional effectiveness planning. The instructional departments utilize enrollment and financial
history from the college’s Planning and Research Office as well as industry requirements and trends to forecast future enrollment levels, and personnel and program needs. Changes in existing programs or new program requests must align with the collegewide plan for budget consideration.

**DEBT SERVICE PLANNING AND PROCESS (7.A.2, 7.A.4)**

Capital planning reflects the college’s short- and long-term goals and objectives as reflected in its strategic, facilities, and master plans. It also addresses emergency and emerging needs and opportunities. In financing capital projects outside the state’s capital request process (see Standard Eight), the college utilizes the Office of the State Treasurer, Certificate of Participation (COP) program. Based upon the funding level, the process for such endeavors may require the approval of the Board of Trustees, the State Board, and the legislature. Capital planning utilizing the COP program includes identification of a funding source and/or revenue stream to ensure fiscal integrity and prevent negative impacts on the availability of resources for educational programs. Capital planning for new projects also includes a review of existing and anticipated debt in regard to availability of existing funds to meet the minimum reserve requirement goal of five percent established by the Board of Trustees (Exhibit 7.3). The college maintains complete amortization and expected repayment schedules. Table 7.11 lists the current COP projects (see also Table 7.10 on page 214).

The college utilizes its **Strategic Facilities Plan** (Exhibit 7.1) and the **Final Major Institution Master Plan** (Exhibit 7.4) in coordination with meeting established and evolving goals and objectives. Having the financial resources to take advantage of the Treasurer’s Office COP program allows the college to address some shortcomings in the state’s capital program when changing conditions and instructional requirements exceed static appropriations. Examples are interim tax increases, dramatic price changes in materials costs, and changes in technologies.

**ADEQUACY OF FINANCIAL RESOURCES**

**Funding Sources (7.B.1)**

The college’s permanent operational budget is divided into six general categories; Figure 7.1 shows how the initial 2003-2004 budget is distributed across these categories (Exhibit 7.5). This operational budget does not include the college’s share of the district office and districtwide budgets.

The funding is a combination of state and local revenues. At approximately 61 percent, the state allocation remains the most significant source of revenue. The second major source is related student tuition, contributing nearly 25 percent. The college’s International (including its Intensive English Program) and Running Start Programs provide the bulk of other local revenues with a combined contribution of just under 13 percent. The remaining one percent comes from indirect funds associated with grants and contracts and overhead contributions from college auxiliary enterprises. These supplementary revenue sources allow the college to maintain the level of programs and services necessary for the educational needs of its students.

---

**Table 7.11—Projected COP Capital Debt as of June 2005**

<table>
<thead>
<tr>
<th>YEARS LEFT</th>
<th>FUNDING SOURCE</th>
<th>ANNUAL PAYMENT</th>
<th>BALANCE JUNE 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Annex Building</td>
<td>4</td>
<td>Operating/Rental</td>
<td>$232,842</td>
</tr>
<tr>
<td>Fine Arts Building</td>
<td>2</td>
<td>Operating/Rental</td>
<td>158,515</td>
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<tr>
<td>Lighting Upgrades</td>
<td>8</td>
<td>Operating</td>
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</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td><strong>$456,153</strong></td>
</tr>
</tbody>
</table>
students and its service areas, especially in times of decreasing state support.

**DEBT SERVICE (7.B.2)**

These same supplementary revenue sources have contributed significantly to the college’s ability to accumulate and maintain financial reserves, provide adequate resources, and if necessary, to meet long-term debt service requirements, as well as the ability to avoid adverse financial impacts on its educational offerings. The reserves are adequate to meet the Board of Trustees’ mandate of five percent reserve policy with excess funds available to take advantage of opportunities that may arise. Currently, Seattle Central has long-term debt associated with two real property purchases, i.e., the South Annex and the Fine Arts buildings, and two lighting conservation projects. All are financed through the State Treasurer’s Office Certificate of Participation Program. The two building projects are serviced by state allocation and rental income; the conservations projects, however, are serviced through energy savings. See Table 7.10 regarding history of borrowed funds.

**FINANCIAL STABILITY (7.B.3 TO 7.B.5, 7.B.7)**

Seattle Central has a good history of financial stability. Fund balances are maintained in a positive (surplus) position. As mentioned above, Seattle Central is in compliance with the required five percent reserve policy. Fluctuations in individual budgets are addressed on a regular basis. The financial plans, approved by the Board of Trustees as required by policy, are in place to bring any accounts with accumulated deficits to a neutral or surplus level. As a result of prudent financial planning and control during the past 10 years, there are regularly adequate reserves to address fluctuations in operating revenues, expenditures and debt service requirements.

Transfers among the major funds are in compliance with established policies of the regulatory bodies, and required approvals are obtained as appropriate for transfers. Fund transfers for operations are identified during the budget development process and are subsequently presented to the Board of Trustees for annual approval. Other fund transfers, such as providing local support to augment or enhance state funded capital projects, meet the prescribed approval process and are presented for such approvals on an as needed basis.

Washington state has had to face some difficult economic conditions over the past several years with revenue projections falling short by over a billion dollars. While higher education fared better than other state agencies, the community college system did have to address legislative mandated budget reductions. In the current biennium (2003-2005), state funds were reduced by 2.5 percent. Unfortunately for students, most
of this cut in state funds was balanced by a seven percent increase in tuition. In addition, while no new funding for enrollment growth was provided in fiscal year 2003-2004, student demand increased at Seattle Central despite the higher tuition costs. The tuitions received from the excess enrollments were utilized to offset a portion of the state funding reduction as well as expenditures associated with the excess enrollment (Exhibit 7.6).

During the last 10 years, there has been a steady increase in the reliance on local revenues, primarily International and Running Start programs, to offset increased costs and diminishing state support in balancing its operational budget. The use of these revenue sources has allowed the college to maintain the level of service necessary to meet the educational needs of its students and business community. In the annual budget planning process, the college has been careful in projecting local revenues and the amount that can be counted on to supplement the operating budget. Revenues from the Running Start and International programs continue to exceed the annual requirements and projected amounts, providing surplus funds and contributing to reserve balances required under the district’s reserve policy (Exhibit 7.3).

In addition to state and local resources, the college shares in district federal vocational funds, state Worker Retraining funds, and Tech Prep grants, which provide supplementary financial support for its workforce education programs. On an individual basis, various academic program areas pursue grants, such as from the National Science Foundation, to provide additional support and enhance the quality of their offerings.

**Financial Aid (7.B.6)**

Seattle Central offers a number of federal, state, institutional, and other student financial assistance programs. The bulk of grant funds to students are provided through federal and state funding sources. The college has little control over allocations from these sources but has maintained reporting and spending levels to maximize the allocation. Each year the Financial Aid Office develops award policies that are consistent with the funding available and student needs. The college awards students up to 100 percent of need with a minimum of 25 percent of the award from self-help aid (student or parent contribution, work-study, and scholarships).

The tuition rates are set by the legislature. The legislature has authorized the Board of Trustees to use 3.5 percent of actual tuition revenues for financial aid purposes for needy students. Because tuition has risen in the last several years, the amount of aid available from this source has risen as well. The individual grant amount available to students from the Washington State Need Grant has also risen in comparison to tuition cost, but the overall allocation, while it has grown in the last several years, is expected to remain stagnant from 2003-2004 to 2004-2005. The gross amount of financial aid awarded has risen from $6,332,508 in 1998-1999 to $9,803,028 in 2003-2004.

Seattle Central assists students and prospective students in identifying financial aid and scholarship resources available to them by providing quality consumer information to educate them and their families. The staff sets annual goals to improve service and remains informed about national issues from the National Association of Student Financial Aid Administrators, and about state issues as members of the Washington Financial Aid Association and Financial Aid Council (i.e., council of Washington community and technical college financial aid administrators). The college uses this information to advocate for students’ interest at the institutional, state, and federal level concerning issues that may affect financial aid funding.

More students are applying for virtually the same amount of dollars. Disbursing those dollars to the neediest students, while maintaining an open enrollment philosophy, will continue to be a desired outcome.

- State Need Grant has attempted to follow tuition (not including fees); allocation has increased but will not increase for 2004-2005 State Work-Study has not increased.

- Federal allocations of Supplemental Education Opportunity Grant (SEOG) and Work-Study
have not increased, and increasing pressure to fully fund Pell Grants may jeopardize college-based funding sources in the future.

- The individual Pell Grant amount has increased but will remain flat in 2004-2005, and changes are currently being made to the Pell Grant formula to reduce the amount of overall funds disbursed to students or schools in 2005-2006.

Technological improvements will speed up the processing time, and eligibility notifications will go out sooner allowing students more time to make financial plans. Continuing to increase the amount of other sources of aid that students receive such as alternative non-federal loans, scholarship funds and special account funds, and third party payers, will be necessary to maintain the continued increase of overall aid disbursed to students.

Financial aid is a critical element in providing access to the college. In recent years nearly one third of the students received some sort of assistance, enabling them to achieve their educational goals. Figure 7.2 lists types of financial aid offered.

Seattle Central does not participate in Federal Student Loan Programs, such as Stafford and Perkins Loans. The college terminated its participation in the mid-1990s as a result of the loan default rate approaching a level where sanctions could have been applied. There was a decrease in the number of defaulted loans from fiscal year 2001 to fiscal year 2002; the decrease was partially due to the increase in the number of students who entered repayment. The fiscal year 2003 Draft Cohort Default Rates became available February 14, 2005 (see Exhibit 7.7); Seattle Central’s current rate is 9.4. The college no longer awards Perkins Loans; however, the loan portfolio is still active. In a limited program review of the college’s Federal Perkins Loan accounts completed in June 2001, the Department of Education identified approximately 250 loans that required further action. In response to the program review, Seattle Central has been aggressively resolving the accounts. As of February 2005, fewer than five of those loans required action. The college plans to assign the entire portfolio to the Department of Education.

The default rates for the four most recent fiscal years (including the 2003 Draft) as provided by

<table>
<thead>
<tr>
<th>FEDERAL AID PROGRAMS</th>
<th>STATE AID PROGRAMS</th>
<th>INSTITUTIONAL AID PROGRAMS</th>
<th>OTHER AID PROGRAMS</th>
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<tr>
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<td>State Need Grant</td>
<td>Seattle Central Grant</td>
<td>Various Merit/Need-Based scholarship</td>
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<td>Supplemental Educational Opportunity (SEOG) Grants</td>
<td>State Work-Study</td>
<td>Tuition Waiver</td>
<td>Special Accounts</td>
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<td>Federal Work-Study</td>
<td>Promise Scholarship</td>
<td>Seattle Central Foundation Scholarships</td>
<td>Alternative Loans</td>
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<td>Washington Scholars, GEAR UP Scholarship</td>
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<td>Washington Award for Vocational Excellence (WAVE)</td>
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<td>Achievers</td>
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<td>Governor’s and Take Aim Scholarships</td>
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<td></td>
<td>Worker Retraining, WorkFirst Financial Aid</td>
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**Figure 7.2—Types of Financial Aid**

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<th>OTHER AID PROGRAMS</th>
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<td>Promise Scholarship</td>
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<td>Washington Award for Vocational Excellence (WAVE)</td>
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<td>Achievers</td>
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<td>Governor’s and Take Aim Scholarships</td>
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<tr>
<td></td>
<td>Worker Retraining, WorkFirst Financial Aid</td>
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</tbody>
</table>
the U.S. Department of Education are shown in Exhibit 7.7.

**AUXILIARY ENTERPRISES (7.B.8)**

The college enjoys significant support from its auxiliary enterprises and its various non-academic related activities. These areas are expected to be self-sustaining profit centers as well as contributing to the overall operations of the institution. Institutionalized overhead contributions, as mentioned above, make up a small portion of the indirect revenues that support the college’s operating budget. Other revenue generating activities provide direct expenditure support, such as for utilities, based on a formula distribution of those costs. In addition, accumulated auxiliary fund surpluses are expected to be available for special projects or other college needs. Some examples are as follows:

- A portion of the local capital for the college’s new Science and Math Building will be provided from parking revenues.
- Parking revenues were also the primary funding for the development of the City of Seattle’s Major Institution Ordinance’s mandated Master Plan.
- On an annual basis the college bookstore’s discretionary funds support the graduation related expenses and the commencement ceremony.

**FINANCIAL MANAGEMENT**

The college, along with district support, provides a solid foundation for sound fiscal management of its resources. Adherence to established rules, regulations, policies and procedures, and multi-level internal control reviews, help to ensure the integrity of its finances and decision making, providing a secure environment for college stakeholders and enabling the institution to achieve its educational goals and objectives.

**ORGANIZATION STRUCTURE AND REPORTING (7.C.1, 7.C.2)**

On a regular basis, the district presents information to the Board of Trustees regarding its financial status. While this presentation is from a districtwide perspective, most of the reports provide detailed, college-specific information. Information as to revenue sources, state, and local operating expenditures and cash balances is given to show the adequacy and stability of college resources. Other college-specific information presented includes capital projects and project status, grants and contracts, and donations. The District Office finance personnel compile these reports. As appropriate, the presentations are a coordinated effort by the President of Seattle Central, its Vice President for Administrative Services, the district’s Chief Financial Officer and/or other district finance office staff.

The business functions at the college are under the direction of the Vice President for Administrative Services. This position reports directly to the college President. A primary responsibility of the Vice President for Administrative Services is to serve as the chief business and financial officer for the college. With few exceptions, the routine and day-to-day business documents originate at the college and are processed through its Business Office. The Manager of Business Services in the Business Office has the primary responsibility for budget analysis. The business staff at Seattle Central work in close cooperation with and receive support services from the district financial personnel in accomplishing the business functions for the college.

At the district level, the Chief Financial Officer reports directly to the Chancellor. The district financial management team includes a Manager of Budget and Reporting, an Accounting Controller, a Manager of District Business Services, a Purchasing Manager, and a Payroll Manager. The members of this management team head up the following support services to the three colleges in the district: Accounting, Investment and Cash Management, Payroll,
Benefits Administration, Internal Control, Budgetary and Management Reporting, Computing Systems, Management of Pooled Resources (i.e., districtwide accounts, e.g., parking, armored car and banking services), Allocation of Resource and Budget, and Purchasing.

The level of personnel in the college administrative services area, combined with district personnel dedicated to business functions is adequate to provide efficient and effective financial management for the institution. Monthly, the districtwide financial management vice presidents and managers (Business Services Group) meet to review, discuss, and plan district business operations.

**Financial Management Policies and Coordination (7.C.3 to 7.C.5)**

The distribution of business functions between the District Office and the colleges enables an efficient (non-duplication) utilization of financial resources. It also helps provide a standardized and consistent application of established policies and procedures and reporting. While there is an intra-district facilitation of business functions, decisions regarding allocated local tuition and all other sources of income, expenditures, scholarships, and financial aid, are under the control of each college.

As mentioned above, cash management and the investment of district resources are two of the business functions that are handled at the district level. As a state agency, the district has limited investment options. SCCD Policy 650: District Investment Policy (Exhibit 7.8) provides the authority and direction in this area. The Accounting Department utilizes the Local Government Investment Pool (LGIP), managed by the State Treasurer’s Office, and on a daily basis moves monies in and out as needed to fund operations and maximize the return on this district asset.

In regard to financial matters, Seattle Central follows federal and state laws, rules and regulations, and the generally accepted accounting principles (GAAP). The college budgets and accounts for its funds are in accordance with the policies and procedures established by the Washington State Legislature, the Office of Financial Management (OFM), the Higher Education Coordinating Board (HECB), the State Board, and the college district as approved by the Board of Trustees. It uses a financial accounting system that is common to all of the state’s community and technical colleges and is GAAP compliant. The computerized financial reporting system is part of the administrative systems developed and supported by the Center for Information Services (CIS), which is a computing consortium of all the state community and technical colleges.

**Auditing and Internal Control (7.C.6, 7.C.7, 7.C.9 to 7.C.13)**

As a public institution and an agency of the state of Washington, the college and all college funds are subject to governmental audit by the State Auditor’s Office (SAO). Seattle Central is included in the annual audit of the college district. The audit is conducted to determine compliance with state laws and regulations and the district’s own policies and procedures. The SAO is also responsible for reporting on the college’s compliance with federal assistance program requirements and the adequacy of its internal controls. The major federal assistance programs are audited on a statewide rather than individual college basis in accordance with the Single Audit Act amendments of 1996. The results are published in a separate statewide report. Opinions on financial statements are included in the Washington State Comprehensive Annual Financial Report issued by the Office of Financial Management. Under state law, audit reports are considered to be public records. However, the college’s Foundation and its financial aid activities undergo an annual audit conducted by an independent certified public accountant (Exhibit 7.9).

While the college is audited as a component of the district and a consolidated district response is made to the SAO, Seattle Central, as well as the other two colleges (North Seattle and South Seattle), prepares an individual response to college-specific findings, management letter and
exit items. The college takes appropriate remedial action to address deficiencies and recommendations brought forth in the audit items. As the issues may dictate, the college may work with district personnel in formulating and implementing a response. The auditors conduct a post audit exit interview with the district and college administrative personal and the Board of Trustees representative to review and discuss issues that arose during the audit. As part of a current audit, prior period findings, management letter, and exit items are reviewed to determine their resolution status. The most recent audit report of July 1, 2002 through June 3, 2003 stated that the colleges had made progress in resolving weaknesses identified in prior audits. There were no repeat issues noted from prior report. Audit reports for the past three years are available for review (Exhibit 7.10).

The responsibility for internal audit and controls is shared between college and district personnel. The Vice President for Administrative Services at the college and the district’s Chief Financial Officer oversee this responsibility and report directly to the President and Chancellor respectively. On a daily basis, business staff conduct cooperative review and monitoring of routine operational documents, such as invoices, purchase requisitions, payroll, and travel documents, to ensure proper approval, budgetary, policy and regulatory compliance. Non-routine and emergent issues are addressed at regularly scheduled (Business Services Group) and/or ad hoc meetings comprised of appropriate district and college personnel. Periodic training workshops, electronic reminders, and Web site postings are utilized to keep requirements available and timely. Multi-level reviews (i.e., departments, college business office, and district budget office) enhance the effectiveness of internal control efforts. Budget reports are reviewed on a monthly basis by department personnel for funding availability and discrepancy identification with oversight provided by the college and district business offices. The district Manager of Financial Reporting, under the direction of the Chief Financial Officer, works with the colleges to monitor, report on, and enhance the effectiveness of college and district wide internal control efforts. Internal control oversight is also provided by the State Board which performs an annual operations review at each of the colleges.

**FUNDRAISING AND DEVELOPMENT (7.D.1 TO 7.D.3)**

All college fundraising activities are governed by institutional policies, are in compliance with governmental requirements, and are conducted in a professional and ethical manner.

Endowment funds for the Seattle Central Community College Foundation are administered by the Executive Director of the Foundation (who is a college employee) and by the Finance Committee of the Foundation Board. The Foundation Board has selected a professional investment management company through competitive bid to manage investments of the foundation and to report quarterly to the board. The Seattle Central Foundation maintains complete records concerning these funds and complies with applicable legal requirements as well as performing an annual audit of its books and records.

Fundraising activities are primarily coordinated through the college’s Development Office. This department also serves as the operations center of the Seattle Central Foundation. The foundation is organized as a separate 501(c)(3) non-profit corporation. A contractual agreement (Exhibit 7.11) approved by the Washington State Attorney General’s Office, between the college and the foundation details the relationship of the two parties as to their respective obligations and accounting and auditing requirements. Coordination is enhanced by the direct participation in foundation activities of the college’s President who is a voting ex-officio member of the board and its Executive Committee; and the college’s Director for Development who serves as the Executive Director of the foundation, secretary of the board and the Executive Committee, and is a non-voting ex-officio board member.

In addition to annual fundraising for ongoing support of Seattle Central students (scholarships) and student support services (childcare and tutoring), the foundation recently completed its
The foundation has built a strong base of support in the local community since its inception and greatly increased its fundraising sophistication through the successful completion of that capital initiative. As donations are directed to the Seattle Central Community College Foundation, the foundation prepares a District Tender of Gift form, which details the funds and/or in-kind donations. The form is signed by the Development Office Executive Director, the Campus Business Office, and the President, and forwarded to the District Business Office for subsequent reporting to the Board of Trustees. The Board accepts the gifts on behalf of the college. All endowment funds are held and administered by the Foundation. Table 7.12 summarizes cash gifts received for the last three audited years.

### STANDARDS SEVEN ANALYSIS

#### STRENGTHS

The college’s budget development and planning process facilitates collegewide participation and a forum for identifying and addressing emerging institutional issues and needs. A focus of the process is its attempt to provide greater transparency in resource availability and utilization. The new reporting system provides the opportunity for better monitoring and management.

The college maintains strong fund balances. Its accumulated reserves are sufficient to meet policy dictated requirements and take advantage of opportunities that may arise. Local funds (including tuition increases) have been able to fill the gap created by decreases in state support so as not to negatively impact the college’s educational offerings.

The district management structure provides an extended resource pool for collaborative efforts and problem resolution. Its interdependency helps to ensure financial integrity, adequate audit and internal controls, and an environment for informed decision making.

The contributions by the Seattle Central foundation to the college continue to grow. The recent capital campaign raised over $3 million dollars in a two-year period, enabling the college to secure $500,000 in state matching funds for its renowned Drama Program’s Theatre Off Broadway performance venue. As part of this campaign, Seattle Central employees and staff gave personal gifts totaling over $200,000, a true statement of internal support for the college and its students. The foundation has made strides in expanding its donor base with many new community donors having been approached as part of this campaign.

#### CHALLENGES

Over the past few years the greatest challenge to the budgeting process has been one of prioritization. The economic downturns in the state’s finances have widened the gap between the state and local contributions to the overall available funding. An approximate 2.5 percent state budget cut has been implemented in the 2003-2005 biennium. While student tuition has grown significantly in the past two biennia, there has been a steadily increasing need for other local sources of funds, most notably, tuition from the International and Running Start Programs, to supplement the state funding. There has been non-existent quality funding and minimal growth (new enrollments) from the state since the early 1990’s.

The college is increasingly dependent on local revenues and tuition hikes to fund ongoing operations. Running Start remains strong and is growing. International student enrollments have relatively plateaued, facing internal and external competition (inside and outside the U.S.) for international dollars and immigration barriers.

Table 7.12—Operating Gifts and Endowments

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<tr>
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<tbody>
<tr>
<td>College Program Grants</td>
<td>$109,708</td>
<td>830,352</td>
<td>177,942</td>
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<td>Scholarships</td>
<td>225,830</td>
<td>158,802</td>
<td>256,280</td>
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<td>Tutoring</td>
<td>47,500</td>
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<td>Childcare</td>
<td>17,500</td>
<td>17,500</td>
<td>22,000</td>
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<td>Other Grants</td>
<td>15,250</td>
<td>17,800</td>
<td>26,033</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$415,788</td>
<td>$1,050,454</td>
<td>$513,255</td>
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traceable back to the September 11, 2001 attacks and ensuing economic recession. The college needs to identify new revenues streams to lessen reliance on these local revenue sources.

The district structure is a challenge as well as a strength necessitating uniformity as to policies and procedures. Individual college initiatives often undergo extended scrutiny and sometimes require districtwide approval. Compromise is a usual consequence of attaining consensus and implementation.

The Seattle Central foundation will need to maintain the momentum it has created in its recent campaign. It now faces the challenge of replacing founding board members who have served out their terms. It must build the foundation board with new members who have access to and possess personal wealth as the foundation bylaws provide for a maximum of 25 board members, but the current board constituency has transitioned post-campaign to approximately 13. Furthermore, it must continue to strengthen its relationships within the corporate community. Additionally, foundation staff and college leadership will need to cultivate and retain those donors who gave during the campaign as well as continuously recruit for new donors to support the college.

**Desired Future Outcomes**

The budget process continues to evolve and improve. A priority focus of the College Planning Council (formerly Planning Advisory Committee, PAC) will be to link this process more directly to the college’s strategic plan (see Standard One, 1.B beginning on page 10). The college will continue its efforts in institutionalizing multi-year initiatives and addressing inflationary challenges to maintain a balanced budget.

A key financial management focus will be in providing and maintaining timely and accurate access for all campus constituencies to financial reporting information. A statewide re-hosting and reengineering of all administrative computer applications is currently being undertaken by the community and technical college system’s Computer Information Services (CIS). Once re-hosted from the current HP3000 to a SQL server platform in a Web-based environment, all college data, including financial, will be much more accessible.

Future outcomes for the Seattle Central Foundation will include supporting the goals of the college President, raising private dollars to continue the release of any state matching funds available, and retaining quality staff and board members to carry out the mission of the foundation. It is the foundation’s goal to recruit quality new board members until the 25 member mark is reached. This process is currently underway. The Foundation Board will need to work closely with the college leadership to update their current strategic plan to support the needs of individual students through ongoing support of scholarships, childcare, and tutoring while continuing to expand their support of the college through fundraising for capital and other needs.
### Table 7.1—Current Funds Revenues - Public Institutions Only

<table>
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<th>SOURCE (IPEDS REPORT)</th>
<th>ACTUAL</th>
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<td>Local</td>
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<td>Endowment Income</td>
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<td>Sales and Services of Educational Activities</td>
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<td>Auxiliary Enterprises</td>
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<td>Hospitals</td>
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<tr>
<td>Total Current Funds Revenues</td>
<td>51,967,826</td>
<td>53,370,929</td>
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1 Percentage of Total Current Fund Revenues  2 Most recent fiscal year for which audited financial statements are available  3 Budget for Current Year
Table 7.1 (SVI)—Current Funds Revenues - Public Institutions Only

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<thead>
<tr>
<th>SOURCE (IPEDS REPORT)</th>
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1Percentage of Total Current Fund Revenues  2Most recent fiscal year for which audited financial statements are available  3Budget for Current Year
Table 7.2—Current Funds Expenditures And Mandatory Transfers - Public Institutions Only

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<td>4,238,329</td>
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<td>4,365,479</td>
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<td>13.49</td>
<td>7,762,154</td>
<td>14.06</td>
<td>7,995,019</td>
<td>14.08</td>
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<tr>
<td>Awards from Restricted Funds</td>
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<td>Educational and General Mandatory Transfer</td>
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<td></td>
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<tr>
<td>Total Educational and General Expenditures/Mandatory Transfers</td>
<td>46,951,341</td>
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<td>Independent Operations (Including Transfers)</td>
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<td>Hospitals</td>
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<td>Total Current Funds Expenditures &amp; Mandatory Transfers</td>
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1Percentage of Total Current Fund Revenues  
2Most recent fiscal year for which audited financial statements are available  
3Budget for Current Year  
4IPEDS Reports no longer have a separate entry for library expenditures.
# Table 7.2 (SVI)—Current Funds Expenditures And Mandatory Transfers - Public Institutions Only

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<th>PROJECTED</th>
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<td>Instruction</td>
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<td>Public Service</td>
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<td>Academic Support (Including Libraries)</td>
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<td>Student Services</td>
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<td>1,092,838 18.77</td>
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<td>353,224 6.07</td>
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<td>Scholarships and Fellowships</td>
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<tr>
<td>Awards from Unrestricted Funds</td>
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<tr>
<td>Awards from Restricted Funds</td>
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<td></td>
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<tr>
<td>Educational and General Mandatory Transfer</td>
<td>4,662,572 99.29</td>
<td>5,459,795 93.83</td>
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<td>Total Educational and General Expenditures/Mandatory Transfers</td>
<td>4,696,018 100.00</td>
<td>5,818,605 100.00</td>
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</table>

\(^1\) Percentage of Total Current Fund Revenues  \(^2\) Most recent fiscal year for which audited financial statements are available  \(^3\) Budget for Current Year

IPEDS Reports no longer have a separate entry for library expenditures.
Table 7.3—Summary Report of Revenues and Expenditures - Public\(^1\) and Private Institutions

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<td></td>
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<td>AMOUNT</td>
<td>AMOUNT</td>
<td>AMOUNT</td>
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<tr>
<td>Education and General</td>
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<tr>
<td>Revenues</td>
<td>46,422,591</td>
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<td>49,200,854</td>
<td>50,676,880</td>
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<tr>
<td>Transfers – Mandatory</td>
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<tr>
<td>- Non Mandatory</td>
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<tr>
<td>Net Excess (Deficit)</td>
<td>(528,750)</td>
<td>(102,323)</td>
<td>3,058,860</td>
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<td>Auxiliary Enterprises</td>
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<td>Revenues</td>
<td>5,545,235</td>
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<td>Expenditures</td>
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<td>5,994,354</td>
<td>6,114,241</td>
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<tr>
<td>Transfers – Mandatory</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>- Non Mandatory</td>
<td></td>
<td></td>
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<tr>
<td>Net Excess (Deficit)</td>
<td>429,192</td>
<td>(869,916)</td>
<td>(1,883,139)</td>
<td>(1,927,298)</td>
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<td>Net Operational Excess (Deficit)</td>
<td>(99,558)</td>
<td>(972,239)</td>
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\(^1\)Optional for Public Institutions
\(^2\)Most recent fiscal year for which audited financial statements are available
\(^3\)Budget for Current Year
Table 7.3 (SVI)—Summary Report of Revenues and Expenditures - Public\(^1\) and Private Institutions

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<tr>
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<th>PROJECTED</th>
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<td><strong>Education and General</strong></td>
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<td>Transfers – Mandatory</td>
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<tr>
<td>- Non Mandatory</td>
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<td></td>
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<tr>
<td>Net Excess (Deficit)</td>
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<td><strong>Auxiliary Enterprises</strong></td>
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<tr>
<td>- Non Mandatory</td>
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<tr>
<td>Net Excess (Deficit)</td>
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<td>Net Operational Excess (Deficit)</td>
<td>524,907</td>
<td>(627,504)</td>
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</table>

\(^1\) Optional for Public Institutions

\(^2\) Most recent fiscal year for which audited financial statements are available

\(^3\) Budget for Current Year
Table 7.4—Sources Of Financial Aid - Public Institutions

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<td>Annual Private Contributions</td>
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<td>Governmental State Aid</td>
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<tr>
<td>(Non-Foundation)</td>
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<tr>
<td>Institutional Unfunded Aid</td>
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<td>(if applicable)</td>
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<tr>
<td>Nonfederal Workstudy Aid</td>
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<tr>
<td>Total Financial Aid</td>
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\(^1\) Optional for Public Institutions
\(^2\) Most recent fiscal year for which audited financial statements are available
\(^3\) Budget for Current Year
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<td>Federal Student Loans (if applicable)</td>
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<tr>
<td>Nonfederal Workstudy Aid</td>
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¹Optional for Public Institutions  
²Most recent fiscal year for which audited financial statements are available  
³Budget for Current Year
Table 7.10—Capital Investments-All Institutions

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<tr>
<td>Deductions</td>
<td>-</td>
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<td>Ending Cost</td>
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<td>3,071,066</td>
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</tr>
<tr>
<td>Deductions</td>
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<td>0</td>
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<tr>
<td>Additions</td>
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<tr>
<td>Deductions</td>
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</tr>
<tr>
<td>Ending Cost</td>
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<tr>
<td>Interest</td>
<td>120,025</td>
<td>122,687</td>
</tr>
</tbody>
</table>

1Most recent fiscal year for which audited financial statements are available 2Budget for Current Year
Table 7.10 (SVI)—Capital Investments—All Institutions

<table>
<thead>
<tr>
<th>Do Not Include Depreciation Expense</th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOUNT</td>
<td>AMOUNT</td>
<td>AMOUNT</td>
</tr>
<tr>
<td>Land</td>
<td></td>
<td></td>
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<tr>
<td>Beginning Cost</td>
<td>268,100</td>
<td>268,100</td>
</tr>
<tr>
<td>Additions</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Deductions</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ending Cost</td>
<td>268,100</td>
<td>268,100</td>
</tr>
<tr>
<td>Buildings</td>
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<td></td>
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<tr>
<td>Beginning Cost</td>
<td>13,037,816</td>
<td>13,037,816</td>
</tr>
<tr>
<td>Additions</td>
<td>-</td>
<td>3,594,999</td>
</tr>
<tr>
<td>Deductions</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Ending Cost</td>
<td>13,037,816</td>
<td>16,632,815</td>
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<tr>
<td>Furniture and Equipment</td>
<td></td>
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<tr>
<td>Beginning Cost</td>
<td>174,904</td>
<td>174,904</td>
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<tr>
<td>Additions</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Deductions</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Ending Cost</td>
<td>174,904</td>
<td>408,638</td>
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<td>Construction in Progress √</td>
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<tr>
<td>Beginning Cost</td>
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<td>0</td>
</tr>
<tr>
<td>Additions</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Deductions</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ending Cost</td>
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<td>0</td>
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<td>Debt Service</td>
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<td>Principle</td>
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</tr>
<tr>
<td>Interest</td>
<td>3,333</td>
<td>2,176</td>
</tr>
</tbody>
</table>

1 Most recent fiscal year for which audited financial statements are available; 2 Budget for Current Year
STANDARD SEVEN

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Exhibit 7.2 Seattle Central Structural Plan, 2000-2005
Exhibit 7.3 SCCD Policy 608: District Reserve Policy
Exhibit 7.4 Final Major Institution Master Plan 2002
Exhibit 7.5 Current Operating Budget: Fiscal Year 2004-2005
Exhibit 7.6 Integrated Postsecondary Education Data System (IPEDS) Reports
Exhibit 7.7 Default Rates as Provided by the U.S. Department of Education
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INTRODUCTION

Seattle Central Community College, which is situated in a multicultural urban setting, has a total of 22 buildings on four primary sites within a radius of five miles of the Seattle metropolitan area (Appendix 8.1). Campus Services, a department under Administrative Services (Appendix 8.2), helps ensure opportunities for academic achievement, workplace preparation, and service to the community by creating a learning environment that is accessible, diverse, responsive, and innovative. By maintaining the college facilities, Campus Services helps to provide a safe and healthy environment for the educational and social welfare of students as well as the community the college serves. It endeavors to maintain flexible and versatile use of the college facilities and efficient operation of the buildings that contain classrooms, laboratory, computer, and library space for over 7,000 full-time equivalent (FTE) students (i.e., more than 25,000 headcounts per year) and office space for approximately 750 faculty, staff, and administrators. In addition, Campus Services provides community meeting space annually for approximately 250 outside community groups and governmental agencies on a scheduled basis.

In addition to physical facilities, the college has a well-designed network infrastructure, which is part of the metropolitan network in the Seattle area and is connected to Internet2 via the Abeline high-speed research network.

INSTRUCTIONAL AND SUPPORT FACILITIES

INSTITUTIONAL FACILITIES (8.A.1 TO 8.A.3)

Seattle Central Community College opened in 1967 and is the oldest of three Seattle community colleges in the district. College facilities are comprised of just over one million gross square feet (GSF) of buildings and improvements with an estimated value of over $200 million. Facilities located on each of the four sites are as follows:

- The Main Campus has 10 buildings, 881,921 GSF, and occupies approximately 10 acres. The new Science and Math building will add 83,500 GSF and will be available for occupancy in spring of 2006 (Appendix 8.3).
- The Wood Construction Center (WCC) has six buildings, 47,259 GSF, and occupies two and one half acres.
- The Seattle Maritime Academy (SMA) has four buildings and one floating classroom lab/barge, 18,658 GSF, including water rights, and occupies approximately four acres.
- The Seattle Vocational Institute (SVI) has a six-story building comprised of nearly 114,000 GSF.

Some of the buildings that date back to 1910 were not designed for educational purposes. Approximately 80 percent of the facilities are over 30 years old with several remaining portables that are older still having been acquired already used. Three aging portables at the main campus have been demolished to make way for the new Science and Math building. Five existing portables, two at the WCC and three at the SMA, will need replacement in the future.

In general, the institutional facilities are sufficient to achieve the college’s mission and goals, adequate for the effective operation of the various college functions, as well as adequately furnished for instruction and work by students, faculty, and staff. In terms of square footage per student, Seattle Central is one of the public colleges in the state that has a higher ratio of 128 GSF/student. However, because of student and faculty preference, there is a constant need for general classrooms during the hours of 9 a.m. to noon. The state capital funding for 2001-2005
Physical Resources

has resulted in significant facility improvement; if recommended funding for 2005-2007 is realized, further improvements will be made during the next three years. See 8.C. for details.

Nevertheless, there is a significant lack of sufficient library and media space in which to meet the needs of over 10,500 students each quarter. The current library and media space of 20,600 usable square feet (USF) is significantly below the state standard of 40,000 USF for mid- and large size community colleges. The college is forced to carve out much needed study space from hallways and other congested traffic areas.

**Management, Maintenance, and Operation of Facilities (8.A.4)**

The Director of Facilities, Planning and Operations oversees Campus Services, which include the Maintenance Department and Capital Construction Program. The Director of Auxiliary Services has the responsibility for custodial services, grounds, parking, facilities scheduling, and the operation of Food Services. This director also provides oversight of the management of the college bookstore outsourced to Barnes & Noble (Appendix 8.2).

**Building Maintenance**

The Maintenance Department is responsible for the operation and maintenance of the physical plant, which includes the main campus and three satellite locations. It has a staff of seven skilled and semi-skilled personnel and three part-time employees on a day and swing shift schedule. The maintenance staff is comprised of an electrician, refrigeration technician, locksmith, and several staff for heating and ventilation. The staff have cross-training in plumbing, energy management systems, and related skills.

The Custodial Department is responsible for the daily cleaning and minor maintenance of the 22 buildings, a total of 1,061,838 GSF of space on 16.5 acres at four sites, including the District Office (Siegal Center) located on the main campus. This department consists of 24 full-time custodians, including a manager and a supervisor along with 16 part-time custodians and five recycling attendants. All but two of the custodians work a swing shift that allows them to have contact with the college community members they support, and also have time to work when the buildings are closed to the public. The exterior grounds are cared for by one full-time employee and three part-time employees. A significant portion of their time is taken up with removing litter and graffiti in addition to the usual grounds activities.

Campus Services handles the review and approval of payment for all monthly utility billings, i.e., steam, electricity, gas, waste disposal, water, and sewage. Its responsibilities also include providing documentation in relation to energy cost consumption, which is filed with the State Energy Office, Department of Ecology, Annual Dangerous Waste Reports, and Recycle Information report; as well as the coordination of all energy conservation upgrades or modifications to reduce consumption or improve energy efficiency through rebate programs or related capital projects.

**Public Access**

In regard to public access, the scheduling of college facilities during regular and off hours for community and governmental agencies is also part of Campus Services’ responsibilities and in part helps meet the college’s role to serve as a resource for the community as stated in the Seattle Community College District (SCCD) Policy 250 (Exhibit 8.1). An approved application (Exhibit 8.2) is required prior to utilization of the facilities. Custodial operations, set-up, and facilities usage are coordinated in advance with Safety and Security.

**Parking and Motor Pool**

While the major emphasis of Seattle Central’s transportation program is focused on alternative forms of transportation, the college maintains 552 parking stalls primarily in the Harvard Garage. The garage is staffed with an attendant from 7:00 a.m. to 10:00 p.m. Monday to Wednesday, and until 1:00 a.m. the following morning on Thursday to Saturday, with 1.5 classified employees and a variety of student or hourly employees.

After the employees have claimed their annual or quarterly permits, there is a limited number of parking stalls available to students before noon for carpools with two or more currently
registered students. After 1:00 p.m. there is adequate space for all students and members of the public. The garage annually generates $200,000 of revenue from daily parking sales for the college in addition to the permit revenue, which is kept in a centralized district parking revenue account.

The college owns four vehicles: one maintenance truck (1992), one custodial cargo van (1987), one 10-passenger van (1998), and one four-passenger sedan (1998). In addition, faculty and staff have access to the motor pool of three cars at the District Office.

**Health, Safety, and Accessibility (8.A.5, 8.C.3)**

**Communications, Safety, and Security Systems**

The Campus Services staff use a Nextel telephone and radio communication system to dispatch maintenance, custodial, and operations personnel, and to advise them as to the changing building conditions. The Safety and Security Office, on the other hand, uses a Motorola radio and paging communication system for efficient response. These departments and the rest of the college are connected by districtwide telephone and e-mail systems as well as a computerized online work orders system (Exhibit 8.3). These integrated systems allow for a quick, effective response to service requests, especially in medical and emergency situations.

The interrelated communications capabilities are a part of the college’s safety and security systems. They facilitate the operation of heating and ventilation systems through interconnection with the college’s state-of-the-art Energy Management System. This 24-hour base access system provides maintenance and operations staff with continuously updated information related to physical plant, equipment temperatures and running conditions, and changes in indoor and outdoor climate status. A majority of the operating equipment and climate controls can be regulated and adjusted at the control center, thus eliminating trips to distant and/or isolated areas of the campus.

The college’s fire protection system was replaced in 2001 with a state-of-the-art Pyrotronic MXL System. The college conducts fire drills and emergency evacuation regularly. In addition, in 2002 the college began updating its key card access control system with a high security, restricted keying DSX Access Control System. Such a security system is critical for protecting the special computer equipment in classrooms and labs because of the college’s urban location, which has made it an easy target for theft. The college plans to continue the expansion of such a system to other areas of the campus and to incorporate it into new capital projects.

**Americans with Disabilities Act (ADA) Compliance**

Seattle Central has policies and procedures to accommodate students and employees who are physically challenged. A “Disability Support” Web page (Exhibit 8.4) is posted on the college Web site (http://seattlecentral.edu/dept/accommodate.php) explaining the various types of disability support services available to assist students, including physical accommodations. For employees and applicants, the college follows the SCCD Policy 418 (Exhibit 8.5) to provide reasonable accommodations. The college strives to ensure that, as directed by the ADA, it is meeting the access needs for the physically challenged and disabled users at Seattle Central. All building entrances and doors are wheelchair accessible, and elevators are located in buildings with more than one floor. Special audible signals are used for the pedestrian crosswalk across the main street, Broadway, between the Broadway-Edison Building and the Student Activities Center and Bookstore. The college also paid the City of Seattle to install an additional cross-walk signal control system at the corners of Pine and Harvard to provide safe access to the Fine Arts Building.

**Safety and Security**

The college has a Safety Committee that is chaired by a Safety Security Officer and is comprised of faculty, staff, and administrators from various program areas. The committee conducts building and grounds walkthroughs. It communicates recommendations and safety concerns to the Campus Services Maintenance Department for correction and/or improvements through the work order process or for inclusion in future capital repair requests.
The security staff review incident reports from campus members, identify areas of concern, and issue work orders to correct or improve the conditions. Various external entities periodically inspect the college facilities, such as the state Labor and Industries, the City Fire Department, and the Police Department, to ensure that the college is in code compliance regarding fire extinguishers, boilers, elevators, back flow water devices, and utilities. The college has Emergency Policies and Procedures (Exhibit 8.6), which include plans for building evacuation, as well as Homeland Security Alerts Action Plan (Exhibit 8.7) in place. The college has eight full-time and four part-time security officers, who provide security coverage at the main campus from 6:00 a.m. to midnight, Monday to Friday; 7 a.m. to 6 p.m., Saturday; and 12:00 p.m. to 5 p.m. for the Student Activity Center only on Sunday. The security coverage at the Seattle Vocational Institute is from 6 a.m. to 10 p.m., Monday to Friday, and the coverage at the Wood Construction Center is 10 a.m. to 2 p.m., Monday to Friday, and 8 a.m. to 1 p.m. on Saturday.

All facilities on campus are constructed, renovated, and maintained to meet current code requirements, and with appropriate attention given to provide a safe and healthy learning and working environment for its students, employees, and guests.

**Offsite Physical Facilities (8.A.6, 8.A.7)**

The college does not have programs that are offered offsite in physical facilities that are not owned by the college. In terms of space, all the facilities at the satellite locations—Seattle Maritime Academy (18,658 GSF), Wood Construction Center (47,259 GSF), and Seattle Vocational Institute (114,000 GSF)—are appropriate for the respective programs offered as described in 8.A.1 to 8.A.3. However, in terms of facility conditions, some of the buildings in these locations need repairs, and the old portables need replacement.

**Equipment and Material**

### Instructional Equipment (8.B.1)

#### Computing Equipment

As described in Standard Five, Part 2 on page 165, the college has a total of 1,116 computers for students and 819 computers for employees. On the main campus, in addition to the open labs at the Computer Center (169 stations) and the library (20 stations), there are five fully equipped computer classrooms, 44 demonstration classrooms, and 17 distributed labs in different instructional divisions and departments. A computer lab is located at each of the Wood Construction Center (WCC) and the Seattle Maritime Academy (SMA), and there are nine computers labs at the Seattle Vocational Institute (SVI). Computer printers and projectors are available at each of these labs and classrooms. The college uses a three-year replacement cycle for computers in the Computer Center and the open labs. This is possible because of the availability of technology fee funds, which help to supplement the regular instructional equipment budget. Computer lab fees are used to purchase software applications for the student computer labs.

#### Non-Computing Instructional Equipment

Non-computing instructional equipment includes program-specific items that range from ice machines for science labs to sewing machines for the Apparel Design Program to audiovisual equipment for the general classrooms. At times, companies donate specialized equipment to designated programs. The instructional equipment budget is used to purchase new and replace old instructional equipment.

#### Instructional Equipment Budget and Allocation

The permanent instructional equipment budget has remained the same at $477,741 for the last several years because of limited state funding. This amount, however, has been supplemented each year by grant funds, such as Perkins and Worker Retraining, and revenues from the
International Education Program. During the last five years, the annual amount of funds available for instructional equipment allocation ranged from $627,741 to $818,273 (Exhibit 8.8). The annual process for allocating computing equipment to the instructional divisions involves the review and recommendation of the Instructional Computing Advisory Committee (ICAC). The instructional equipment budget is not used for purchasing classroom furniture.

**Equipment and Furniture for Faculty and Staff (8.B.1)**

Funding for faculty office computers may be requested through the instructional equipment budget allocation process or purchased through the division or department budgets. Although the office computers for faculty and staff are considered sufficient and current at Seattle Central, for years there was not a centralized regular budget to purchase new or to replace office computers. Year-end “windfall” funds or one-time special allocations were used to meet such a need. Starting with 2004-2005, the college has set up a permanent annual budget of $115,000 for staff computers.

The college does not budget any funds specifically for furniture and furnishings for employee, student, or general needs. Departments may utilize their goods and services budgets to meet limited needs in this area. The college does, however, periodically make large purchases of furnishings and furniture on a one-time basis utilizing carry forward funds or other surplus reserves. This process may be used to update and/or equip furniture and furnishings for classrooms, lounges, and in some cases, instructional, student services, and administrative departments. In recent years, new tables and chairs have been purchased to replace old furniture in some of the general classrooms, computer labs, student lounge areas, library, and the Atrium.

**College Data Network Physical Infrastructure**

**Metropolitan**

Seattle Central has gigabit Ethernet fiber optic connections to South Seattle Community College (7 miles), North Seattle Community College (7 miles), Seattle Maritime Academy (5 miles), Wood Construction Center (2 miles), and Seattle Vocational Institute (2 miles), all with wholly-owned fiber and a gigabit Ethernet connection to the Internet via the Abeline high-speed research network, courtesy of the University of Washington.

**Wide-Area**

On the main campus, there are gigabit Ethernet fiber optic connections to the District Office, North Plaza facility, South Annex, Bookstore, Student Activities Center, Fine Arts Building, Little Theater, and Broadway Performance Hall, all within a few blocks of the main building complex (Broadway-Edison Building).

**Local**

Two physically separate networks exist on the main campus, Administrative and Instructional. They are separate for security and historical reasons.

**Administrative**

Switched 100M Ethernet at the edges with up to 70 workstations sharing a gigabit backlink to the backbone switch. All servers and edge switches are connected directly to the backbone which provides a 3-gigabit backbone speed in a collapsed-backbone configuration.

**Instructional**

Switched 100M Ethernet at the edges with up to 12 workstations sharing a gigabit backlink to the backbone switch. All servers and edge switches are connected directly to the backbone which provides a 256 gigabit backbone speed in a collapsed-backbone configuration.

**Wireless**

Two Aruba 5000 access switches connect 20 A/B/G access points around the campus. LDAP is used for authentication so any student can surf with the college’s wireless system. The 5000’s provide a high degree of security as they control all access between and among the APs and permit seamless roaming within the coverage area (most open spaces on campus).

Logical network details are included in Standard Five, Part 2: Information Technology Services (page 166). Gigabit Ethernet allows the college to directly connect the remote sites to the
Physical Resources

backbone, so there is only one router in the Seattle Central network. It is used to link to the sites that are not controlled by the college. Those include North Seattle, South Seattle, District Office, SVI, and the Internet. It is also where the Administrative and Instructional Networks meet, and provides DMZ space for the college. The router is used as the "first-actor" traffic filter. The college uses OSPF for the Metro area connections and BGP peering for the Internet connection.

For network security, the college follows the state mandated network security standards. The State Auditor’s Office performs the security audit on the college district as a whole, including Seattle Central, to ensure that it is in compliance with the state standards. For network security related policies, see Standard Five, Part 2: Information Technology Services (5.B.3, page 171).

**Equipment Maintenance and Replacement (8.B.2)**

Maintenance of computer equipment for instructional labs and classrooms as well as for faculty and staff offices is the responsibility of the Information Technology Services Department (ITS). Through the ITS helpdesk, faculty and staff can call or fill-out an online request form for services. There is a service contract with an outside vendor for the maintenance of networked computer printers in offices and in the computer labs.

Funding sources for replacing instructional computing equipment are the instructional equipment funds, the universal technology fees, and the departmental budgets. Student computers are replaced on approximately a three-year schedule; faculty computers follow a four-year cycle; and the replacement of servers, network switches, and other infrastructure items is as needed (Exhibit 8.9).

With few exceptions, the Maintenance Department under Campus Services repairs and maintains all non-computing equipment, instructional and administrative. Specialized repairs are done by outside vendors, often through maintenance contracts. Campus Services has a separate operational budget for the maintenance and repair, and in some circumstances replacement, of non-computing instructional equipment for classrooms and laboratories. These funds supplement the budgeted allocation to the individual instructional divisions. Such maintenance may be initiated via the work order process; the result of routine inspections; or possibly unforeseen equipment failure or damage. Depending upon the nature and extent of the maintenance or repair, it is either addressed by in-house staff or outsourced. Campus Services works with all divisions and programs to ensure that all non-computing equipment is in good working condition, assists the departments to evaluate whether certain equipment repair is warranted, and evaluates the necessity of equipment replacement. Specialized lab staff perform minor equipment maintenance and repairs with division-purchased small parts.

Available funding sources for replacing non-computing equipment are the instructional equipment funds, the non-computing maintenance budget, and departmental budgets. Replacement of non-computing items is as needed (Exhibit 8.9). The biennial state capital allocation for Repairs and Minor Improvement (RMI) are utilized where possible for major equipment items. Auxiliary and other self-support centers are expected to meet their own equipment needs.

**Inventory Control**

Information Technology Services (ITS) maintains records for all computing equipment purchased under the instructional equipment funds and the technology fee funds, as well as all computer software purchased under any budget, including instructional and non-instructional departments (Exhibit 8.10). Additionally, computing and non-computing equipment are inventoried under each division or department. Every two years a fixed asset inventory is conducted by the District Purchasing Department. Seattle Central’s Business Office assists the District Office to coordinate the inventory process of all equipment at the college. The overall equipment inventory list is centrally maintained at the District Office.
Surplus and Recycle Program
Outdated and surplus items, including computer hardware, are disposed of according to the state surplus property procedures. The college sends the surplus items to a centralized state managed facility. The college operates and maintains a Recycle-Separation Program utilizing the services of a developmentally disabled program known as Mainstay. Mainstay is mostly funded through a block grant from the county and partially funded on a fee-for-service basis by the state. The Dean for Allied Health, Business, Languages, and Cultures oversees this program.

Hazardous Materials (8.B.3)
Campus Services coordinates the use, storage, and disposal of hazardous materials with all departments of the college using the work order process and written notification to the district Purchasing Department. The process for disposing of hazardous materials follows the procedures as specified in a state contract. For example, chemical wastes are collected by type, organic and inorganic wastes. At the end of each quarter, the waste is inventoried, packed, and temporarily stored in a secure area in the basement of the building. The division informs and provides a copy of the waste inventory to Campus Services, which then contacts the contracted company to pick up the waste. This coordinated effort with timely disposal of hazardous materials has proven to be safe and cost effective. The college maintains a status as a low volume waste generator.

Physical Resources and Planning
Physical Facilities Development (8.C.1 to 8.C.4)
The college received from the state a matching capital fund allocation of $500,000 in 2001-2003 (the college was successful in raising and exceeding the required equal matching amount for this project) for the renovation of the Little Theater.

The completion date is targeted for early spring of 2005. Tables 8.1 to 8.3 show the capital funding allotted by the state for 2001-2003 and 2003-2005 and the projects submitted for the 2005-2007 Capital Request. Specific information on each of these projects is available respectively as Exhibits 8.11, 8.12, and 8.13. The legislature will determine the 2005-2007 capital funding during its 2005 legislative session.

Currently, in addition to completing the renovation of the Little Theater, the college has received the construction permit for the new Science and Math Building (84,300 square feet) at the north end of the main campus. Renovation of the Student Services area in the Broadway-Edison complex is in the design phase, and

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Table 8.1—2001-2003 Capital Projects As Funded/Approved by the State

<table>
<thead>
<tr>
<th>PROJECT NO.</th>
<th>PROJECT DESCRIPTION</th>
<th>STATE FUNDS</th>
<th>LOCAL FUNDS</th>
<th>TOTAL</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-1-055</td>
<td>Facility Repairs A – Roof and Parapet Leaks at WCC</td>
<td>$65,102</td>
<td>$65,102</td>
<td>Complete</td>
<td></td>
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<tr>
<td>02-1-015</td>
<td>Roof Repairs A – South Annex, Broadway-Edison</td>
<td>$296,446</td>
<td>$296,446</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>02-1-135</td>
<td>Minor Improvement – Cashiering and ABE/ESL Remodel, Demonstration Kitchen</td>
<td>$802,460</td>
<td>$802,460</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>02-2-415</td>
<td>Matching – Little Theater Renovation</td>
<td>$500,000</td>
<td>$670,358</td>
<td>$1,170,358</td>
<td>Ready for Occupancy</td>
</tr>
<tr>
<td>02-1-215</td>
<td>Portables Replacement –New Science and Math Bldg.</td>
<td>$6,897,400</td>
<td>$6,897,400</td>
<td>Awarded Contract</td>
<td></td>
</tr>
<tr>
<td>02-1-315</td>
<td>Renovation – New Science and Math Bldg.</td>
<td>$5,809,200</td>
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<td>Awarded Contract</td>
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<tr>
<td>TOTAL</td>
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<td>$14,370,608</td>
<td>$670,358</td>
<td>$15,040,966</td>
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</tr>
</tbody>
</table>
remodeling work is expected to start in summer 2005.

**Facilities Planning and Master Plan (8.C.1 to 8.C.4)**

Facilities planning in recent years has resulted in several key planning documents, which identified college’s capital needs:

- *Strategic Facilities Plan 2000, revised 2003* (Exhibit 8.14)
- *Final Major Institution Master Plan 2002* (Exhibit 8.15)
- *Sustainable Policy Program, April 2003* (Exhibit 8.16)
- *Seattle Central Structural Plan, 2000-2005* (Commitments two and eight) (Exhibit 8.17)

Seattle Central is subject to the City of Seattle’s Major Institution Ordinance (MIO). The college is one of six higher education institutions, along with six health care providers, that must participate in this master planning process that includes a Citizens Advisory Committee and is overseen by the city’s Department of Neighborhoods and the Department of Planning and Development. The ordinance requires a process of review and recommendation of facility plans by the City Hearing Examiner and final approval by the City Council. The MIO planning process is a cumbersome, expensive, and unfunded mandate. The college has participated in the process since 1985 with its first Final Major Institution Master Plan approved in 1988. The college completed its second Final Major Institution Master Plan (Exhibit 8.15) with adoption by the City Council

**Table 8.2—2003-2005 Capital Projects as Funded/Approved by the State**

<table>
<thead>
<tr>
<th>PROJECT NO.</th>
<th>PROJECT DESCRIPTION</th>
<th>STATE FUNDS</th>
<th>LOCAL FUNDS</th>
<th>TOTAL</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-1-055</td>
<td>Facility Repairs A – HVAC, South Annex Stucco</td>
<td>$795,980</td>
<td>$795,980</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>04-1-275</td>
<td>Replacement of North Plaza Building – New Science and Math Bldg.</td>
<td>$4,976,200</td>
<td>$4,976,200</td>
<td>Awarded Contract</td>
<td></td>
</tr>
<tr>
<td>04-1-310</td>
<td>Renovation – Broadway-Edison Bldg., Student Services First Floor Remodel</td>
<td>$4,995,800</td>
<td>$4,995,800</td>
<td>Design Phase</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$10,767,980</strong></td>
<td><strong>$10,767,980</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 8.3—2005-2007 Capital Project Requests Submitted and Recommended by the State Board for Funding**

<table>
<thead>
<tr>
<th>PROJECT NO.</th>
<th>PROJECT DESCRIPTION</th>
<th>STATE FUNDS</th>
<th>LOCAL FUNDS</th>
<th>TOTAL</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>06-1-055</td>
<td>Facility Repairs A – HVAC and Electrical at Broadway-Edison, Heat Pumps at SMA</td>
<td>$1,545,300</td>
<td>$1,545,300</td>
<td>Pending</td>
<td></td>
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<td>06-1-058</td>
<td>Facility Repairs A – Heat Pumps, HVAC Controls at SV1</td>
<td>$265,300</td>
<td>$265,300</td>
<td>Pending</td>
<td></td>
</tr>
<tr>
<td>06-1-135</td>
<td>Minor Improvement – Safety &amp; Security Systems</td>
<td>$932,600</td>
<td>$932,600</td>
<td>Pending</td>
<td></td>
</tr>
<tr>
<td>06-1-304</td>
<td>Renovation – Information Technology and Visual Communication Programs</td>
<td>$8,096,000</td>
<td>$8,096,000</td>
<td>Pending</td>
<td></td>
</tr>
<tr>
<td>06-2-410</td>
<td>Matching – Plant Labs and Gardens</td>
<td>$250,000</td>
<td>$277,433</td>
<td>$527,433</td>
<td>Pending</td>
</tr>
<tr>
<td>06-1-502</td>
<td>Infrastructure – Bulkhead, Piers, Dredging at SMA</td>
<td>$1,856,000</td>
<td>$1,856,000</td>
<td>Pending</td>
<td></td>
</tr>
<tr>
<td>06-1-755</td>
<td>Facility Repairs B – Stucco, HVAC, HVAC Controls, Elevators, at Broadway-Edison; Leaks at District Office and SAC; Siding at WCC</td>
<td>$2,742,628</td>
<td>$2,742,628</td>
<td>Pending</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$15,687,828</strong></td>
<td><strong>$277,433</strong></td>
<td><strong>$15,965,261</strong></td>
<td></td>
</tr>
</tbody>
</table>
in July 2002.

The approved MIO master plan covers both planned and potential facilities development up to 291,000 additional GSF. The plan includes new construction and renovation of existing buildings, and up to 150,000 GSF of parking. The City of Seattle’s MIO requires the college to address five percent of identified parking deficiency with each new construction project. The current total deficiency is 654 parking spaces. The plan also includes the expansion of the boundaries of the Major Institution Overlay District (MIOD). As approved, the college added .09 acres to MIOD, thereby increasing the total land area to its current 9.55 acres.

As part of the structural planning process in 1999-2000, a Space Planning Committee comprised of representatives from various instructional divisions and student services departments developed a strategic facility plan for the main campus with the assistance of an architectural firm. Later, the plan was revised to include buildings in other satellite locations (Exhibit 8.14). Capital project requests submitted for 2003-2005 and 2005-2007 funding were put forward based on this plan, the MIO master plan, and the Seattle Central Structural Plan, 2000-2005 (Exhibit 8.17).

**Structural Plan 2000-2005**

The college has a Sustainable Policy/Program (Exhibit 8.16) as an extension of the biennial capital budget request process and the Final Major Institution Master Plan 2002. These planning efforts are reflected in the Seattle Central Structural Plan, 2000-2005, which validates the college mission and values of responsiveness and innovation. This structural plan includes commitments in eight categories. Each commitment is further defined by specific goals, and each goal includes a list of objectives. The objectives define the activities necessary to reach the goal and to address the commitment.

Commits two and eight are related to college facilities; the goals associated with these commitments are:

- Establish a responsive and innovative facility planning process to support the mission of the college.
- Provide adequate facilities and space for instructional programs and support services.
- Develop plans for new buildings to support enrollment growth and changing program needs.

The strategic facility planning process is program driven and involves faculty, staff, administrators, and advisory groups. In addition to the biennial facility condition survey as required by the State Board, the college conducts special assessment or studies to evaluate the condition of the buildings prior to capital project requests. Faculty and staff are heavily involved in the design phase of any renovation or new building projects that are directly related to their respective programs. Capital project planning involves the approval of the Board of Trustees and the college President. Technical advisory committees for workforce education programs often provide input and recommendations.

In the facility planning process, the college is required to use the space requirements based on the “Capital Analysis Model (CAM)” (Exhibit 8.18) from the State Board to determine the adequacy of facilities for each program and support service area. In building design and renovation projects, key factors for consideration include security issues and ADA compliance to accommodate physically challenged constituencies.

**Capital Project Request Process**

The biennial funding for capital project requests for community and technical colleges is a statewide process coordinated by the State Board. In June, every other year, the State Board provides specific guidelines, instructions, and ranking criteria for four categories of capital project proposals: matching, renovation, replacement, and growth. With the assistance of the statewide Business Affairs Commission (BAC), the Capital Budget Committee of the presidents of the Washington State Community and Technical Colleges (WACTC) revises the guidelines and criteria regularly to improve the capital project request process. Colleges submit their project proposals in December of each odd
In the following January, a selection committee reviews and ranks the proposals in each category. Upon approval of the WACTC presidents' group, the ranked project list is forwarded to a separate statewide capital budget taskforce, which then recommends a final list in priority order, and submits it to the statewide Higher Education Coordinating Board (HECB) and subsequently to the state Office of Financial Management (OFM). This recommended list also includes two categories of facility repairs based on the results of each college's facility condition survey. After that, the state legislature decides on the funding level during the following legislative session. In short, this highly competitive process from preparing a capital project proposal to getting state funding takes two years.

Colleges are expected to update various strategic facility plans and related master plans to demonstrate their capital long-term planning efforts and needs. Campus Services works closely with the Business Office to develop the capital project proposals, which often involve special condition assessments and pre-designs in advance. Upon receiving capital funding, the Engineering and Architectural Division of the state General Administration assists the college with project management, including contract bidding and contract administration. During the preparation prior to the start of any building construction or renovation, Campus Services coordinates the required office and room relocation activities, as well as related facilities reporting, facilities inventory control, and related budget monitoring.

All capital project requests that would result in additional physical space are required to include anticipated cost increase for operation and regular maintenance, such as annual utilities costs and custodial staff. Upon the completion of the projects, state funding automatically includes the required additional costs in the operational budget allocation for each college (see also 8.A.5).

STANDARD EIGHT ANALYSIS

STRENGTHS

The college has made substantial improvements to keep pace with new technologies developed in the building maintenance and custodial field in recent years.

The college Campus Service custodial and maintenance staff are well qualified and capable of providing a wide variety of technical skills that allow the college to perform a number of maintenance and custodial repairs and services in-house. Staff are trained to do key and lock repairs and to service fire extinguishers, thus reducing vendor cost for these services. The maintenance staff work as a team and complement each other with the skills needed to maintain the college campus. Currently, the college maintenance staff hold certification in the following areas: Boiler Maintenance and Operation, Water Backflow Prevention, Pool and Spa Operation, Refrigeration, and Fire Extinguisher Maintenance. The staff also have extensive training in Energy Management Controls. All the maintenance staff have access to a computer and e-mail communication.

During the past several years, the maintenance staff has installed a number of energy management controls and updated the Energy Management System in a majority of the campus buildings. The college worked with the local water department and installed over 100 low flow toilets as part of a rebate and conservation program. These projects have not only reduced energy and water consumption; they also have reduced or kept in line the cost of utilities despite rate increases. The maintenance staff is trained and certified in the operation of a swimming pool. This education and skill level has led to a cost reduction in the operation of the pool because staff were able to understand the system of operation and move away from chlorine to a salt system thus reducing the cost of chemicals and related wear and tear on equipment. The staff have completed cooling tower repairs, removed and replaced hot water heating generators, and made numerous electrical improvements. The service and staff's skill level...
have reduced operational costs while maintaining the facilities that would have cost considerably more if contracted out.

The source separation recycle program, originally mandated under the state’s G.O.L.D. (Government Options to Landfill Disposal) Plan, begun in May 1992, continues to the present time (Exhibit 8.19). Campus Service has been developing building and design standards as part of its Sustainable Policy Program (Exhibit 8.16). In addition, the college has participated in several large energy retrofit/rebate projects with Seattle City Light and the Seattle Water Department.

The staff level of the Custodial Department increased by two full-time custodians since the last accreditation visit. There has been little turnover and few personnel concerns. This relatively stable group includes some very skilled custodians. Following a consultant’s audit (Exhibit 8.20) of the department in 2001, changes were made to strengthen the department and improve the services provided, such as the hiring of an evening shift supervisor, purchase of power equipment, and establishing more equitable custodial assignments.

The college has been successful in receiving funding from the state for several capital projects for 2001 to 2005, and two more major capital projects have been recommended for funding for 2005-2007. These projects are detailed in Exhibits 8.11, 8.12, and 8.13. The required facility planning by the City of Seattle and the State Board encourage the college to do better planning of its facilities to support the college mission. The college participates every two years in a systemwide facility condition survey (Exhibit 8.21) that examines and evaluates all campus buildings to identify deficiencies and determine needed repairs. This process also allows for remodel and renovation funding requests for projects identified by the college administration.

**CHALLENGES**

The biggest challenge to the college in meeting the education and training needs of the community is lack of space for high demand programs (e.g., Running Start) and new workforce education programs (e.g., Dental Hygiene). For current daytime transfer enrollment, there is a need for more general-purpose classrooms, which limits the transfer enrollment growth. The inadequate library/media space, the aging South Annex Building ( Exhibit 8.22), and the old portables at two satellite locations are problematic.

For 15 years, as part of its biannual capital requests, the college has applied several times for state funding for a new library/media building. Such a building has been a part of the college’s City of Seattle’s mandated Major Institution Master Plan since 1989, yet it remains unfunded. The South Annex Building (built in the early 1900s) does not qualify for capital renovation. Although previously leased, the college did not purchase the facility until 1995 and therefore does not meet the minimum 20 year ownership requirement for state capital renovation funding. Replacement requests for the five portables at SMA and WCC did not receive funding.

For long-term planning, the college faces the land-locked urban setting of both the main campus and the satellite locations. Since the college is situated in the midst of highly populated areas, it has already maximized its available land on campus. The attempts to acquire nearby buildings have been met with high costs and competition as well as the obstacles of reconfiguring old buildings into desirable educational facilities.

A parking related challenge is dealing with the conflicting requirements of local regulations. The City of Seattle, through its major institutions master planning process, has identified Seattle Central as having a deficit of approximately 654 parking stalls. Their imposed remedy is to require the college to provide additional stalls, regardless of the cost, as part of each building permit they approve (the college is required to make up at least five percent of the deficit). The Seattle Department of Transportation through its Commute Trip Reduction Program frowns on the provision of any additional parking spaces. Instead, it supports the adoption of additional non-single-occupancy vehicle, or alternative modes of transportation to support the commuting needs of students and employees.

A serious challenge to college resources, in part due to the college’s urban location, is the amount
of time, energy, and funds the college expends on the removal, cleaning, and preventive activities required to repair vandalized property and to remove widespread graffiti both inside and outside of college buildings. During the last two years, the college has expended in excess of $100,000 to address these destructive activities. These expenditures negatively impact the college’s ability to make other facility improvements. The college needs to continue to work with Safety and Security and local law enforcement agencies to eliminate a very serious and growing problem. This is an ongoing problem facing the college and its aging facilities.

There has been an increased demand for some information and service regarding environmental issues including ergonomic issues in the workplace. Campus Services will continue to work with departments to disseminate the information and work with appropriate regulatory agencies to assist as needed. The ergonomic issues are primarily associated with workstations (e.g., chairs) and computer-based activities.

Within the next five years, the college will face a challenge in replacing an aging custodial staff, some of whom will be retiring. The college needs skilled and physically able custodians who can effectively communicate with supervisors and the college community. Some of the newly hired custodians are limited in English language and require more training.

**Desired Future Outcomes**

The college plans to update its facility strategic and master plans, and continue to submit capital requests biennially to the state for the areas most needing improvement. It also will continue to look for opportunities to expand its campus boundaries. To improve the parking conditions, the college plans to add parking as part of the new building designs whenever possible. Upon the completion of the new Science and Math Building in 2006, the college will gain 38 additional parking stalls.

To reduce equipment theft, the college plans to add computerized key-card systems to all renovation and new building construction.

To adequately clean, service, repair, and maintain the facilities and grounds, and accommodate requests for service from students, faculty, staff, administrators and the community, it is necessary that Campus Services review, evaluate, set goals, and develop and implement work plans on a regular basis, remain flexible, and assist wherever possible, being willing to adjust to changing demands for service and assistance.

A major goal of Campus Services is to maintain the cleanliness and appearance of the college’s facilities while reducing the associated costs through the implementation of additional labor saving equipment, the use of more effective products, the re-evaluation of assignments, and any additional approaches that will increase productivity. It also will involve (1) finding a workable solution to reduce vandalizing of property and to remove widespread graffiti, and (2) continuous training of custodial staff to perform collaboratively and efficiently, and to bring positive changes in existing staff.
STANDARD EIGHT

APPENDICES
Appendix 8.1 Campus Location Maps
Appendix 8.2 Administrative Services Organization Chart
Appendix 8.3 Main Campus Map

EXHIBITS
Exhibit 8.1 SCCD Policy 250: Use of Seattle Community College District Facilities
Exhibit 8.2 Facilities Usage Request Form
Exhibit 8.3 Maintenance-Custodial Work Order Request
Exhibit 8.4 Disability Support
Exhibit 8.5 SCCD Policy 418: Reasonable Accommodation for Employees and Applicants with Disabilities
Exhibit 8.6 Emergency Policies and Procedures
Exhibit 8.7 Homeland Security Alerts Action Plan
Exhibit 8.9 Equipment Replacement Schedule
Exhibit 8.10 Inventory Lists
Exhibit 8.11 2001-2003 Capital Requests
Exhibit 8.12 2003-2005 Capital Requests
Exhibit 8.13 2005-2007 Capital Requests
Exhibit 8.14 Strategic Facilities Plan
Exhibit 8.15 Final Major Institution Master Plan 2002
Exhibit 8.16 Sustainable Policy Program, April 2003
Exhibit 8.17 Seattle Central Structural Plan, 2000-2005
Exhibit 8.18 Capital Analysis Model (CAM) and Space Requirements
Exhibit 8.19 Government Options to Landfill Disposal (G.O.L.D.) Plan
Exhibit 8.20 Custodial Audit Report
Exhibit 8.21 Facility Condition Survey Report
Exhibit 8.22 South Annex Remodel, Building Condition Assessment, July 2003
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Institutional Integrity

INTRODUCTION

Seattle Central Community College adheres to the highest ethical standards in its representation to its constituencies and the public; in its teaching, scholarship, and service; in its treatment of its students, faculty, and staff; and in its relationships with regulatory and accrediting agencies.

ADHERENCE TO HIGH ETHICAL STANDARDS (9.A.1, 9.A.3)

The Seattle Community College District (SCCD) Policies and Procedures serve as the framework and basis for ethical standards and expectations of governing board members, faculty, staff, administrators, and students. This online document (http://seattlecolleges.com/services/default.asp?page=policies) is divided into the following seven sections, covering all aspects of the college operation:

- 100 - Board of Trustees
- 200 - General Operations
- 300 - Student Services
- 400 - Personnel
- 500 - Instructional
- 600 - Financial Operations
- 900 - PIO (Public Information Office)

Overall, the Seattle Community College District (SCCD) policies and procedures define the roles and responsibilities for all college employees, define grievance and complaints procedures, address ethical practice and conflict of interest issues, and codify hiring procedures. The district adds new policies and procedures as needed, and the revision dates of each policy and procedure are indicated at the end of the document. In addition to the online version for easy access by all district constituencies and the public, printed copies are available in the district Human Resources Office and the Public Information Office at each college.

ETHICAL STANDARDS

The Seattle Community College District Board of Trustees subscribes to a strict code of ethics as defined by the SCCD policies and procedures. This code establishes the standards for the entire college district, including Seattle Central Community College.

Board of Trustees

Section 100, Policy 131 (Exhibit 9.1), outlines the board members’ moral and ethical responsibilities to discharge their functions impartially. The policy includes guidelines for holding executive sessions, and also provides information about the college district, personal obligation of board members to the citizens of the district, legal authority, and the board’s primary function of establishing policies.

Employees

Section 400, Policy 400.10-80, delineates ethical conduct and conflict of interest standards for Seattle Central personnel. Expected standards for personal integrity of faculty are defined in Section 500, Policy 508 (Exhibit 9.2). The contractual agreements between the college district, the SCCD Federation of Teachers, and the Washington Federation of State Employees broadly reference expected standards of ethics for faculty and staff members. Ethics policies are presented to new and current employees at the new employee orientations, which always include an introduction to employee ethics and related issues. Though such policies are not a formalized part of the evaluation process, annual employee evaluations also provide an opening for discussing issues of institutional ethics.

Students

Integrity in policies and procedures, including the facilitation of student placement, mechanisms for
student evaluation of instructors, consistency of assessment, accurate placement in courses, and reasonable accommodation are delineated in Section 300.

The Student Handbook (Exhibit 9.3) outlines procedures for the handling of student records, privacy rights, issues of confidentiality, the student code of conduct, and the student complaints process. The handbook is widely distributed to students and frequently referenced by faculty, staff, and administrators in their interactions with students. The handbook is revised and updated on an annual basis.

Integrity and Electronic Communications

Section 200, Policies 205 and 259 ensure the protection of the integrity and privacy of the content of electronic communications as well as security of the college network system (Exhibits 9.4 and 9.5).

Public and External Agencies

Seattle Central subscribes to high ethical standards through clear and accurate representation of itself to its constituencies, the public, and prospective students. College publications (Exhibit 9.6), including quarterly class schedules, Seattle Community Colleges catalogs, electronic sources, and directories are regularly reviewed for compliance with statutes and accuracy of information. Departmental and program brochures are updated to reflect program changes and ensure accuracy. Major publications go through careful and multi-person review to promote accuracy, effectiveness, and consistency of message about the college. The Public Information Office (PIO) plays a vital role in coordinating the representation of the college to the public. College catalogs include the college Mission statement and Non-Discrimination statement. Both the college “mission statement” and “student learning outcomes” are accessible through Seattle Central’s Web pages, http://seattlecentral.edu/sccc/mission.php and http://seattlecentral.edu/sccc/outcomes.php.

Fair and Consistent Treatment

Seattle Central has policies and procedures in effect to ensure fair and consistent treatment of students and employees. SCCD Policy 300 and the Student Handbook clearly delineate protections and procedures for student grievances and disputes. Faculty have Articles 6.9 and 15 in the Agreement: Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers, Local 1789 (“Agreement”) (Exhibit 9.7), and classified staff have Articles 21 and 22 in Agreement: Seattle Community College District VI and the Washington Federation of State Employees, AFL-CIO for District-Wide Bargaining Unit (Exhibit 9.8) that provide dispute and complaint processes as well as grievance and arbitration procedures. The college complies with federal and state laws related to affirmative action and nondiscrimination as described in SCCD Policy 404 (Exhibit 9.9) and sexual harassment and sex discrimination in SCCD Policy 419 (Exhibit 9.10).

Review and Revision of Policies and Procedures (9.A.2)

Seattle Central regularly evaluates and revises its procedures and publications to ensure consistency and integrity. Though Seattle Central initiates proposals for policy changes, ultimately all policy changes are made directly by the district Board of Trustees and the district Chancellor. Procedures supporting policies may be developed, implemented, and revised at college level.

At Seattle Central, inclusiveness and collaboration have become hallmark practices that support, exemplify, and promote institutional integrity. The college has created various mechanisms to raise issues and explicate challenges, to solicit input and feedback, to voice concerns and criticisms, and to evaluate institutional practices. The majority of Seattle Central’s advisory, action, and planning committees include student representation, as well as staff and faculty representation. The intentional effort to include representation from...
across the institution is reflected in inclusive decision-making processes.

A number of ongoing committees regularly initiate, revise, review, and implement procedures. These committees address strategic planning, curriculum review, institutional planning and advisory, and institutional effectiveness. A comprehensive listing is provided as Exhibit 9.11. Students play an important contributing role in this process via collegewide forums, student focus groups, the Student Government Issues and Concerns Board, and student surveys.

Recent examples of policy and procedural modifications adopted by the district and the college as a result of committee input and actions include:

- Revision of Seattle Community College District Policies and Procedures Section 300 to comply with Washington Administrative Code (WAC), Chapter 132F-121 WAC. (www.seattlecolleges.com/wacstudentrules)
- Utilization of newly available technology to identify sex offenders on campus resulting in the revision, with input from faculty and students, of Seattle Central public notification procedures. See SCCD Procedure 255, WAC.24.550 (Exhibit 9.12)

**CONFLICT OF INTEREST (9.A.4)**

All district employees and Board of Trustee members are expected to follow the district policies and procedures relating to issues of conflict of interest. Specific policies for board members and college personnel include a code of ethics for the Board of Trustees (Section 100, Policy 131), a policy for board members on the acceptance of gifts (Section 100, Policy 152), and standards for faculty and staff ethical conduct, conflict of interest, and the prohibition of employment of relatives (Section 100, Policy 400.10-.80; Section 400, Policy 410).

New employee orientation at the district level includes information on the State Employee Whistleblower Act and the Ethical Conduct/Conflict of Interest Standards. At this orientation, every new full-time employee, in any constituent group, receives information on relevant policies and procedures.

Policies regarding conflict of interest are also laid out in the online Part-Time Faculty Guide, which is available to employees on the district intranet with a password. The Guide includes policies on facilities usage, Internet usage, and electronic messaging systems usage. Policies prohibiting student use of college computers for personal financial gain are accessible at http://seattlecentral.edu/compcenter/policies.html.

**INTELLECTUAL AND ACADEMIC FREEDOM (9.A.5, POLICY 9.1)**

Seattle Central demonstrates its commitment, through policies, practices, and example, to the creation of an environment in which all members of the college community are free to express themselves, explore ideas, and communicate them to others. For faculty, the district expresses commitment in its Agreement, Article 6.9 (Exhibit 9.7) concerning the protection of faculty academic freedom. SCCD Policy 365 (132F-121 WAC) “Student Rights, Freedoms, and Responsibilities” (Exhibit 9.13), and SCCD Procedure 370, “Student Complaints” (Exhibit 9.14), expresses the college’s commitment to students’ intellectual freedom.

Students are protected from arbitrary and capricious action regarding academic evaluation through a grievance process. SCCD Policy 365 states that:

*Seattle Community College District exists for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry, free expression, protection against improper academic evaluation, and protection against improper disclosure are indispensable to the attainment of these goals.*

The Student Handbook (Exhibit 9.3) also includes information and contacts regarding the student complaint process.

Section 200, Policy 259 (Exhibit 9.5) explains the “Use of Electronic Information Sources,” and
Institutional Integrity

protects the free interchange of ideas through e-mail, even though unpopular and/or offensive, while still recognizing and supporting state law that forbids use of electronic resources for personal ends, political campaigning, or harassment of individuals.

Finally, Seattle Central supports the dissemination of knowledge and diverse viewpoints on campus, thereby reflecting the values of the mission and learning outcomes of the college. The Global Education Design Team sponsors forums and presentations on topics of current international interest, student organizations, and multicultural initiatives. Academic divisions sponsor speakers and diverse events on campus, and individual faculty can invite outside speakers into their classes.

STANDARD NINE ANALYSIS

STRENGTHS

Seattle Central holds responsiveness to the concerns of students, faculty, and staff as a core value. The college utilizes assessment processes to refine and revise procedures, strengthen programs, and improve services. The 1996 and 1999 Community College Student Experiences Questionnaire (CCSEQ) surveys as well as the 2002 Noel-Levitz Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS) are examples of instruments used to measure and improve campus climate and services. Close examination of the results of these surveys resulted in the formation of the Structural Planning Coordinating Team, made up of a number of workgroups of students, faculty, and staff. These groups analyze various issues and recommend improvements.

With the support of the new President, the Office of Planning and Research administered an internally developed climate survey in the fall of 2004. Findings from this most recent survey affirmed a number of institutional strengths:

- An overwhelming majority of employees (82 percent) understand the mission of the college and feel their jobs are relevant to it (87 percent).
- Almost all employees have a positive relationship with their co-workers (97 percent) and with their supervisors (76 percent).
- Most employees (73 percent) feel that, as an institution, Seattle Central makes students’ needs central to what the college does, and that as a result, graduates are well-prepared for careers and for further learning.

CHALLENGES

Based on the Climate Survey results, Seattle Central has to continue to work on consistent communications with its employees. The majority (62 percent) of employees realize that there are ethical standards to guide their behavior, but fewer (42 percent) report having ready access to the ethical standards in printed form.

DESIRED FUTURE OUTCOMES

As the college continues to work on its internal communications in support of a more collaborative environment, there are external economic demands that challenge the college to be more flexible and creative. Seattle Central’s institutional integrity will remain at the core of the college’s decision making and priority setting.

- To address the continuing need for effective communication, the employee handbook needs a comprehensive update, especially of ethical standards, grievance and appeals processes, institutional and departmental functions, and decision-making procedures.
- In response to the continued commitment to a collaborative work environment, the President redesigned the Planning Advisory Committee (PAC) into the new College Planning Council with broader charges.
- Accountability is an ethical issue not always reflected in the evaluation process. The institution has been developing criteria to evaluate all instructional and non-instructional programs. In an effort to promote the transparency of decision-making processes, it is critical to the institution that the college community understands the criteria, processes, and information that contributes to decision making at all levels.
STANDARD NINE

EXHIBITS

Exhibit 9.1  SCCD Policy 131: *Code of Ethics for the Board of Trustees*
Exhibit 9.2  SCCD Policy 508: *General Standards of Qualifications for Community and Technical College Personnel*
Exhibit 9.3  *Student Handbook*
Exhibit 9.4  SCCD Policy 205: *Information Technology Security*
Exhibit 9.5  SCCD Policy 259: *Use of Electronic Resources*
Exhibit 9.6  Sample Publications
Exhibit 9.7  *Agreement: Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers, Local 1789, Article 6.9, Academic Freedom and Faculty Rights and Article 15, Grievance Procedures*
Exhibit 9.8  *Agreement: Seattle Community College District VI and The Washington Federation of State Employees, AFL-CIO for District-wide Bargaining Unit, Articles 21 and 22*
Exhibit 9.9  SCCD Policy 404: *Affirmative Action Plan*
Exhibit 9.10  SCCD Policy 419: *Sexual Harassment*
Exhibit 9.11  List of Standing Committees
Exhibit 9.12  SCCD Procedure 255 (WAC 4.24): *Sex and Kidnapping Offender Notifications*
Exhibit 9.13  SCCD Policy 365 (132F-121 WAC): *Student Rights, Freedoms, and Responsibilities*
Exhibit 9.14  SCCD Procedure 370: *Student Complaints*
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<th>Cooperative Education ........................89</th>
<th>English as a Second Language ..........86</th>
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<td>Cosmetology (SVI) ...95</td>
<td>Enrollment ........................27</td>
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<td>Business and Contract Training ...............92</td>
<td>Counseling .......................109</td>
<td>Equipment and Material ..........222</td>
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