

# SEATTLE CENTRAL COMMUNITY COLLEGE



## COMPREHENSIVE SELF-EVALUATION REPORT

Presented to  
The Northwest Commission on Colleges and Universities

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## INTRODUCTION

Seattle Central Community College's regular interim evaluation visit was in May 2010. The *Year One Self-Evaluation Report* was submitted on March 1, 2011.

### May 2010 Regular Interim Visit

#### General Commendations

1. The evaluators commend Seattle Central for its extensive work related to facilities upgrade. These upgrades promote a positive learning environment and support state-of-the-art instructional and pedagogical approaches. In particular, the evaluators commend the leadership of the College, and the leadership of the Facilities department in securing significant funding for this endeavor, using an integrated and collaborative approach with the instructional units allowing the goals of instructional plans driving the facilities priorities.
2. The evaluators commend the institution on the development of a comprehensive, systemic process to assess educational programs that is owned by all stakeholders and effectively communicated throughout the college.
3. The evaluators commend the institution on the development of a dynamic program for student leadership, including a variety of co-curricular activities, which encompasses diverse student body representatives.
4. The President, senior executives and Deans of the College, faculty and classified leaders are commended for their commitment to the development of a focused strategic plan, a comprehensive and well understood planning process, as well as a consistent approach to program review through the Program Analysis and Viability Study system.

#### Recommendation

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

### Year One Self-Evaluation Report

The college received two recommendations:

1. The evaluation panel recommends that Seattle Central Community college take the necessary steps to improve the use of the results of evaluation for change (Standard 4.B.2). [Note: the Standard cited for this Recommendation is the revised Standard appropriate to this area of concern.]
2. The panel recommends that the College develop indicators of achievement that provide results that are meaningful and measurable for evaluating the accomplishment of the objectives for each core theme (Standard 1.B.2).

## INSTITUTIONAL OVERVIEW

Seattle Central Community College is one of three colleges in the Seattle Community College District VI. The college has four locations in the City of Seattle. The main campus is situated on Capitol Hill, in a vibrant urban neighborhood about 10 blocks from downtown Seattle. The three satellite sites are located within a radius of approximately five miles from the main campus: the Seattle Vocational Institute (SVI) and the Wood Construction Program (WCP) are in residential areas, and the Seattle Maritime Academy (SMA) is on the ship canal.

Since 1966, the college has served the higher education and workforce training needs of more than 500,000 students. The college is well recognized both locally and nationally for its highly diverse student population and rich learning environment. During 2010-2011, a total of 19,326 students enrolled at the college, of whom 71 percent were state-supported and 55 percent were students of color. Although full-time equivalent enrollment (FTES) has generally been stable, the main campus did not achieve its annual state allocation from 2004-2005 to 2008-2009. However, its 2009-2010 state-supported enrollment of 5,908 FTES was 8.4 percent higher than the state allocation for that year, and constituted a 7.9 percent increase over the previous year's attainment. The 2010-2011 state-supported enrollment also exceeded the state allocation target by 3 percent.

The Seattle Vocational Institute (SVI) is considered separately from the main campus for the purposes of appropriation and data reporting. SVI enrollment has exceeded its annual allocation for many years. In 2009-2010, its enrollment increased by 9 percent (to 775 FTES), but in 2010-2011, it decreased 9.7 percent to 700 FTES, slightly below the five-year average of 719 FTES. International Education and Running Start produce local revenue outside of the state-supported programs. The college has strong International Education Programs (IEP) with steady annual enrollment growth. In 2009-2010, college level IEP FTES increased by 7 percent over the previous year to 862 (headcount 1,283). Enrollment for 2010-2011 was virtually unchanged at 849 FTES and headcount of 1,293. Precollege IEP enrollment increased 6.6 percent over that period, to a headcount of 808 in 2010-2011. Enrollment for the Running Start Program (RS), which had changed little for several years with approximately 300 FTES (550 headcount) each year, declined by 20 percent in 2009-2010 with 241 FTES (headcount 455), and in 2010-2011, further declined by 6 percent (headcount decreased 3 percent).

In 2010-2011, the mix of state-supported programs at the main campus was 41 percent academic transfer, 33 percent professional and technical (workforce education), 18 percent basic skills, and 8 percent precollege. The academic transfer programs offer Associate of Arts (AA) degree in Humanities and Social Sciences, Associate of Science (AS) degree in Science and Mathematics, Associate in Elementary Education (AEE-DTA/MRP) degree, and Associate in Math Education (AME-DTA/MRP) degree. The main campus offers 28 professional-technical programs, of which five offer certificates, 10 offer degrees, and 13 offer both degrees and certificates. The degrees offered are Associate of Applied Science (AAS) and Associate of Applied Science-Transfer (AAS-T). In addition, SVI offers certificates in nine professional-technical programs. The program mix at SVI is 67 percent workforce education and 33 percent basic skills. The 2010-2011 enrollment of the bachelor of Applied Science degree in Applied Behavioral Science (ABS) was 47.6 FTES,

exceeding its target of 40. For additional enrollment data, see Appendix 0.1 – Enrollment: 2006-2007 through 2010-2011.

## **PREFACE**

### **Brief Update on Institutional Changes Since 2010**

Although the college experienced major leadership changes in 2010, it maintained momentum in its efforts to increase enrollment, implement new and ongoing initiatives that enhance student learning, and carry on various long-term and comprehensive planning endeavors for facilities, enrollment management, and the strategic plan for 2011-2016.

### **Changes in Leadership and Management**

The most significant change since January 2010 has been the transition of top administrators. Driving these changes were retirements as well as reorganization in response to the additional state budget reduction in 2010-2011. The college welcomed a new president, Dr. Paul Killpatrick, in August 2010; a new executive vice president, Dr. Warren Brown who oversees both instruction and student services, in September 2010; and vice president for administrative services, Mr. Michael Pham, in February 2011. Four instructional deans were replaced, two of whom are temporary. In February 2012, two new directors joined Administrative services. Since January 2011, the executive dean for workforce education administers SVI as well.

### **New Initiatives and Grants**

In addition to ongoing initiatives, such as Achieving the Dream, Washington NASA Space Grant Consortium, and a Gates Foundation Grant, the college started new initiatives with grant funding in 2010, including those listed below.

#### **Building Bioengineering Bridges (B3) (NIH)**

This five-year grant began in 2010 and works with underrepresented minority students as they transition to four-year universities. The program focuses on how bioengineering and biotechnology can be used to solve global health problems.

#### **Energy Conservation Project**

Partly funded by the State Jobs Act for Public K-12 and Higher Education Institutions, the college has received a \$2 million grant towards the \$4.7 million energy conservation project. The project is expected to result in savings of nearly \$200,000 on annual energy and maintenance costs.

#### **Faculty Learning Community on Integrative Assignments (SBCTC)**

The grant supports faculty from various disciplines to form a learning community and develop teaching strategies and assignment designs as well as a rubric to evaluate the impact of integrative assignments on student learning.

### Onsight Scholarship Project (NSF)

Received in fall 2010, this district-wide grant of \$1.2 million over a five-year period provides 170 student scholarships and helps build infrastructure for student support services. Scholarships will be awarded to talented low-income students who are pursuing careers in science and math.

### Open Source Courses (SBCTC)

The college received five grants from the SBCTC Open Course Library Project to design online courses for Chemistry 161 and 162, Biology 241 and 242, and Library 180 (a research course). These five courses are part of the first group of 42 online courses funded across the state in 2010-2011. Two grants for Sociology 201 and English 246 were awarded in winter 2012 as part of the selected courses for phase 2 of the system-wide project.

### Ready! Set! Transfer! Project (RST) (NSF)

The college district received \$2 million from the National Science Foundation (NSF) to increase the number of STEM (Science, Technology, Engineering, and Math) majors who earn associate degrees and successfully transfer to baccalaureate institutions. To this end, the college is creating integrated programs that support STEM students in the early phases of their academic careers. RST will establish Science and Math Academies at each college to serve 980 STEM students over five years.

### Statway™

In 2010, the college was among the original 19 institutions invited from across the nation to participate in a Carnegie Foundation for the Advancement of Teaching initiative to develop a new instructional pathway for mathematics. This approach uses college level statistics to provide an alternative endpoint to the current developmental mathematics sequence and is intended to be scaled nationally. This initiative requires a multi-year commitment.

### Pathway to Completion

This \$3 million Gates Foundation grant is for all three colleges in the Seattle Community College District. The grant period is from 2012 to 2014. The goal of the grant is to increase students' persistence and completion, particularly students starting in developmental math.

## **Ongoing Planning Efforts**

The college regularly reviews and updates its major planning documents which include the 2006-2011 *Strategic Plan*, *Strategic Enrollment Management Plan*, and *Information Technology Strategic Plan*. The college's most recent planning efforts consist of:

- *2011-2016 Strategic Plan* (Approved in 2011)
- *Facilities Master Plan* (In process)
- *Major Institutional Master Plan* (MIMP), as required by the City of Seattle (In process)

## **Response to Recommendations/Issues Requested by the Commission**

Recommendation one from the evaluation of *Year One Self-Evaluation Report* in 2011 is related to the recommendation from the 2010 Regular Interim Evaluation visit regarding student support services at SVI. Further response to this recommendation is shown in the Addendum. Response to recommendation two regarding the identification of meaningful and measurable indicators of achievement has been incorporated into chapter one.

## CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

### Executive Summary of Eligibility Requirements 2 and 3

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

The section below details how the college's mission and core themes fully align with the district's mission statement and its strategic goals for 2010-2015:

#### **District Mission**

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

#### **District Strategic Goals, 2010-2015**

- Student Success – Increase student learning and achievement.
- Partnerships – Build community, business and educational partnerships.
- Innovation – Increase innovation and improve organizational effectiveness.

The college is committed to applying all of its resources to support its mission and core themes which are defined to serve students' educational interests. The Board of Trustees approved the college's current mission statement in 1994; the college reviewed and reaffirmed the mission statement in 2000 and 2004. On February 10, 2011 the board approved the college's four core themes to accompany the mission statement.

### Most Recent Review of Mission and Core Themes

#### **Mission**

The college reviewed its mission statement in 2003-2004, gathering input from a wide range of faculty, staff, students, and administrators. Though the process took almost a year, the college community was satisfied with the final version of the mission statement, which was ultimately changed by only one word. In 2010, the college formed an Accreditation Steering Committee (formerly Standard One Taskforce) comprised of 13 faculty and administrators to begin to create the core themes based on the mission statement and the *2006-2011 Strategic Plan*. During the

core theme development process in 2010, the committee analyzed the mission statement and used a mapping process for drafting the core themes.

### Core Themes

The core theme development process took several months, during which the committee sought input from the college community at in-service meetings and a workshop at the annual President's Day in September 2010. In total, over 300 faculty and staff attended these sessions where participants provided suggestions and feedback.

#### Identifying Core Themes

From February to November 2010, the college provided several opportunities to help the college community understand the revised accreditation standards and solicited feedback through college-wide participation during the core theme development process as shown in Table 1.1.

Date	Event	# Attended	Activities and Accomplishments
2/9/10	In-Service Day - Winter 2010	105+	Explained the college's accreditation status and explained the revised accreditation standards and process.
5/10	Committee	n/a	Developed four preliminary core themes.
5/27/10	In-Service Day ~ Spring 2010	90+	Presented the framework of the revised accreditation standards and preliminary core themes; groups discussed core themes and provided input for objectives under each core theme.
7 & 8/10	Committee	n/a	Developed 10 objectives and 32 outcomes and identified 143 potential performance indicators.
9/7/10	President's Cabinet	n/a	Reviewed preliminary core themes, objectives, and outcomes.
9/23/10	President's Day	250+	Presented core themes with preliminary objectives and outcomes to the college community.
9/23/10	Core Themes Workshop	40+	Faculty and staff reviewed preliminary core themes and objectives and provided program actions/tactics relevant to the core themes.
10/15/10	College Council	n/a	The college-wide council approved the preliminary core themes, objectives, and outcomes.
11/4/10	In-Service Day ~ Fall 2010	85+	Groups discussed and shared experiences in measuring, assessing, and using results of indicators to improve programs.
11/10	Committee	n/a	Further evaluated preliminary outcomes and reduced the number of outcomes from 30 to 18 and indicators from 143 to 28
2/10/11	Board of Trustees	n/a	The board approved the four core themes.

The committee used a mapping process to analyze the mission statement in order to develop core themes that reflect the key components of the college's mission statement. Over 90 participants at an in-service day workshop on May 27, 2010 used the same process to review the mission statement and the *2006-2011 Strategic Plan* in preparation for discussing the proposed core themes and providing suggestions for core theme objectives.

## Standard 1.A - Mission

### Mission Statement

Seattle Central Community College promotes educational excellence in a multicultural urban environment. We provide opportunities for academic achievement, workplace preparation, and service to the community.

### 2006-2011 Strategic Goals

1. Develop and implement a financial plan that sustains the financial health of the college and is aligned with the college's mission and strategic direction.
2. Increase enrollment, retention, persistence and completion of certificates and degrees, congruent with the mission and values of the college.
3. Continually improve institutional effectiveness.
4. Develop and sustain state-of-the-art facilities that support a positive learning and working environment.
5. Increase community awareness and support for the college's mission, vision, and strategic direction.
6. Strengthen and align instructional programs, curricula and teaching to be responsive to students and community educational goals and market demands.

(Appendix 1.1 - 2006-2011 Strategic Plan, Goals and Objectives for 2010-2011)

From the mission statement and the strategic goals, the college developed the four core themes listed below.

### Relationship of Core Themes to Mission

Core Themes		Key Elements in Mission Statement
1	Responsive Teaching and Learning	Educational excellence
2	Catalyst for Opportunities and Success	Opportunities for academic achievement; workplace preparation
3	Diversity in Action	Multicultural, urban environment
4	Communities Engagement	Service to the community

The above table shows the relationship between the four core themes and components of the mission statement. The college was pleased to conclude that the identified core themes accurately manifest the essential components of its mission which, in turn, connect closely with the college's existing strategic goals. (See chapter 3, Figure 3.1 - Relationship of Core Themes and Objectives to College Strategic Goals and Plans.)

### Interpretation of Mission Fulfillment

The mission statement expresses the college's purpose and its commitment to deliver and meet the diverse educational needs of its various constituencies, particularly in the context of a

community distinguished by its urban and multicultural characteristics. As a state-supported public community college, Seattle Central is expected to provide a range of educational programs and services for students seeking two-year transfer degrees, professional-technical training (bachelor degree in Applied Behavioral Science, two-year degrees, and certificates), precollege, basic skills, and continuing education. The college has four core values—accessible, diverse, innovative, and responsive—to guide its operational strategies and directions, <http://seattlecentral.edu/sccc/index.php>.

The college evaluates mission fulfillment by identifying the most significant institutional indicators of achievement and benchmarking performance for each. These benchmarks are used to establish the extent of achievement for outcomes and objectives under individual core themes, and to discern the collective acceptable threshold of mission attainment.

In 2010, with input from the college community, the Accreditation Steering Committee developed 10 objectives and 18 outcomes to further articulate the four core themes. Using “meaningful,” “assessable,” and “verifiable” as the criteria to select indicators of achievement for each intended outcome, the committee evaluated 143 potential indicators and narrowed them down to 28 as shown in the *Year-One Self-Evaluation Report*. The number of outcomes was eventually narrowed from 30 to 18. Although the deliberation was time-consuming, the discussion and evaluation process was rich and beneficial, resulting in a more manageable number of outcomes and indicators.

In response to recommendation two from the evaluators of the *Year One Self-Evaluation Report*, the committee carefully reexamined the core theme objectives, outcomes, and indicators of achievement in 2011. This process resulted in keeping the original 10 objectives with minor changes, adding two more outcomes (from 18 to 20), and increasing the number of indicators of achievement to 80. The reasons for expanding the indicators are to:

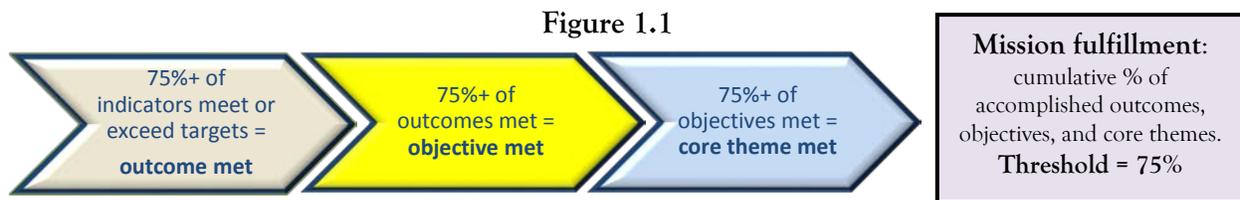
- Avoid using complex indicators that include more than one element, such as both number of events and number of participants in the same indicator
- Measure some indicators more deeply, for example including all six categories of the SBCTC student achievement momentum points instead of just the total points
- Add indicators that more accurately assess each outcome and core theme objective, and provide clear guidance on opportunities for improvement

### **Acceptable Threshold and Extent of Mission Fulfillment**

As an alternative to a scorecard approach, the college has adopted a quantitative measure of mission fulfillment, which judges each indicator of achievement as “met” or “unmet,” based on the appropriate benchmark or target.

Figure 1.1 below illustrates thresholds for outcomes, objectives, core themes, and mission:

- An outcome is considered “met” with at least 75 percent of its indicators meeting the targets.
- An objective is considered “met” with at least 75 percent of its outcomes met.
- A core theme is considered “met” with at least 75 percent of its objectives met.
- Extent of mission fulfillment is the cumulative percentage of the accomplished levels of indicators of achievement, outcomes, objectives, and core themes. The threshold is 75 percent overall.



In alignment with the *2006-2011 Strategic Plan*, 2006-2007 is established as the baseline year. Whenever possible and appropriate, data for 2006-2007 are set as the targets for the indicators of achievement, and that data for 2010-2011 are used for assessing the performance of each indicator, outcome, objective, and core theme.

To evaluate the extent of mission fulfillment, the college defines the selected core themes, objectives, outcomes, and indicators of achievement as follows:

**Core Themes:** The four core themes derived from the college mission provide a foundation and path to establish pertinent objectives, outcomes, and indicators that allow the college to assess the extent of mission fulfillment. Together, the core themes also provide a basis for developing the strategic operational goals of the strategic plan for 2011-2016 as well as other operational plans that include strategies and actions leading to the achievements of outcomes, objectives, core themes, and mission.

**Objectives:** The 10 objectives which originated from the core themes are further defined by specific achievable outcomes measured by relevant and assessable indicators.

**Outcomes:** The 20 outcomes designate the specific areas that must obtain acceptable performance levels in order to achieve the objectives. The collective results of all the outcomes determine the extent of achievement of each core theme objective.

**Indicators of achievement:** The 80 indicators that measure outcome achievement are mostly institutional indicators related to 1) success, 2) progress, or 3) context.

## Standard 1.B - Core Themes

The four selected core themes are presented in sections one through four below. Rationales are provided for all indicators. Because of space limitations, baseline years and targets taken from years other than 2006-2007 are explained in chapter four.

### Section 1 - Core Theme 1: Responsive Teaching and Learning

Core theme one covers the component of the mission that states the purpose and role of the college: to provide a wide range of high quality and effective instructional programs that respond to the various educational needs of its constituents and changing market demand.

For this core theme, the college has identified three objectives, five outcomes, and 22 indicators of achievement. Continuous innovation ensures that instructional curricula stay relevant to the latest developments in various disciplines, and that planning and design of instructional programs are consistent with the expected market trends. Quality and effectiveness in teaching and learning require ongoing course and program evaluation, assessment of learning outcomes, and application of effective pedagogies that respond to students' needs and learning styles.

#### Objectives and Outcomes

Table 1.1.1 – Objective 1.A: Innovative and relevant programs and curricula			
Outcome 1.A.1: Curricula and courses are reviewed and updated regularly to stay current.			
Indicator	Title	Baseline	
		Year	Target
1.A.1.a	Completion rates of instructional programs reviewed in a four-year cycle	2006-07	75% = 30/41
1.A.1.b	Increase in number of courses revised or created to improve quality	2006-07	58
1.A.1.c	Success rate of professional-technical programs meeting specialized accreditation requirements	2006-07	75% = 6/8

#### Rationale

***Programs reviewed, courses revised and created*** (Indicators 1.A.1.a and 1.A.1.b). To maintain instructional program quality and rigor, a standing program review committee regularly reviews programs, with focused attention on learning outcomes assessment, relevancy of program content, and innovative strategies that increase teaching effectiveness. The four-year review cycle helps ensure program responsiveness to changes in market demand. The growth in number of new and revised courses demonstrates faculty's effort and commitment to providing innovative high quality courses that improve overall program quality.

***Professional-technical programs meeting specialized accreditation requirements*** (Indicator 1.A.1.c). This indicator evaluates the quality of programs by monitoring their ability to obtain reaffirmation of specialized external accreditation and meet required standards.

Table 1.1.2 – Objective 1.B: Quality and effective teaching

Outcome 1.B.1: Faculty use a variety of innovative pedagogies.			
Indicator	Title	Baseline	
		Year	Target
1.B.1.a	Success (passing) rates of CSP students	2006-07	80%
1.B.1.b	Success (passing) rates of I-BEST students	2006-07	89%
Outcome 1.B.2: Faculty incorporate program and college-wide learning outcomes in courses.			
1.B.2.a	Students' mastery of college-wide student learning outcomes (CWSLO)	2009	79%
1.B.2.b	Students meeting "Academic challenges" that incorporated the concepts of CWSLO	2011 cohort	50
1.B.2.c	Students participating in capstone projects or portfolio shows	2006-07	278

### Rationale

***Innovative pedagogies of CSPs and I-BEST*** (Indicators 1.B.1.a and 1.B.1.b). Seattle Central faculty apply various teaching approaches to improve program quality and teaching effectiveness. They employ various forms of learning communities in their pedagogies. Prime examples of these efforts include CSPs (coordinated studies programs) and I-BEST (Integrated Basic Education and Skills Training). CSPs involve the integration and joint teaching of two or more cross discipline college level courses. I-BEST classes coordinate an ESL/ABE course with one or more college credit courses. Student success (passing) rates in these courses provide a meaningful measure to assess teaching quality and effectiveness. Passing rates (grade above 1.9) instead of completion rates (grade above 0.0) are used as a rigorous standard to evaluate students' success in these courses.

***College-wide student learning outcomes (CWSLO)*** (Indicators 1.B.2.a and 1.B.2.b). Students' self-evaluations of achieving and mastering CWSLO are indicated in results of two surveys: the annual graduate surveys and the 2011 Community College Survey of Student Engagement (CCSSE). Students' responses to these surveys provide an important measure of self-assessment of their CWSLO abilities that reflect student perception of teaching effectiveness.

***Students participating in capstone projects or portfolio shows*** (Indicator 1.B.2.c). Student participation in final capstone projects and portfolio shows exhibits their level of achievement of the specific program learning outcomes and demonstrate competency in the skills they gained. The portfolio exhibits are always open to the public, including alumni and employers in relevant industries, who often provide comments and evaluations of student performance.

Table 1.1.3 – Objective 1.C: Quality and effective learning

Outcome 1.C.1: Students are responsible and engaged learners.			
Indicator	Title	Baseline	
		Year	Target
1.C.1.a	“Active and collaborative” in learning	2011 cohort	50
1.C.1.b	Demonstrating “student effort”	2011 cohort	50
1.C.1.c	Persistence rates of degree seeking students participating in tutoring supported by the Learning Support Network (LSN)	2010-11	65%
1.C.1.d	Persistence rates of TRIO students (Student Academic Assistance)	2006-07	79%
1.C.1.e	Students’ usage of online information resources	2005-06	232,197
Outcome 1.C.2: Students persist and make progress in their chosen programs.			
1.C.2.a	Persistence rates: fall to winter and fall to spring	2006-07	65% & 54%
1.C.2.b	Persistence rate of first and second cohorts of ABS students: first to second quarter and first to third quarter	2009-10	89% & 83%
1.C.2.c	College-wide students’ achievement in momentum points (SBCTC)	2006-07	12,153
1.C.2.d	Basic skills students’ achievement in momentum points (SBCTC)	2006-07	3,078
1.C.2.e	Students’ momentum point achievement in college readiness (SBCTC)	2006-07	2,158
1.C.2.f	Students’ momentum point achievement in 1 <sup>st</sup> 15 credits (SBCTC)	2006-07	2,574
1.C.2.g	Students’ momentum point achievement in 1 <sup>st</sup> 30 credits (SBCTC)	2006-07	2,002
1.C.2.h	Students’ momentum point achievement in quantitative/computation (SBCTC)	2006-07	1,405
1.C.2.i	Students’ momentum point achievement in certificates, degrees, & apprenticeships (SBCTC)	2006-07	936

### Rationale

***Responsible and engaged learners*** (Indicators 1.C.1.a to 1.C.1.e). Student efforts to take active roles in their own learning are measured by: 1) their responses to the CCSSE survey questions regarding “active and collaborative” learning and “student effort;” 2) persistence rates for degree-seeking students who use tutoring services of the Learning Support Network (LSN) and academic assistance services provided by the TRIO program; and 3) their use of online information resources for research.

***Persistence rates, overall and ABS student cohorts*** (Indicators 1.C.2.a and 1.C.2.b). Positive persistence rates reveal student learning commitment. These two indicators assess overall persistence rates from fall to winter and from fall to spring. Because ABS is a new bachelor degree program, special attention is given to persistence rates for its first and second cohorts.

***Students’ achievement in momentum points (SBCTC)*** (Indicators 1.C.2.c to 1.C.2.i). The State Board monitors momentum points. The indicators measure student progress in six categories used for momentum points as well as the total points earned by the college.

## Section 2 - Core Theme 2: Catalyst for Opportunities and Success

Core theme two focuses on the college's role as a catalyst in promoting open access to education and in offering students a gateway to multiple opportunities for accomplishing educational goals and succeeding. These opportunities include a variety of programs leading to degrees, certificates, and other training. The college expands opportunities through effective innovations and strategic initiatives designed to improve instructional programs, enhance learning experiences, and strengthen student support services. This theme also encompasses the use of grant funding to support creative and innovative approaches in teaching and learning. Seattle Central aims to be the preferred institution for students seeking to succeed in educational endeavors.

### Objectives and Outcomes

Table 1.2.1 – Objective 2.A: Gateway to student achievement

Outcome 2.A.1: Students have access to a variety of viable instructional programs			
Indicator	Title	Baseline	
		Year	Target
2.A.1.a	Enrollment increase in state-funded transfer programs	2006-07	2,302
2.A.1.b	Enrollment increase in state-funded professional-technical programs	2006-07	1,931
2.A.1.c	Enrollment increase in state-funded precollege programs	2006-07	387
2.A.1.d	Enrollment increase in state-funded basic skills programs (ABE/ESL)	2006-07	1,208
2.A.1.e	Enrollment increase in contract education with credits	2006-07	840
2.A.1.f	Increase in annual state-funded enrollment	2006-07	5,830
Outcome 2.A.2: Students complete programs and certificates			
2.A.2.a	Degrees and certificates awarded	2006-07	1,322
2.A.2.b	Program completion rate – academic transfer	2003-04	20%
2.A.2.c	Program completion rate – professional-technical	2004-05	35%
2.A.2.d	Program completion rate – ABS first cohort	2009-10	60%
2.A.2.e	Students' passing rates in professional licensing exams	2006-07	80%
2.A.2.f	Educational gains of ABE/GED/ESL students	2007-08	52%
Outcome 2.A.3: Students transfer, obtain employment, and attain educational goals			
2.A.3.a	Increase in students transferred to four-year institutions in WA	2005-06	659
2.A.3.b	Student employment rates – Seattle Central	2009-10	72%
2.A.3.c	Student employment rates – SVI	2009-10	72%
2.A.3.d	Student educational goal attainment	2009	82%

## Rationale

***Enrollment increases in state-supported programs*** (Indicators 2.A.1.a to 2.A.1.f). Enrollment increases in each program category reveal market demands and trends in specific types of programs. By analyzing the extent of changes in key enrollment areas, the college can assess its success in providing students access to educational opportunities. Meeting enrollment targets also is critical to maintaining state funding to sustain instructional programs and support services.

***Degrees and certificates awarded*** (Indicator 2.A.2.a). The number of degrees and certificates a college awards each year is a key indicator of student success in completing programs. Statewide and nationally, this indicator is a standard measure of college and program outcomes.

***Program completion rates*** (Indicator 2.A.2.b to 2.A.2.e). Program completion (graduation) rates as a percentage of the total number of students in each program category signify the level of performance in realizing the core theme objective of student achievement.

***Educational gains of ABE/GED/ESL students*** (Indicator 2.A.2.f). The college measures educational achievement for ABE/GED/ESL students by analyzing student success in completing their respective educational functioning levels as defined by the National Reporting System (NRS) of the U.S. Department of Education.

***Transfer rates*** (Indicator 2.A.3.a). The college has strong programs for AA, AS, and AAS-T degrees, which are transferrable to four-year institutions. This indicator includes transfers to institutions in Washington state only. Although in recent years transfer rates to the University of Washington in Seattle have been consistently strong, the total number of transfers over time is an important indicator of student preparation for seeking a bachelor degree. This indicator has been monitored carefully because transfer rates can be affected by exogenous policy changes at four-year state institutions.

***Student employment rates*** (Indicators 2.A.3.b and 2.A.3.c). The employment rates used for these two indicators reflect job status nine months after completion of programs. Because SVI students are tracked separately by SBCTC, a separate indicator is identified. This measure is based on a comparison with the current CTC system average instead of employment rates over a period of time because of fluctuation in unemployment rates from year to year.

***Student educational goal attainment*** (Indicator 2.A.3.d). This indicator uses student responses to graduate surveys regarding their assessment of educational goal attainment.

Table 1.2.2 – Objective 2.B: Strategic innovations and initiatives

Outcome 2.B.1: College uses external funding for new and effective ongoing initiatives to support student achievement			
Indicator	Title	Baseline	
		Year	Target
2.B.1.a	Increase in external grant funded initiatives	2006-07	19
2.B.1.b	Increase in amount of external grants for initiatives	2006-07	\$1,926,087
Outcome 2.B.2: External funded initiatives increase student achievement			
2.B.2.a	Success (passing) rates in AtD gatekeeper ENG	2010-11	75%
2.B.2.b	Success (passing) rates in AtD gatekeeper MATH	2010-11	71%
2.B.2.c	Success (passing) rates in AtD gatekeeper SOC	2010-11	78%
2.B.2.d	Success (passing) rates in all AtD courses	2010-11	74%

### Rationale

***Increases in external grants and level of funding*** (2.B.1.a and 2.B.1.b). External grants constitute major sources of support for the college's commitment to continuous engagement in educational initiatives that improve instructional program quality, enrich student learning, and improve labs and equipment not supported by state or local funds. These grants provide the seed funds for pilot projects, many of which target special student populations. Once they are determined successful and meaningful, many initiatives are institutionalized to benefit more students. These two indicators evaluate the college's level of success in gaining external grants in terms of number of awards and total dollar amount.

***Achieving the Dream (AtD) initiative*** (Indicator 2.B.2.a to 2.B.2.d). AtD is a multi-year project to improve success rates of targeted student populations (defined as students of color, first generation, and low-income), in taking gatekeeper courses in English, math, and sociology. Student performance in the AtD gatekeeper courses are used as indicators to demonstrate the role of external grants in supporting student success and achievement.

## Section 3 - Core Theme 3: Diversity in Action

The college aims to build upon a national reputation for providing a rich multicultural learning environment that reflects the diversity of the community it serves. The demographic profile of students, faculty, and staff reflects the college's ability to create an environment that appeals to a diverse population. This theme covers initiatives that support this effort by promoting multicultural awareness and understanding. Not limited to multiculturalism, a diverse learning environment also requires innovative strategies to deliver open and accessible programs and services.

Indicators under objective 3.C: "Open, accessible programs and services" are closely linked to the responsiveness aspect of core theme 1.A: "Innovative and relevant programs and curricula." While 1.A focuses on *program designs* and *curricula*, 3.C addresses *access to diverse* programs and services.

### Objectives and Outcomes

Table 1.3.1 – Objective 3.A: Multicultural learning environment

Outcome 3.A.1: Instructional programs infuse global education into curricula.			
Indicator	Title	Baseline	
		Year	Target
3.A.1.a	Increase in courses that infuse "global" and "U.S. cultures" themes	2006-07	86
3.A.1.b	Increase in Global Education Design Team (GEDT) events offered annually	2007-08	9
3.A.1.c	Increase in participants attending Global Education Design Team (GEDT) events	2006-07	1,425
Outcome 3.A.2: The student body, faculty, and staff reflect the diversity of the community served			
3.A.2.a	Diverse students of color	Fall '06	53%
3.A.2.b	Diverse faculty of color	Fall '06	25%
3.A.2.c	Diverse classified staff of color	Fall '06	52%
3.A.2.d	Diverse exempt (professional, managerial, and administrative) staff of color	Fall '06	32%

### Rationale

***Courses that infuse global and U.S. cultures themes*** (Indicator 3.A.1.a). Global studies in the curriculum supports a multicultural learning environment by exposing students to perspectives from outside the United States. Students pursuing AA degrees must complete courses designated to fulfill requirements in Global Studies and U.S. Cultures. This indicator measures the availability of courses with such designations.

***Global Education Design Team (GEDT) events and participation*** (Indicators 3.A.1.b and 3.A.1.c). GEDT offers campus-wide events to engage students and help faculty infuse global

themes into course content. GEDT offerings frequently cover timely world affairs topics to help students connect current events with their learning. The increase in number of courses that incorporate global themes along with the attendance at GEDT events are useful indicators to appraise the college's success in promoting multicultural interactions and understanding.

***Profiles of students, faculty, and staff*** (Indicators 3.A.2.a to 3.A.2.d). As an institution that values diversity, the college recognizes the significance of the profiles of students, faculty, classified staff, and exempt staff. The changes in these profiles illustrate the extent of the college's success in providing an inviting multicultural environment to a diverse population of students, faculty, and staff.

**Table 1.3.2 – Objective 3.B: Intentional initiatives for multicultural understanding**

**Outcome 3.B.1: Students participate in cross-cultural activities that build cultural understanding, communication, and connections.**

Indicator	Title	Baseline	
		Year	Target
3.B.1.a	Increase in student cultural clubs	2006-07	16
3.B.1.b	Students involved in cross-cultural activities sponsored by Student Leadership	2007-08	2,955
3.B.1.c	Increase in events organized by Multicultural Services	2006-07	11
3.B.1.d	Increase in students participating in state and local multicultural events organized by Multicultural Services	2006-07	882

### Rationale

***Student cultural clubs and cross-cultural activities*** (Indicators 3.B.1.a and 3.B.1.b). The college believes that a successful multicultural environment requires understanding built through cross-cultural interactions. Faculty and the Associated Student Council (ASC) regularly offer events and opportunities to encourage cross-cultural appreciation, communication, and understanding. Increases in number of student cultural clubs and participation in these activities are strong indicators reflecting student commitment to cross-cultural interactions.

***Multicultural Services events and participation*** (Indicators 3.B.1.c and 3.B.1.d). The office of Multicultural Services provides students and the college community various programs and opportunities that promote multicultural interactions and understanding, such as workshops, forums, and conferences. Increases in the number of these events and participation demonstrate the college's achievement of this objective.

Table 1.3.3 – Objective 3.C: Open, accessible programs and services

Outcome 3.C.1: College offers a diverse instructional program mix and multiple access points.			
Indicator	Title	Baseline	
		Year	Target
3.C.1.a	Maintaining a diverse instructional program mix, i.e., no program category exceeds 50% of the total enrollment	2006-07	<50%
3.C.1.b	Increase in professional-technical programs offering multiple access points	2006-07	16
3.C.1.c	Increase in professional-technical programs offering courses beyond transitional work days and hours	2006-07	14
Outcome 3.C.2: Students have access to diverse modes of instructional delivery.			
3.C.2.a	Success (passing) rates in online, hybrid, and web-enhanced courses	2006-07	65%
3.C.2.b	Success (passing) rates in distance education	2006-07	66%
3.C.2.c	Increase in students participating in cooperative education	2006-07	506
3.C.2.d	Increase in students participating in service-learning	2006-07	256
Outcome 3.C.3: Students have access to diverse modes of support service delivery.			
3.C.3.a	Increase in usage of online orientation	2006-07	54%
3.C.3.b	Increase in usage of online student support services – web transactions	2006-07	479,045
3.C.3.c	Increase in usage of e-tutoring	2009-10	97
3.C.3.d	Increase in usage of e-reference service	2007-08	82

### Rationale

***Instructional program mix*** (Indicator 3.C.1.a). The college's state-funded programs include academic transfer, professional-technical training, precollege, basic skills, and a bachelor program in applied science. The change in program mix is an important indicator used to analyze enrollment trends and their impact on achievement of the full scope of the college mission.

***Programs offering multiple access points and courses beyond traditional work day*** (Indicators 3.C.1.b and 3.C.1.c). The increase in number of workforce programs admitting students at multiple times each year, and offering classes outside of the traditional work day expands access opportunities for students to enter programs and attend classes during non-traditional hours.

***Access to diverse modes of instructional delivery*** (Indicators 3.C.2.a to 3.C.2.d). These indicators evaluate student success (passing) rates in distance education and eLearning courses as well as the levels of their participation in cooperative education and service-learning.

***Access to diverse modes of support service delivery*** (Indicators 3.C.3.a to 3.C.3.d). The college uses technology to deliver student services via diverse modes. Use of such services, such as online orientation, web transactions, e-tutoring, and e-reference services, provides evidence to assess achievement of this outcome.

## Section 4 - Core Theme 4: Communities Engagement

Fulfilling the college mission requires active engagement of both internal and external communities. The college seeks to support and enrich internal communities and to expand external partnerships with industries, employers, community groups, government agencies, and non-profit organizations, both locally and globally.

Enriching the internal communities entails facilitating faculty and student interaction and collaboration across boundaries and disciplines, and also providing opportunities for students to participate in the college' governance structure and student organizations to gain leadership skills. As well, the college is geographically positioned to develop mutually beneficial partnerships with health providers and other regional businesses and organizations. Such partnerships provide students opportunities for cooperative education and service-learning, and also enable students in professional-technical programs to provide services to the external community. The growth of non-state-supported enrollment (2.A.1.e) reflects increases in partnerships in other countries, which are enhanced by transfer articulation agreements with universities both in- and out-of-state.

### Objectives and Outcomes

Table 1.4.1 – Objective 4.A: Enrichment of internal communities			
Outcome 4.A.1: Students, faculty, and staff engage across program and disciplinary boundaries			
Indicator	Title	Baseline	
		Year	Target
4.A.1.a	Increase in number of learning communities	2006-07	5
4.A.1.b	Increase in faculty participating in learning communities	2006-07	11
4.A.1.c	Increase in students participating in learning communities	2006-07	176
Outcome 4.A.2: Students actively participate in college committees and councils as well as student organizations.			
4.A.2.a	Increase in students participating on college committees, councils, and student organizations	2007-08	1,248
4.A.2.b	Increase in student organizations and clubs	2007-08	46
4.A.2.c	Increase in students earning student development (leadership) transcripts	2007-08	142

### Rationale

***Learning communities and faculty and student participation*** (Indicators 4.A.1.a to 4.A.1.c). Seattle Central is known for using learning communities successfully. Although lack of funding has limited the number of coordinated studies programs (CSPs) and linked courses in recent years, more sustainable models for learning communities have been developed. In fall 2009, faculty began developing and implementing integrative assignments with a common theme across multiple disciplines. This effort has created impressive momentum on campus and has extended the concept of learning communities. The levels of participation among faculty and

students in the various types of learning communities demonstrate the college's achievement in promoting interdisciplinary relationships, communication, and connection.

***Students serving on college committees and councils, number of student organizations***

(Indicators 4.A.2.a to 4.A.2.b). Student Leadership encourages students to participate in and contribute to college committees and councils as well as student organizations and clubs. The increase in number of students involved in the college organizational structure and planning efforts shows the strength of the relationship between student leadership and the college administration. The increase in number of student organizations also demonstrates the level of student interest in building an active student community.

***Students earning student development (leadership) transcripts*** (Indicator 4.A.2.c).

Student Leadership has established student development transcripts, a creative approach that encourages students to gain leadership experience and skills. The transcript documents college leadership experience and can be used to support applications for employment and transfer to four-year institutions. The increase in the number of students using these transcripts demonstrates student leadership in co-curricular activities that strengthen internal communities.

Table 1.4.2 – Objective 4.B: Building external partnerships

**Outcome 4.B.1:** Community education and non-credit course offerings meet community demand.

Indicator	Title	Baseline	
		Year	Target
4.B.1.a	Enrollment increase in community education certificate programs	2005-06	269
4.B.1.b	Enrollment increase in non-credit courses	2005-06	4,336
4.B.1.c	Completion rates	2005-06	78%
4.B.1.d	Satisfaction rates	2005-06	82%
<b>Outcome 4.B.2:</b> College strengthens and expands partnerships with employers and community groups.			
4.B.2.a	Increase in scholarships contributed by external donations	2006-07	114
4.B.2.b	Increase in employers and agencies partnering to offer cooperative education and service-learning	2006-07	294
4.B.2.c	Increase in instructional programs providing services to community	2006-07	8
4.B.2.d	Increase in articulation agreements with four-year institutions	2006-07	32

## Rationale

Enrollment increases in community education and no-credit courses (Indicators 4.B.1.a and 4.B.1.b). These two indicators evaluate the changes in community demand for professional training and continuing education.

***Completion rates and satisfaction rates of community education and non-credit courses*** (Indicators 4.B.1.c and 4.B.1.d). These two indicators assess the success levels of programs and courses, which are essential for continuous planning and improvement.

***Scholarships contributed by external donations*** (Indicator 4.B.2.a). Increases in externally donated scholarships represent the community's support of the college and the successful partnerships created with individuals and companies.

***Employers and agencies partnering to offer cooperative education and service-learning*** (Indicator 4.B.2.b). The college has been offering students cooperative education and service-learning opportunities for many years. The increase in number of external agencies and employers providing these learning opportunities helps confirm the college's success in continuing to create external partnerships to support instruction.

***Instructional programs providing services to the community*** (Indicator 4.B.2.c). As part of the curriculum, students in professional-technical programs have been providing free and low-cost services to the community. Examples include nursing, dental hygiene, IT and cosmetology. These services often are offered at agencies in low-income neighborhoods, or to non-profit or small businesses. The increase in number of programs that provide such services enhances external partnerships.

***Articulation agreements with four-year institutions*** (Indicator 4.B.2.d). To support academic transfer, the college has established articulation agreements with all public and most private four-year institutions in the state. The increase in articulation agreements with mostly out-of-state institutions affirms the college's progress in expanding external partnerships that give students additional opportunities in achieving their education goals.

## CHAPTER TWO: RESOURCES AND CAPACITY

### Executive Summary of Eligibility Requirements 4 through 21:

4. **Operational focus and independence.** Seattle Central has been operating as a community college since 1966. The college's governance structure, leadership, and administrative team allow independent operation with accountability to the district chancellor, Board of Trustees, State Board, and legislature. The college is responsible for meeting the Commission's standards and eligibility requirements.
5. **Non-discrimination.** The college is an Equal Opportunity Institution. As stated on the college website:

The college is committed to the concept and practice of equal opportunity for all its students, employees, and applicants in education, employment, services and contracts, and does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, Vietnam-era or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level. In addition, reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities.

**Source:** WAC 132F-148-010, Public Law 101-336, American with Disabilities Act (ADA) of 1990, 29 CFR Part 37.
6. **Institutional integrity.** The college has established policies and procedures that ensure institutional integrity. In particular, the college provides fair and consistent treatment of students and employees and applies high ethical standards in its operations, avoiding conflict of interest at all levels.
7. **Governing board.** The Seattle district's a five-member governing board oversees all three colleges in the district.
8. **Chief executive officer.** As appointed by the Board of Trustees, the chancellor is the chief executive officer for the college district, which delegates authority and operational responsibilities to the college president at Seattle Central.
9. **Administration.** In addition to the president, the college's strong management team collaborates across various functional areas to support students and faculty and in fulfilling the college's strategic goals, core themes objectives, and mission.
10. **Faculty.** The faculty at Seattle Central are highly qualified in their respective disciplines and programs. They value program quality and innovative pedagogies and provide leadership for program and curriculum design and improvements, participate in developing academic policies, and initiate changes in instructional delivery using a variety of approaches.
11. **Educational program.** The college has developed diverse instructional programs with rigorous content that meet the standards of various relevant state and national agencies and industries. Program curricula are reviewed regularly to ensure overall quality and currency and to review student learning outcomes for clarity and consistency with degree requirements.

12. **General education and related instruction.** All associate degree and certificate programs of at least 45 quarter credits have identified specific general education requirements in communication, mathematics, English, social sciences, and science appropriate for the field of study. Most professional-technical programs incorporate the general education courses in related instruction or in the prerequisites for a given program. Consistent with this approach, the bachelor degree in applied behavioral science (ABS) has expanded its general education requirements to include a science lab and a math course.
13. **Library and information resources.** The library provides a wide variety of information resources to support student learning and librarians work with faculty to incorporate information literacy skills in class assignments. Library users have access to a wide variety of online and print resources and to reference assistance both online and onsite. These information resources are regularly evaluated for currency, relevance, and appropriateness to support the instructional programs.
14. **Physical and Technological Infrastructure.** The college's main campus houses most of the instructional programs; three satellite locations serve specialized programs or student populations. The college's physical network infrastructure is connected to the Pacific Northwest Gigapop network, which provides reliable high-speed access for all locations.
15. **Academic freedom.** Academic freedom in the classroom is highly valued and supported to encourage intellectual freedom and creativity in the teaching and learning process. Details of the academic freedom policy are specified in the faculty contract agreement.
16. **Admissions.** The college follows an "open door" admission policy. The specific admissions procedures and steps are explained clearly on the college website and in quarterly class schedules and the *Student Handbook*.
17. **Public information.** The college uses multiple methods to provide basic information on admissions, enrollment, financial aid, program offerings, tuition and fees, academic calendar, policies for grading and refunds, and steps to enroll in selected programs. Information is located on the college website and in the college catalog, class schedule, and *Student Handbook*, all of which are available in print and online.
18. **Financial resources.** College policies ensure the availability of adequate financial resources to sustain academic programs and other college operations over the long term. These policies provide for maintaining a contingency reserve, seeking external grants to support innovative initiatives to improve student learning and support services, and using a sound budget planning process to adjust programs and services based on careful reviews and analyses.
19. **Financial accountability.** All community and technical colleges (CTC) in the state adhere to the statewide financial management system (FMS), which is consistent with the generally accepted auditing standards. Audits of the college's financial records are part of audit process for the whole Seattle district. As directed by the Board of Trustees, findings and letters of recommendation must be considered and addressed in a timely manner.
20. **Disclosure.** Seattle Central discloses accurate information to the Commission on a regular basis.

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

## Standard 2.A - Governance

The State Board for Community and Technical Colleges (SBCTC) coordinates state appropriations and reporting for all CTCs in Washington state. As one of the three colleges in the Seattle Community College District VI, the college is governed by the district’s Board of Trustees whose five voting members are appointed by the governor. The district chancellor reports to the board, and the president of each college reports to the chancellor. This governance structure is defined by the state’s Community College Act of 1967, which was later revised as the Community and Technical College Act of 1991. The Revised Code of Washington (RCW), section 28B.50, the primary statute for CTCs, assigns responsibility to the State Board for ensuring that the 34 colleges in the CTC system comply with state and system-wide policies, regulations, and procedures (2.A.1). In the same manner, the Seattle district makes certain that each of its three colleges follows both system-wide and district-wide policies and procedures, including the monitoring of each college’s compliance with NWCCU’s accreditation standards, collective bargaining agreements, legislative actions, and external mandates. The three Seattle colleges are accredited by NWCCU individually (2.A.2 and 2.A.3; *Eligibility Requirement 4*).

### Governing Board (2.A.4 to 2.A.8; *Eligibility Requirement 7*)

As of February 2012, the five current members of the Board of Trustees and their terms are as follows:

Dr. Constance Rice, Chair	10/2008 to 09/2013
Tom Malone, Vice Chair	10/2002 to 09/2012
Gayatri Eassey	10/2009 to 09/2014
Jorge Carrasco	10/2009 to 09/2016
Albert Shen	10/2010 to 09/2015

The role and responsibilities of the board are specified in the district’s policies, section 100—Board of Trustees, <http://seattlecolleges.edu/DISTRICT/policies/board.aspx>. There are 23 policies in this section which specifies the legal basis of the board, its power and duties, meeting guidelines and format, code of ethics, and other policies related to the board’s functions.

The board approves all policies governing the operation of the Seattle Community College District, which are published online and widely accessible to all employees and the public (2.A.4). Policy 106 states that the board must act as a committee and that “no action shall be taken except by an affirmative vote of at least three members.” In addition, the board’s policy 131 (Code of Ethics) clearly indicates that no individual trustee ever has legal authority outside the meetings of the Board. Policy 128 (Exercise of Power) describes that no trustee “may hold or exercise as an individual the powers granted exclusively to the Board as a collective entity” (2.A.5).

The board is responsible for maintaining and keeping the district policies and procedures current and for ensuring that they are reflected in the district operations. Since 2005, the board approved the adoption and amendment of a total of 76 policies in six sections of the district’s Policies and Procedures Manual, <http://seattlecolleges.edu/DISTRICT/policies/board.aspx>

(2.A.6). Policies 108 (Delegated Authority) and 128 (Exercise of Power), delegate authority and responsibilities to the district chancellor, the Chief Executive Officer (CEO), who serves as the secretary of the board. The chancellor has full-time responsibility for implementing and administering district policies and operating the colleges. In turn, the chancellor delegates authority and responsibilities to the college presidents to administer the operations on their respective campuses (2.A.7; *Eligibility Requirement 8*).

The Board of Trustees conducts regular evaluations of its performance. The most recent evaluations took place in June 2011 as part of the statewide Governance Institute for Student Success (GISS) institute for all CTC trustees. Over the past six years, the board has completed four self-evaluations (2.A.8).

## **Leadership and Management (2.A.9 to 2.A.11)**

### Leadership

Both President Mildred Ollée and Vice President for Instruction Ron Hamberg retired in 2010. The college welcomed President Paul Killpatrick in August 2010, and in September 2010, Dr. Warren Brown was appointed Vice President for Instruction and Student Services. Mr. Michael Pham joined the college as Interim Vice President for Administrative Services in February 2011 and was selected to fill the permanent position in October 2011 (2.A.9).

President Killpatrick reports to the district chancellor, Dr. Jill Wakefield. He has a Ph.D. and several years of experience as a president at two other colleges prior to joining Seattle Central. As the president, he has full responsibility for all operations at Seattle Central (2.A.10).

In addition to the college president and two vice presidents, the leadership team comprises two executive directors, four executive deans, 10 deans, two associate deans, three assistant deans, and 27 directors. All administrative personnel at the college are full-time (Appendix 2.1 - Administrative Personnel) (2.A.9).

### Management (*Eligibility Requirement 9*)

The college's management organization is shown in the *Seattle Central Community College Organization Chart*, (Appendix 2.2). It includes four major administrative units:

- The President's Unit - Led by the president, this unit includes the office of Strategic Initiatives and Institutional Research (SIIR), the Public Information Office (PIO), and the Seattle Central Foundation. Two separate executive directors administer SIIR and the foundation, and PIO has its own director. Also reporting directly to the president are the executive dean for workforce education and SVI, who administers two SVI deans and one program director, and another executive dean who oversees the International Education Programs and supervises an assistant dean.
- The Instruction Unit - Overseen by the executive vice president for instruction and student services, this unit includes two executive deans, five instructional division deans, two associate deans, and two assistant deans.
- The Student Services Unit - Two deans and one associate dean report to the executive vice president for instruction and student services in this unit, which operates admissions, registration, testing, financial aid, veterans affairs, advising, counseling, career services,

multiculturalism, Running Start, Student Academic Assistance (TRIO), College Success (former foster youth), women's programs, art gallery, the Mitchell Activity Center, and student leadership and development.

- The Administrative Services Unit – Administered by the vice president for administrative services, this unit comprises six directors for the business services, information technology services, safety and security, auxiliary services, facilities and plant operations, and mainstay.

All instructional deans are members of the Deans Group, which meets twice each month to address instruction issues, procedures, and planning. Nine members of this group have doctoral degrees and six have master's degrees. For the non-instructional groups, two members have doctoral degrees, 10 have master's degrees and seven have bachelor's degrees (2.A.11).

### Councils and Committees

The college has always followed an advisory committee model. As of fall 2011, the model consisted of six main governing cabinets and councils listed below (Exhibit 2.1 – *Administrative Structure at Seattle Central Community College*):

- President's Cabinet (PC) – The primary advisory group to the president, comprising the president, the executive vice president for instruction and student services, the vice president for administrative services, and the associate director of project development/strategic initiatives and institutional research.
- Executive Leadership Council (ELC) – A leadership body to provide advice and recommendations to the president regarding the direction of the college, comprising all administrators reporting directly to the president and three representatives from each of the other three administrative units—instruction, student services, and administrative services.
- College Council (CC) – An advisory group to the college president comprising faculty, students, and staff selected from applicants to represent the college community. The purpose of the council is to gather and share information, give input to the budget process and other issues, and vet ideas. This group has a Budget Advisory Committee (BAC) that plays a key role in the annual budgeting process. The BAC is present for all budget review presentations and ensures that budget requests are tied to the college's priorities and strategic plan. Other committees include strategic planning, and innovation ("big ideas"). Beginning winter 2012, the council also plans Campus Engagement days to collaborate on strategic planning, accreditation, and core themes.
- Instructional Deans Group – The primary group responsible for instructional leadership and direction comprising all instructional deans.
- Student Services Council (SSC) – The primary group responsible for leadership and direction for student services comprising all student services deans, directors, and managers.
- Administrative Services Management Team (ASMT) – The group responsible for administrative services and operations comprising all directors in administrative services and operations.

The above councils meet once or twice a month and more often if warranted. The College Council meets more frequently during spring quarter for budgeting and planning. Other college-

wide standing groups that provide leadership and represent different stakeholders at the college include:

- Curriculum Coordinating Council (CCC) – Includes four standing committees
- Information Technology Council (ITC) – Includes four standing committees
- Faculty Senate
- Classified Development Advisory Committee (CDAC)
- Safety and Security Committee
- Academic Standards Committee
- Universal Technology Fee Committee

### Faculty and Student Involvement

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

## **Policies and Procedures**

### Academics (2.A.12 to 2.A.14)

The instructional policies in Eligibility Requirement 500 of the *District Policies and Procedures* are widely accessible to all faculty, staff, and administrators in <http://seattlecolleges.edu/DISTRICT/policies/instructional.aspx>. These policies address the instructional calendar, instructional programs, district personnel standards, college awards credit, grading system, use of human subjects, and body substance isolation. Policies related to teaching, services, scholarship, and artistic creation are found in article 6 of the faculty agreement, *Agreement: Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers Local 1789, July 1, 2007 – June 30, 2010* (“Agreement,” extended to June 30, 2012), <http://wa.aft.org/aftseattle/index.cfm?action=article&articleID=8fe78dd8-7351-47ea-aed4-5f2d7c9d0ee0> or Exhibit 2.2 (2.A.12).

Also published widely are the policies regarding the use and access to the library information resources regardless of format, location, and delivery method as documented and posted on the library web page, <http://seattlecentral.edu/library/mission.php>. The library’s collection development policy guides selection and weeding of information resources in all formats and ensures appropriate levels of currency, depth, and breadth to support all instructional programs and services offered online and onsite (2.A.13).

A transfer-of-credit policy that facilitates the efficient mobility of students between institutions is included with the “College Policies,” which are provided on the college’s website under “Reciprocity Agreement Instructions,” <http://seattlecentral.edu/policy/index.php>. The

reciprocity agreement is a policy among Washington community and technical colleges (CTC) designed to assist students in transferring courses that have met communication skills, quantitative skills, or distribution requirements from one CTC to another (2.A.14).

#### Students (2.A.15 to 2.A.17)

Student services are covered in section 300 of the district-wide policies and procedures. These 19 policies include admission policy, testing, enrollment, advising and counseling, services and activities fees, student government, student rights, freedom, and responsibilities, student records, student conduct, student complaints, right to privacy, reasonable accommodations to students with disabilities, fair use of copyrighted works for education and research and other related policies. Students are provided with a biennial *Student Handbook*, which specifies students' rights, responsibilities, and procedures for the appeals process <http://seattlecentral.edu/stu-lead/StudentHandbook.pdf>. In addition, the college website provides a link to the district page on "Student Right-to Know" to assist students, <http://www.seattlecolleges.com/DISTRICT/currentstudents/studentrulescs.aspx> (2.A.15).

The policies and processes for admission and placement are widely published in the quarterly course schedules, biennial district college catalog (the "Catalog"), and on the college website, <http://seattlecentral.edu/getstarted/index.php>. These sources provide guidance, including general orientation, admissions, placement testing, course prerequisites, and enrollment. The website gives specific processes and directions for first time students, returning students, students with credits from other colleges, high school students, students of ESL and ABE, international students, veterans, and students interested in distance learning (2.A.16).

District policy 360 is related to student leadership programs and activities. Available co-curricular activities on campus are described in the *Student Handbook* to encourage involvement. Links on the "Student Right-to-Know" web page lead to the state's current official policies and procedures relating to students in chapter 132F-121 of the Washington Administrative Code (WAC), which are applicable to students in the Seattle district. The 17 rules in this chapter cover student organizations; student rights, freedom, and responsibilities; conduct and discipline; complaints; and appeals. Rule number 040—journalistic freedom and responsibility, allows students at Seattle Central to publish. Students have formed the Student Website and Publications (SWAP) Team, to deliver fair, accurate, and inclusive reports of news and events on campus (2.A.17).

#### Human Resources (2.A.18 to 2.A.20)

Human resources related policies and procedures are detailed in section 400 (Personnel) of the online district policies and procedures accessible by all employees in the district including student workers, <http://seattlecolleges.edu/DISTRICT/policies/personnel.aspx>. These policies and procedures are regularly reviewed, updated, and maintained by the district following the criteria of consistency, fairness, and equitability (2.A.18).

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

evaluation processes and forms for faculty, classified staff, and exempt staff are provided in the district Intranet,

<https://inside.seattlecolleges.com/default.aspx?svc=documentcenter&page=searchdocuments&str=%20%20'evaluations> (2.A.19).

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

#### **Institutional Integrity** (2.A.21 to 2.A.23; *Eligibility Requirement 6*)

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

#### **Fair and Consistent Treatment** (2.A.22)

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

- *Student Handbook, 2011-2013* page 38-39 (Seattle Central only), <http://seattlecentral.edu/student/StudentHandbook.pdf>
- *Faculty Agreement* for July 2007 to June 2010 (extended to June 30, 2012), Articles 6.9 and 15 (district-wide), <http://wa.aft.org/aftseattle/index.cfm?action=article&articleID=8fe78dd8-7351-47ea-aed4-5f2d7c9d0ee0>.
- *Collective Bargaining Agreement by and between the State of Washington and Washington Federation of State Employees Higher Education, 2009-2011* (extended to cover 2011-2012), Article 35 at <http://www.wfse.org/articles/bargaining/wfseheFINAL.pdf> (statewide).

#### **Conflict of Interest** (2.A.23)

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

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

#### **Copyright Policy** (2.A.24)

The Seattle district has established a copyright policy, <http://seattlecolleges.edu/DISTRICT/policies/documentdisplay.aspx?policyID=pol395>, which

states that the colleges adhere to all applicable laws governing the use of copyrighted works for education and research. The library at Seattle Central supports this policy by:

- Providing copyright information on its library web page, <http://libguides.seattlecentral.edu/copyright>
- Including relevant copyright information in library workshops for students
- Conducting copyright workshops for faculty

Information on copyright and fair use guidelines is included in the online *Faculty Handbook*, <http://seattlecentral.edu/employee/faculty-handbook.pdf>. In May 2010, the three college libraries partnered with the district Faculty Development office to sponsor a statewide copyright workshop with nationally recognized copyright expert Kenneth Crews for all faculty in the CTC system. This successful event had a total of 106 participants, including faculty, CTC librarians, representatives from the state Attorney General's Office, and librarians from other institutions, as well as college staff from media services, public information offices, and facilities.

As required for schools that offer Federal Student Aid, the *Student Handbook* notifies students that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject them to civil and criminal liabilities. A summary of the penalties for violation of federal copyright laws is included on page 45 of the *Student Handbook*, <http://seattlecentral.edu/stu-lead/StudentHandbook.pdf>.

#### **Accreditation Status (2.A.25; Eligibility Requirement 20)**

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

#### **Contractual Agreements (2.A.26)**

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

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

#### **Academic Freedom (2.A.27 to 2.A.29; Eligibility Requirement 15)**

Seattle Central promotes the spirit of academic freedom and respects faculty rights as specified in Article 6.9 (pages 28-29) of the *faculty Agreement*, covering classroom freedom, library collection, constitutional freedom, freedom of association, freedom of petition and silence, right to organize, and other rights,

<http://wa.aft.org/aftseattle/index.cfm?action=article&articleID=8fe78dd8-7351-47ea-aed4->

[5f2d7c9d0ee0](#). These faculty rights are essential to the college mission and are observed and practiced by both faculty and administration.

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

#### Finance (2.A.30)

The college's financial policies are stated in Eligibility Requirement 600—Financial Operation of the district policies and procedure manual,

<http://seattlecolleges.edu/DISTRICT/policies/financial.aspx>. The 27 policies in this section cover allocation and management of resources, financial records, cash control, student fees, accounting, purchasing, equipment inventory, reserve, grants and contracts, travel, internal control, and other related policies required by the state CTC system.

## **Standard 2.B - Human Resources**

#### Personnel (2.B.1)

Seattle Central has sufficient and qualified faculty, staff, and administrators to carry out its operational functions and strategic goals to fulfill its core theme objectives and the college mission. Specific personnel policies and procedures are in place to ensure that the selection of each category of employees is conducted objectively and fairly to hire the best qualified persons. Job descriptions with clear duties, responsibilities, and authority as well as other related information, such as supplemental tests and application evaluation criteria are reviewed by the district Human Resources Office prior to issuing public job announcements. Administrators and staff review and update job descriptions as needed as a part of the regular evaluation process.

#### Performance Evaluation (2.B.2)

Policy 409 requires regular evaluation of all employees. Performance evaluation processes and forms for faculty, classified staff, and exempt staff are provided in the district Intranet, <https://inside.seattlecolleges.com/default.aspx?svc=documentcenter&page=searchdocuments&str=%20%20'evaluations>.

Administrative, managerial/professional, and classified staff are evaluated annually. The frequency of faculty evaluations depends on employment status. For example, tenure track faculty are evaluated quarterly and post-tenure and priority-hire faculty are typically evaluated every three years (See also 2.B.5).

#### Professional Development and Growth (2.B.3)

The college provides various professional development opportunities for its employees. For internal professional training, the college offers regular information technology training to faculty and staff. The Distance and eLearning office gives support and training for faculty to deliver and enhance instructional pedagogies through technology such as Angel, Tegrity, and Quality Matters. The district Faculty Development office provides internal professional

development workshops and funding for attending external professional conferences and meetings. In addition, faculty and staff at Seattle Central can apply for financial support from the President’s Fund and the Lockwood funds for external professional activities. For individual professional growth, employees can attend credit courses tuition free at any of the state-supported higher education institutions on a space available basis.

**Quality and Sufficiency of Faculty (2.B.4; Eligibility Requirement 10)**

In achieving the educational goals reflected in its core theme objectives, the college employs sufficient faculty to offer high quality educational programs in academic transfer, professional-technical, basic skills, and community education. It has established processes for recruiting and selecting faculty qualified not only to teach the academic content but also to participate in continuous assessment and improvement of these programs wherever offered and however delivered. In 2010-2011, the college employed 150 full-time faculty and 325 part-time faculty. Table 2.1 below shows the degrees held by the faculty at Seattle Central.

The 2010-2012 district *Catalog* lists terminal degrees of 256 full-time and priority-hire faculty (excluding SVI). Approximately 78 percent of the faculty have the credentials of doctoral or masters’ degrees, and 71 percent of the faculty have 10 or more years of experience in their respective disciplines and industries.

Table 2.1– Terminal Degrees of Faculty		
Terminal Degrees	Number	Percentage
Doctoral	42	16%
Master	159	62%
Bachelor	41	16%
Professional Certificates	14	5%

**Faculty Workload and Responsibilities (2.B.5)**

Article 11 of the faculty *Agreement*, pages 45-49, specifies faculty’s workload as follows:

- Instructional year includes 165 instructional days and seven non-instructional days, for a total of 172 annual work days.
- The weekly workload in terms of contact hours varies by program, ranging from 15 hours for general lecture; 18-25 hours for programs that requires labs; 20 hours for special programs (e.g., ABE and ESL); to 30 hours for counselors and librarians.
- Office hours of up to five hours per week are required depending on weekly contact hours.

The *Agreement* also indicates the faculty’s professional obligations in section 6.8, which consists of instructional obligations for all faculty and additional obligations for full-time faculty. Faculty rights are shown in section 6.9. See pages 27-29.

### Faculty Evaluation (2.B.6)

The Seattle district has established policies and procedures that apply to all three colleges in the district for evaluating different categories of full-time and part-time faculty. The applicable sections in the *Agreement* concerning faculty evaluations are listed below.

- Post Tenure Evaluation, section 6.10.a, pages 29-30
- Evaluation of a Probationer, section 7.4, pages 34-35
- Priority Hiring (Part-Time), section 10.7.a, page 43
- Part-Time Faculty, section 10.8, page 45
- Intensive English Faculty, Appendix H section 9, page 94

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

- Peer Observers (6.7, page 26) – Full-time and priority hire faculty can receive stipends to attend training and perform peer observations.
- Peer Mentors (A.3.c, page 64) – Tenured full-time faculty can become mentors to other faculty after 10 years of service at the college.
- Annual professional development report (Appendix A.3.a, page 63-64) – Provides salary increments for faculty who submit an Annual Experience, Educational, and Professional Development Report.

Since fall 2005, instructional deans/administrators have been using a Faculty Evaluation Schedule (Appendix 2.3) to track and facilitate evaluations for faculty in each category. Each instructional division or department established its evaluation criteria with input from faculty. Administrators use multiple indices to evaluate teaching effectiveness and professional development. These indices include student evaluations, class observations, and professional obligations and activities. See Exhibit 2.3 for division faculty evaluation checklists and supporting documents.

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

## **Standard 2.C - Educational Resources**

Seattle Central offers a variety of degree and certificate programs as well as non-degree programs such as basic skills. These offerings are periodically modified in response to changes in demand. The degree programs include: 1) transfer degrees (AA-DTA, AS, AS-DTA, AEE-DTA/MRP, AME-DTA/MRP, and AAS-T) that are widely accepted by state baccalaureate institutions; 2) two-year professional and technical degrees (AAS) which provide students with workforce skills; and 3) a bachelor degree in Applied Behavioral Science (ABS). For certificate programs, the college provides: 1) one-year certificate professional and technical programs that prepare

students for work; and 2) short-term, self-contained programs that lead to jobs. Basic skills programs include: 1) English as a Second Language (ESL); 2) Adult Basic Education (ABE); 3) General Education Development (GED); and 4) Seattle Central Institute of English (SCIE), part of International Educations Programs.

During the last five years, the most significant program changes were the establishment of a bachelor degree in Applied Behavioral Science (ABS), identification of three professional-technical programs to be phased out, and the shift of one professional-technical program from state-funded to self-support.

### **Appropriate Program Content and Rigor (2.C.1)**

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

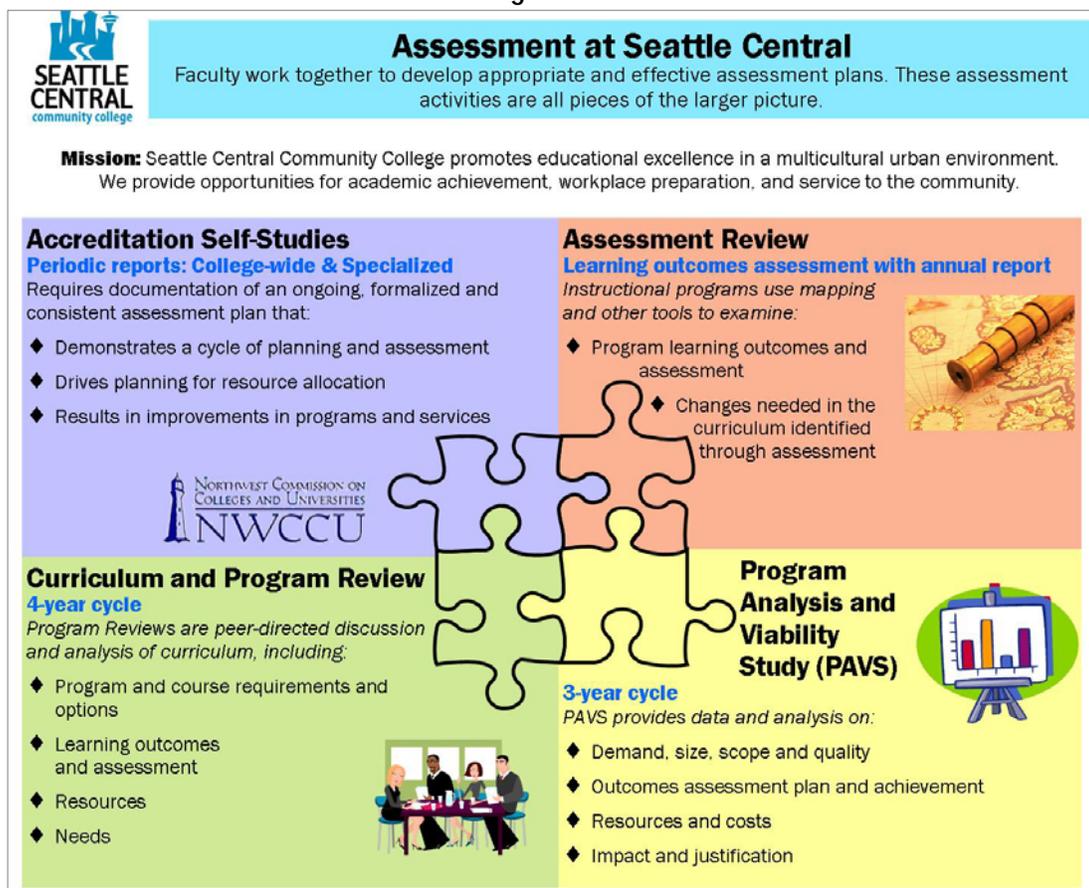
- Adhering to the state SBCTC approval requirements for developing new programs in the CTC system as well as updating the college's program inventory
- Aligning with the latest statewide "Direct Transfer Agreements (DTA) and Major Related Program agreements (MRP) as determined and updated by the statewide Inter-College Relations Commission (ICRC), which facilitates transfers between two- and four-year institutions in the state
- Meeting requirements of transfer agreements with private and public four-year institutions outside the state, such as Johns Hopkins University, Indiana University, Purdue University Indianapolis, and San Francisco State University
- Reporting to NWCCU annually regarding the addition and deletion of certificates and programs as well as following the process for substantive program changes as required
- Professional-technical programs adhering to requirements of external accreditation agencies, including annual updates regarding curricula changes and faculty professional development

Internally, the college has developed a four-pronged integrated review process that all degree and certificate programs must follow:

- Obtaining approval from the Course Approval Committee (CAC) for all new courses and revisions. Documents for each course include course learning outcomes, a course outline, and a syllabus. The Seattle district policy requires concurrency among the three colleges for common courses within the district.  
<https://sites.google.com/a/seattlecentral.edu/ccc/instructions-cac->
- Submitting an annual learning outcomes assessment report to demonstrate achievement of learning outcomes and changes made based on assessment results (Exhibit 2.4 – Learning Outcomes Assessment Reports, 2006-2008, 2009-2010, 2010-2011)
- Participating in a comprehensive program review every four years (Appendix 2.4 –Program Review List: 2006-2007 to 2010-2011)

- Providing a Program Analysis and Viability Study (PAVS) Report every three years (Exhibit 2.5 – PAVS Reports, 2006 and 2009)

Figure 2.1



Degree and Program Learning Outcomes (2.C.2; Eligibility Requirement 22)

Since 2006, the college has institutionalized regular assessment of program learning outcomes and has made significant progress in assisting faculty with their responsibility to regularly review, evaluate, and report student learning outcomes achievements. For each degree and certificate program, a 2006-2008 document set includes a learning outcomes assessment report, a curriculum map, a program outcome guide (POG), an assessment inventory, and a list of program learning outcomes (if not clearly stated in the curriculum map). The annual assessment reports for 2006 to 2011 are posted on the college website,

<https://sites.google.com/a/seattlecentral.edu/ccr/reports-iac> (Appendix 2.5 ~ Program Learning Outcomes Assessment Report Template, 2010-2011). The Instructional Assessment Committee (IAC) reviewed the 2009-2010 assessment reports and shared the results at an In-Service Day to the college community. For the 2010-2011 reports, the committee shared the review comments and suggestions for improvement with the respective programs and deans.

All programs have published their program learning outcomes on their respective program web pages. Course level learning outcomes and program learning outcomes to be addressed are

required for course establishment and revision

<https://sites.google.com/a/seattlecentral.edu/ccc/overview-cac>. Course level learning outcomes are also included in the course outlines and provided in syllabi for students (Appendix 2.6 – Course Establishment Form and Syllabi Template) (Exhibit 2.6 – Samples of Course Outlines and Course Syllabi).

### Awarding Credit and Degrees (2.C.3)

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

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

### Degree Programs (2.C.4; Eligibility Requirement 11)

All instructional programs are required to meet external and internal requirements to guarantee coherent program design. Course and program requirements for the associate and the baccalaureate degree are developed according to the guidelines of the State Board, Higher Education Coordinating Board (HECB), and the ICRC, which ensure the quality of breadth, depth, course sequencing, and synthesis of learning for each program offered by the college. Compliance with these state requirements allows students to transfer to public and independent four-year institutions both in- and out-of-state. There are agreements for direct transfers (DTA) and major related program (MRP) transfers between the Washington public four-year institutions and the colleges in the CTC system. The college uses articulation agreements with universities in other states to make sure that its courses and programs are of appropriate transferable quality (See also 2.C.1).

Regular program reviews of curricula, assessment of student learning outcomes, and the course revision and development process help to facilitate the ongoing improvement of courses and programs. In 2008, programs started using a Program (Curriculum) Map<sup>1</sup> as a tool to evaluate the coherence of course and curriculum designs and updates (Appendix 2.7 – Samples of Program (Curriculum) Maps).

Admissions to all instructional programs and graduation requirements are published in the district *Catalog* (in both hard copy and online) and on program web pages. Students can check their progress in meeting specific program requirements on the website.

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<sup>1</sup> Stiehl, Ruth, and Les Lewchuck. *The Outcomes Primer*, 3<sup>rd</sup> Ed. Corvallis, OR: The Learning Organization, 2007a. Print.

\_\_\_\_\_. *The Mapping Primer*. Corvallis, OR: The Learning Organization, 2005. Print.

\_\_\_\_\_. *The Assessment Primer*. Corvallis, OR: The Learning Organization, 2007b. Print

For the Associate of Arts (AA) degree, in addition to the basic requirements of English and quantitative/symbolic reasoning, district-wide special requirements include 45 credits from an “Areas of Knowledge” distribution list of courses covering three major areas: 1) visual, literary, and performing arts (Humanities and Arts); 2) individuals, cultures, and societies (Social Sciences); and 3) the natural world (Natural and Physical Sciences, and Mathematics). Additions and deletions of courses on this list require both college and district level approvals. The AA degree program learning outcomes also apply at all three colleges.

The requirements for AS-DTA degree include 20 credits in English, mathematics, and computer science; 15 credits in visual, literacy, and performing arts; 15 credits in individual, cultures, and societies; and 40 credits in science and pre-major requirements. The two options in the AS degree have slightly different credit requirements.

The degree requirements for AEE-DTA/MRP are the same as for the AA degree, and the AME-DTA/MRP degree requirements are the same as for the AS degree. In addition, students in these two degree programs must also take a required course in education.

Degrees and certificates in professional-technical programs have various specific requirements, which include related instruction and clinical training as needed. Many of these programs must also meet specialized accreditation requirements of national accreditation organizations as well as requirements for professional licensure and certification. These programs include Nursing, Dental Hygiene, Respiratory Care, Surgical Technology, Opticianry, Culinary Arts, Specialty Desserts and Breads, Marine Technology, Medical Assistant, Dental Assistant, and Cosmetology. To keep the courses and curricula current, technical advisory committees (TAC) provide input on changing industry standards and market demand. Programs use students’ performance in external licensing and certification tests and exams to make changes in course content and curricula (Exhibit 2.7 – Specialized Accreditation Reports).

The graduation requirements for the bachelor of Applied Behavioral Science (ABS) degree program comprise 30 required credits in English composition, communication, sociology, and psychology; 30 credits of courses in human services; 60 credits in applied behavioral science; and 60 credits in related electives.

Table 2.2 on the following page shows the professional-technical degree and certificate programs offered at Seattle Central.

**Table 2.2 – Professional-Technical Programs: Degree and Certificates (Minimum One Year)**

Program	AAS	AAS-T	Certificate
Apparel Design and Services	√		
Applications Support		√	√
Business Information Technology	√		√
Chemical Dependency Specialist			√
Child and Family Studies			√
Commercial Photography	√		
Culinary Arts	√		√
Database Admin. and Development			√
Deaf Interpreter Training		√	√
Dental Hygiene		√	
Film and Video Communications (Closing in June 2012)	√		
Publishing Arts (Closing in June 2012)			√
Graphic Design	√		√
Marine Deck Technology			√
Marine Engineering Technology			√
Network Design and Administration		√	√
Nursing		√	
Programming		√	
Respiratory Care	√		
School of Opticianry	√		
Social and Human Services	√		
Special Desserts and Breads	√		√
Surgical Technology	√ (Optional)		√
Web Design		√	√
Web Development		√	√
Wood Construction/Carpentry	√		√
Wood Construction/Marine Carpentry	√		√
Wood Construction/Cabinetmaking	√		√
<b>SVI Programs:</b>			
Allied Health (short-term)			√
Medical Assistant, 4 quarter program			√
Dental Assistant, 4 quarter program			√
Business Computers (short-term)			√
Cosmetology			√
Multiple Trades (short-term)			√

### Faculty Responsibilities in Curriculum Design, Revision, and Assessing Student Achievement of Learning Outcomes (2.C.5)

The faculty *Agreement*, article 6.8 specifies the professional obligations of all faculty and additional obligations exclusively for full-time faculty. These obligations include the regular update and revision of course content and syllabi, developing new curriculum or making major curriculum revisions. Program review and assessment of learning outcomes are indicated in article 6.10.c. In 2006, the Program Review Committee (PRC, previously called Curriculum Review Committee) began reviewing all instructional programs on a four-year cycle. Reports of program reviews from 2006-2007 to 2010-2011 are accessible from the committee web page. In fall 2011, PRC added a mid-term step in its program review process. Programs are asked to evaluate their progress on the committee's recommendations two years after the review of a program.

In September 2011, the college completed the redesign work and integrated the web pages of the four standing committees of the Curriculum Coordinating Council (CCC) to improve access to the templates, forms, instructions, reports, and resources of the four committees: Course Approval (CAC), Program Review (PRC), Instructional Assessment (IAC), and Learning Communities (LCC), <https://sites.google.com/a/seattlecentral.edu/cc/home>. These new web pages provide faculty and deans with more convenient and systematic access to committee information (Appendix 2.8 – Curriculum Coordinating Council (CCC) Web Pages).

### Use of Library Resources (2.C.6)

The library at Seattle Central actively partners with discipline faculty to integrate the use of library information resources into the learning process. The library offers course integrated library workshops and instructional support as requested by faculty and encourages faculty to integrate the use of library resources into their instruction. In 2010-2011, faculty themselves taught 150 sessions (3,134 students) on information resources in support of their own class assignments in the library instruction lab. Discipline faculty often seek input and support from library faculty for designing programs, courses, and assignments. They invite library faculty to “embed” in online courses; develop and assess class assignments that require specific library resources; collaborate with them to design learning experiences that integrate resources and information literacy; provide input on the selection of print and online resources; and encourage students to use and understand the research process represented in the library's “Reflect-Learn-Connect” research model developed in 2008 with active involvement of students and faculty.

Library faculty, at the same time, provide professional development opportunities (such as open house events, database workshops, and special workshops on copyright and plagiarism) for faculty to gain knowledge of new library resources and expand their skills in information literacy. Library faculty collaborate with discipline faculty on other student learning initiatives, such as faculty learning communities on information literacy, integrative learning, and the development of college-wide learning outcomes. The library uses various grant funds to encourage and assist discipline faculty to develop class assignments and assessment rubrics that incorporate information literacy and the use of information resources. A “Faculty Resources” web page is provided on the library website

<http://libguides.seattlecentral.edu/content.php?pid=119785&sid=1329183>. Library faculty are

each assigned as division liaisons to facilitate close communication and collaboration with teaching faculty.

#### Credit for Prior Experiential Learning (2.C.7)

District policy 515 allows the awarding of credits for experiential learning. At present, the college offers credit by examination for five courses in English and Spanish that are part of college's regular curriculum offerings. The rules and procedures for granting credit by examination are: 1) students must have completed a minimum of nine residence credits with GPA of 2.0 or better before applying for credit by examination; 2) credits earned by examination may not exceed 25% of the needed credits for a degree or certificate; 3) the examination shall be graded by a faculty in the discipline who determines the granting of credits without assigned grade points; 4) a fee is charged for grading in addition to the tuition and fees paid for regular enrollment; and 5) credits earned by examination are noted as such on the transcript; and 6) these credits are not considered residence credits (Appendix 2.9 – Credit by Exam: Credit for Prior Learning).

#### Transfer Credit (2.C.8)

Students who want to transfer college credits to Seattle Central must submit a request for evaluation of their coursework after transcripts from other institutions are received by the college. For graduation purposes, students must request to have their transfer credit evaluated no later than one quarter prior to applying for graduation. There is no limit on approved transferred credits as long as residency and degree requirements are met. Nevertheless, limitations do apply to transfer credits as the college does not normally award certain types of study or coursework. These limits are: 1) courses taken at colleges or universities that are not regionally accredited; 2) non-credit courses or workshops; 3) remedial or college preparatory courses; and 4) sectarian religious studies. Special designation credit for courses taken at one of the colleges in the Seattle district is transferable to other two colleges in the district.

#### **Undergraduate Programs (2.C.9 to 2.C.11)**

##### General Education Learning Outcomes

The college completed a revision of its **College-Wide Student Learning Outcomes (CWSLO)** or general education learning outcomes in fall 2009. The revision process included input from more than 120 faculty, administrators, and staff. These learning outcomes, which apply to all educational programs, are accessible on the IAC web page, <http://seattlecentral.edu/users/crc/Assessment/IA%20college%20outcomes.htm>, and published in the district *Catalog*. The CWSLO document articulates the meaning of each of the five learning outcomes, which are “think, communicate, collaborate, connect, and continue learning,” and provides “Possible Instructional Activities” for application. Many transfer and professional-technical programs have embedded these college-wide learning outcomes in their program learning outcomes and/or include them as specific course learning outcomes (Appendix 2.10 – College-Wide Student Learning Outcomes). Posters of the college mission, core values, and college-wide student learning outcomes are posted in nearly all classrooms and offices on campus.

General Education Requirements for Degree and Certificate Programs (2.C.9; Eligibility Requirement 12)

All degree programs have general education requirements. Applied science programs and certificate programs with at least 45 quarter credits have requirements for general education courses or related instruction. These requirements are published in the program web pages and the district *Catalog*. They are summarized in tables 2.3 through 2.8:

Table 2.3 – AA Degree General Education Requirements	
General Education	Credit Requirements
Math proficiency	Must demonstrate proficiency in intermediate algebra
Communication (ENG 101 and ENG 102)	10 credits
Quantitative/Symbolic Reasoning	5 credits
Visual, Literary, and Performing Arts (Humanities and Arts)	15 credits
Individuals, Cultures, and Societies (Social Sciences)	15 credits
The Natural World (Natural and Physical Sciences, Mathematics)	15 credits

These general education requirements apply to all AS degree programs, including AA-DTA and Emphasis in Sustainable Agriculture and Emphasis in Deaf Studies as well as the AEE-DTA/MRP (Associate in Elementary Education) degree program.

Table 2.4 – AS Degree General Education Requirements		
General Education	Option One (For Biological Sciences, Chemistry, Geology, Environmental Sciences or Earth Sciences)	Option Two (For Atmospheric Sciences, Computer Sciences, Engineering or Physics)
Communication (ENG 101, ENG 102/a Communication course)	10 credits	10 credits
Mathematics	10 credits	15 credits
Visual, Literary, and Performing Arts (Humanities and Arts)	5-10 credits	5-10 credits
Individuals, Cultures, and Societies (Social Sciences)	5-10 credits	5-10 credits

These general education requirements apply to all AS degree programs, including AS-DTA, Engineering Pre-Majors, and the AME-DTA/MRP (Associate in Math Education) degree program.

A core of general education and/or related courses is regarded as essential for all AAS degree programs and all certificate programs of one academic year or more in length. The degrees require college-level courses (100 and above) in communications, computation, human relations

and selected courses from humanities, natural sciences, and social sciences. Additional topics may include safety and environmental awareness.

Table 2.5 – AAS Degree General Education or Related Instruction Requirements	
General Education	Credit Requirements
Math proficiency	Must demonstrate proficiency in intermediate algebra
Communication (ENG 101)	5 credits
Quantitative/Symbolic Reasoning	3-5 credits
Visual, Literary, and Performing Arts (Humanities and Arts)	5-10 credits
Individuals, Cultures, and Societies (Social Sciences)	3-15 credits
The Natural World (Natural and Physical Sciences, Mathematics)	4-6 credits

These general education requirements apply to all AAS degree programs, including AAS-T. Some programs include general education requirements in prerequisites.

Table 2.6 – Certificate Program Related Instruction Requirements	
General Education	Credit Requirements
Communication	5-10 credits
Quantitative/Symbolic Reasoning	3-5 credits
Visual, Literary, and Performing Arts (Humanities and Arts)	3 credits
Individuals, Cultures, and Societies (Social Sciences)	3 credits
Applied Math	1-3 credits

**Table 2.7 – SVI Programs (with 45+ Credits): Embedded General Education**

Program Name	Embedded General Education	Courses	Credits
Computer Based Accounting (61 credits)	Math proficiency; communication, social sciences, quantitative/symbolic reasoning	BOS116, ACT100, ACT110, ACT120, ACT180, COR120, COR126	10 credits
Cosmetology (100 credits)	Math, communication, arts, social sciences, quantitative/symbolic reasoning natural/physical sciences	COS 100, COS 141, COS 142, COS 151, COS 152, COS 161, COS 162, COS 163, COS 171, COS 172, COS 173	15 credits
Dental Assistant (78 credits)	Communication, natural/physical sciences	AHD100, AHD151, AHD152, AHD161, AHD173	9 credits
Medical Assistant (81 credits)	Math, communication, humanities, social sciences, quantitative/symbolic reasoning, natural/physical sciences	AHL111, AHL112, AHL113, AHL123, AHL128, AHL 161	15 credits
Medical Administrative Specialist (60 credits)	Math, communication, humanities, social sciences, natural/physical sciences	AHL113, AHL 123, AHL128, BOS116, COR126, MAS100, MAS114, MAS162	10 credits

**Table 2.8 – Bachelor of Applied Behavioral Science (ABS) Degree Related Instruction Requirements**

General Education	Credit Requirements
Communication (ENGL& 101, ENG 102, Communication 101)	15 credits
Social Sciences	10 credits
Humanities/Social Sciences elective	5 credits
Math (098 or higher as of spring 2013)	5 credits
Natural/Physical Science with a laboratory	5 credits

**Academic Transfer Degree Program Learning Outcomes (2.C.10)**

Assessable and identifiable program learning outcomes for the AA degree are established at the district level for all three colleges, while the program learning outcomes for the AS degree have been established at the college level. Course level learning outcomes are included in all courses. Annual reports of learning outcomes assessment are available at both discipline (such as biological sciences, chemistry, English, history, sociology, etc.) and AA degree levels.

**Learning Outcomes of Applied Science Degree and Certificate Programs (2.C.11)**

Each applied science program has identified program learning outcomes for its AAS degree and certificate. Most program learning outcomes are articulated separately from competency skills students acquire in the program. Identifiable and assessable leaning outcomes are also specified in the courses. Annual reports of learning outcomes assessment are available by program.

The bachelor of Applied Behavioral Science (ABS) program is included in the category of applied science. The program has identified its learning outcomes. Reports of learning outcomes assessment are available at the course and degree levels.

### **Graduate Programs (2.C.12 to 2.C.15)**

Seattle Central does not offer graduate programs.

### **Continuing Education and Non-Credit Programs (2.C.16 to 2.C.19)**

The following describes the three key areas of self-support continuing education and non-credit programs at the college:

#### **Professional and Continuing Education (PCE)**

PCE supports the college mission “...to provide quality and accessible life-long learning opportunities that respond to the changing needs of our community.” The college’s service area encompasses a wide-diversity of ethnic groups, socio-economic levels, and residential and commercial areas. PCE conducts analysis and research to develop and offer education programs that meet the needs of diverse local residents and clientele. PCE offers 10 non-credit community education certificates and other short-term courses that focus on personal enrichment and professional training. In expanding the college’s entrepreneurial and revenue base, PCE also assumes responsibility for entrepreneurial and business development while managing several self-support credit-based programs (2.C.16).

All PCE programs, course offerings, and workshops require an application review process by the appropriate PCE department directors. For non-credit certificate programs and courses, the executive dean reviews program content, instructor qualifications, and financial viability. For credit-bearing classes, respective instructional deans participate in hiring instructors. All credit courses follow the college-wide course approval process coordinated by the faculty-run Course Approval Committee (CAC). PCE programs, courses, and workshops are evaluated on a regular basis, in a process that includes student evaluations and feedback. A PCE customer service survey is conducted regularly. Department directors and managers ensure the quality and consistency of procedures. The program addresses policy changes and special issues related to student satisfaction as needed (2.C.17).

Currently, only PCE offers continuing education units (CEUs) at the college. PCE uses the CEU guidelines developed by the International Association of Continuing Education Association (IACEA) (Appendix 2.11 -Policy for Offering CEU and Related Documents). In some cases, criteria of certain specific organizations are used, such as the Washington State Office of the Superintendent of Public Instruction which has exact requirements for clock hours earned by teachers. The college’s policies and procedures ensure the high standards for faculty qualifications, course content, assessment, and learning outcomes (2.C.18).

#### **Non-Credit Self-Support Training Offered by Divisions**

In addition to the non-credit course offerings from PCE, during the last three years, professional-technical programs began working closely with PCE to provide non-credit courses to meet the continuing education demands of their respective alumni and industries. For example, the Division of Business, Information Technology, and Creative Arts (BITCA), has been offering self-support non-credit professional training classes in the summer. The number of classes grew from two in summer 2009 to six in 2011, and the enrollment headcount increased from 47 in summer 2009 to 114 in 2011, showing a 143 percent growth in participation. The college plans to offer additional professional education in other areas.

### Seattle Central Institute of English (SCIE)

As a self-support program, SCIE provides high-quality English instruction from beginning English (levels 1 to 3) to college bridge (levels 4 to 6). The program offers educational opportunities for international students pursuing academic, career, and personal goals. SCIE is currently one of the largest intensive English language programs for international students in the state. Enrollment for this program has been strong for many years, with significant growth since 2007. The total headcount enrollment grew from 1,127 in 2006-2007 to 1,449 in 2010-2011, an increase of 29 percent. The SCIE program is included in the program review cycle.

All self-support programs with credit or non-credit courses are required to follow the established SBCTC Student Management System (SMS) and processes. The college maintains enrollment and other student records for all self-support courses and programs, including assigning appropriate course identification and fee codes (2.C.19).

## **Standard 2.D - Student Support Resources**

Seattle Central provides a variety of student support resources to create effective learning environments. These resources include admissions, orientation, registration, financial aid, advising, counseling, career services, testing, learning support network (LSN), and student leadership as well as special services for early entrance high school students (Running Start), women, veterans, students with disabilities, former foster youth, students who need academic assistance, senior adults, and international students (2.D.1).

### **Safety and Security (2.D.2)**

The mission of the college's Safety & Security department is to provide a safe and secure learning and working environment for students and employees. On the staff are eight full-time and four part-time security officers. All full-time officers are required to complete the Basic Law Enforcement Officers Academy within six months of employment. The Safety and Security department maintains records of incidents and crimes and works very closely with the Seattle police station located three blocks from the main campus. Crime statistics are accessible on the college website. Campus community members are notified, via electronic e-mail and posted flyers, of violent incidents or crimes against property occurring on campus that may pose a threat to personal safety and security.

Required policies, both federal and state, are included in section 200 of the district Policies and Procedures, covering both physical security and the security of the online environment, <http://seattlecolleges.edu/DISTRICT/policies/operations.aspx>. The district *Catalog* also provides security information under the heading of "Behavior, Environment, and Physical Safety," which includes emergency phone numbers, safety and security, campus crime data, accidents, alcohol and drugs, firearms, workplace violence/hostile work environment, sexual harassment, smoking, traffic laws, and disciplinary action.

The college completed an Emergency Action Plan in 2010 as part of district-wide emergency preparedness efforts. The college's Emergency Action Plan includes detailed information on the incident command system, evacuation procedures, emergency procedures, and crisis response team. See 3.A.5 for additional information.

### **Admissions, Orientation, Graduation, and Academic Transfer (2.D.3; *Eligibility Requirement 16*)**

Seattle Central has an open admissions policy for individuals who have graduated from high school or are at least 18 years old. In order to fully matriculate in the college, prospective students must take placement exams or provide proof of prerequisites earned elsewhere. Students new to Seattle Central must attend an orientation called STAR (Success, Training, Advising and Registration), which is available both online and in-person. STAR is a collaboration of admissions, financial aid, advising, counseling, registration, and the student leadership office. Divisions also provide departmental student orientations. In 2010-2011, a total of 55 onsite STAR sessions were presented to 783 students on the main campus, while 3,225 students took the online orientation.

Advisors and counselors are knowledgeable about program and graduation requirements and about transfers to in-state four-year institutions, as well as out-of-state institutions that have articulation agreements with the college. Counselors also assist students with academic and personal issues.

### **Significant Program Change and Elimination (2.D.4)**

The college's evaluation and review process for program elimination uses multiple criteria. Programs that have experienced significant enrollment decreases often try to improve marketing and student recruiting strategies, and may revise curriculum based on market and technology changes. During the budget reduction process in 2010-2011, the college decided to close three professional-technical programs: Film and Video Communications, Interpreter Training, and Publishing Arts. At the same time, the Opticianry program was changed to self-support. The college informed affected students as soon as decisions were finalized. From June to August 2011, the college used e-mail, public forums/meetings, notices on the program web pages, and short notices in the fall 2011 class schedule to inform students enrolled in the programs of the expected program closures and changes. Students were advised to seek additional information from a [frequently asked questions](#) page on the college website. Course offerings in Film and Video Communications and Publishing Arts programs will discontinue after spring 2012, while Interpreter Training courses will continue to be offered until the final cohort graduates in spring 2013. Closure notices are posted on the program web pages and published in quarterly class schedules.

### **College Catalog (2.D.5, *Eligibility Requirement 17*)**

The college district publishes a combined biennial district catalog in hard copy and online. The current catalog covers 2010-2012; a catalog for 2012-2014 is in production. The catalog contains combined course descriptions, lists of faculty and administration, and information shared among all colleges in the district, as well as specific sections on services and instructional programs offered at Seattle Central and Seattle Vocational Institute (SVI), on pages 45-80 and 165-176 respectively. The college website and quarterly class schedules also provide current information for the following areas:

	Type of Information	District Catalog	Quarterly Schedule	Student Handbook	Online
a)	Institutional mission only – Core themes were not developed until after the district 2010-2012 <i>Catalog</i> was printed. Core themes are shown on the college website.	✓	✓	✓	✓
b)	Entrance requirements and procedures.	✓	✓	✓	✓
c)	Grading policy.	✓	✓	✓	✓
d)	Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, projected timelines to completion based on normal student progress, and the frequency of course offerings.	✓			✓
e)	Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	✓			✓
f)	Rules, regulations for conduct, rights, and responsibilities – The district <i>Catalog</i> and the quarterly schedule provide information about student rights guaranteed under the Family Educational and Privacy Act (FERPA). In addition, students receive e-mail with information about their rights under FERPA on the 8th day of every quarter.	✓	✓	✓	✓
g)	Tuition, fees, and other program costs.	✓	✓	✓	✓
h)	Refund policies and procedures for students who withdraw from enrollment. Additionally, four times each quarter an e-mail is sent to all registered students with information about withdrawal deadlines and refund amounts.	✓	✓	✓	✓
i)	Opportunities and requirements for financial aid.	✓	✓	✓	✓
j)	Academic calendar.	✓	✓	✓	✓

### Licensure Requirements (2.D.6)

Professional and technical (workforce education) programs publish their respective national and/or state legal eligibility requirements for licensure or entry to the occupations or professions in the district *Catalog*, program brochures, and on their program web pages. Programs with licensure requirements include Dental Hygiene, Marine Technology, Nursing R.N., Opticianry, Respiratory Care, Cosmetology, Dental Assistant, and Medical Assistant.

### Student Records (2.D.7)

Seattle Central maintains confidentiality of student records and follows the General Retention Schedule for Washington's Community and Technical College System (CTC). The retention schedule is published on the State Board website ([http://www.sbctc.ctc.edu/docs/general\\_retention\\_schedule.pdf](http://www.sbctc.ctc.edu/docs/general_retention_schedule.pdf)). The Admissions Office scans

incoming transcripts which are accessible by authorized personnel only. The college adheres to the Family Educational Rights and Privacy Act (FERPA) regulations and provides students the ability to request non-disclosure of information and withhold the release of directory information. Registered students receive quarterly e-mail explaining their rights as defined by FERPA.

### **Financial Aid (2.D.8 and 2.D.9)**

Seattle Central has a strong financial aid program to help meet students' financial needs. The program includes funding from federal and state grants, work study, state funds for worker retraining, and scholarships. Approximately 37% (4,423) of the students received financial aid in 2010-2011, totaling \$15,581,880 for the main campus and \$2,114,366 for SVI. Financial aid information, covering eligibility requirements and the application process, is published online, in the quarterly class schedule, and in the district *Catalog*. Annually, the Seattle Central Foundation offers over 130 scholarships to students. The annual scholarship application process, timeline, application review, and award ceremony are widely publicized by the foundation, faculty, student leadership, staff, and administrators (2.D.8).

The college does not participate in the federal student loan program. The Financial Aid office provides students a list of non-federal, private lenders which is available at <https://seattlecentral.edu/finaid/types.php> and in the Financial Aid office. Although the college is not responsible for monitoring federal student loan programs, student repayment obligations, and the institution's loan default rate, financial aid recipients are informed of their obligation regarding financial aid refunds as mandated by federal and state regulations at the time a refund/repayment is generated. Students are notified by mail, the information is also available in the Financial Aid office and on the web page <http://seattlecentral.edu/finaid/awarded.php> (Repayment of Financial Aid Funds) (2.D.9).

### **Academic Advising (2.D.10)**

The college has eight full-time and three part-time counselors as well as the equivalent of two full-time professional advisors. Counselors and advisors are knowledgeable about curricula, program requirements, transfer, and graduation in their respective areas. In addition to program advising, counselors assist students in educational planning and personal counseling; teach Human Development Curriculum (HDC) courses; assess student barriers to learning; and design interventions to help students succeed. Counselors are assigned to the instructional divisions and special services, such as disability support and the Applied Behavioral Science (ABS) program, and one counselor at Admissions serves new and prospective students.

The academic advisors guide students during the entry process and throughout their time at the college by assisting them in selecting courses, planning for transfer, and completing degrees. Students have access to advisors by appointment and during "drop-in" advising hours. A variety of degree planning worksheets, equivalency guides, and degree audit information for students and in various offices on campus are available in print and online, <http://seattlecentral.edu/forms/transferredgreeworksheets.php>. The degree audit tool is also available through the "student online services" web page,

<http://seattlecentral.edu/sos/index.php>, allowing students to see how their credits satisfy requirements of different degrees.

### **Co-Curricular Activities (2.D.11)**

Under the strong organization of Student Leadership, students at Seattle Central have many opportunities to participate in co-curricular activities that enrich their educational experiences and develop their leadership skills. Supported by a dean, one director, and three full-time staff, students actively participate in a great variety of co-curricular activities. The governance structure of Student Leadership includes eight boards with more than 60 officers responsible for facilitating various multicultural events and recreational activities, providing leadership training, supporting student organizations and fostering collaboration, and serving as student ambassadors among the student leaders and with the college.

As of fall 2011, there were a total of 73 student organizations in the following categories: 11 artistic clubs, 22 cultural/social communities, 22 professional/academic groups, eight sports/games clubs, three religious groups, and seven services groups. Among these was the award winning Phi Theta Kappa – Alpha Chi Zeta chapter. The total student membership of these organizations numbers exceeds 1,800. Many faculty, staff, and administrators serve as advisors.

### **Auxiliary Services (2.D.12)**

Auxiliary services for students and employees at the college include a Student Activities Center and parking, each requiring monthly or quarterly fees. Other services are discussed in further detail below:

#### Housing

Seattle Central does not own housing facilities. In 2010, the college entered a multi-year contract with the management of a new apartment building, the Studios on Broadway, located directly across the street from the main entrance of the main campus. The contract provides shared apartment-style housing for about 80 international students.

#### Food Services

The college provides food services at three locations on the main campus Monday to Friday. These locations are: the Atrium area for hot food, C-Store for snacks, and the Buzz Espresso Stand. Food and snack vending machines are located on multiple floors of various buildings. Auxiliary Services surveys students and employees for their input on their foodservice and vending options. From Tuesday to Friday, the Seattle Culinary Academy provides food services at Square One Bistro (café style), One World Dining (fine dining style), and a bakery. The many commercial restaurants in the neighborhood offer additional options for the main campus. A small dining operation is available for the staff and students at the Wood Construction satellite location and vending machines are available at SVI and SMA.

#### Bookstore

The college's bookstore serves the campus community by providing required textbooks, supplies, and educational materials, as well as offering merchandise that meets the needs of a diverse student and staff population. The bookstore offers new and used textbooks, textbook rental

services, and educational software. Many bookstore offerings are available for purchase online. The bookstore works with faculty to order required textbooks and uses “secret shoppers” to improve service. A Bookstore Advisory Committee, comprising students, faculty, and staff, meets quarterly to discuss concerns and explore new ideas to better serve the college community.

### The Copy Center

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

### **Intercollegiate Athletic and Other Co-Curricular Programs (2.D.13)**

Seattle Central does not offer intercollegiate athletic programs or other performance activities for a fee.

### **Identity Verification for Distance Learning (2.D.14)**

Seattle Central maintains an effective identity verification process during registration for students enrolled in distance education courses. Students who pick up assignments or exams are asked to provide picture identification. This process establishes that a student enrolled in a course is the same person whose achievements are evaluated and credentialed. The college ensures the identity verification process for distance education students protects students’ privacy. All privacy policies are available to students enrolled in distance education courses within the course learning management system (LMS). This information is also posted on every page in the footer area of the LMS.

### **Seattle Vocational Institute (SVI) - Student Support Resources**

Because SVI is funded separately by the state for its mission to provide basic skills, professional-technical and workforce training opportunities through short-term, self-contained programs, it has its own student support services onsite with financial aid support closely monitored by the main campus. Most significantly, SVI has an intake process that includes a one-credit mandatory educational planning course as of fall 2010 for all new students, and students have an option to take a one-credit course on strategies for success effective summer 2011. Approximately 95 percent of SVI’s students receive some form of financial aid. The one-credit education planning course received an award from the League for Innovation in 2010-2011.

For additional information on SVI’s student support services and recent improvements, see Addendum – Response to Recommendation One from the *Year One Self-Evaluation Report*.

### **Applied Behavioral Sciences (ABS) - Student Support Resources**

Admission to this bachelor degree program takes place twice per year in fall and spring quarters. All applicants are reviewed by a separate Admissions Committee and the ABS director reviews

all transcripts and credentials. ABS students receive counseling and advising services from the director of the program in addition to services provided by general counseling and advising staff. This staff has received additional training and development related to the specific needs of baccalaureate students who may be considering the ABS program as a path to graduate school. The program is creating an education specialist position to be dedicated to advising ABS students. Ninety-five percent of ABS students receive financial aid and they are served by the existing Financial Aid office and staff.

All students admitted to ABS participate in a group interview (designed to determine group dynamics and team building needs), submit a writing sample (used to assess writing skill, ability, and supports needed), and attend an orientation (developed to address the academic expectations of the program and teach students about program design, study skills, and test taking). For additional information, see Exhibit 2.8 – Applied Behavioral Science Program Information.

## **Standard 2.E - Library and Information Resources**

The library supports the college's mission, core themes, and student learning outcomes by providing innovative and responsive programs, services, and collections that promote information literacy and academic excellence. The college benefits from an exceptionally strong library team, including four full-time librarians, each with more than 12 years experience at the college. In January 2012, the library was notified that it had been awarded the Excellence in Academic Libraries Award 2012 from the national Association of College and Research Libraries (ACRL). ACRL selected the library for its "support for student learning through innovative information literacy offerings," <http://www.acrl.ala.org/acrlinsider/archives/4697>.

### **Diverse Collections & Multiple Access Pathways (2.E.1; Eligibility Requirement 13)**

Students count on the library's collections for materials that are reliable, relevant, and diverse to satisfy assignments that require them to gather, interpret, and evaluate information. The library engages students in the college-wide learning outcomes by encouraging them to reflect, learn, and connect with information and ideas. Topical displays and customized research guides highlight titles from library collections and invite students to respond to current issues and apply knowledge and skills to solve problems. The process of building and promoting the library's collection strengthens interdisciplinary relationships, communication, and connections among students and faculty.

An up-to-date collection development policy guides selection and weeding. Librarians actively seek materials that support each program's unique subject needs and they accept direct requests from faculty and students. In response to integrative projects and other models of learning, librarians increasingly select materials that support multidisciplinary approaches (Appendix 2.12 – Print and Audio-Visual Resources).

To support the increasing number of hybrid and online courses and instructional programs, the library offers a diverse and extensive collection of online content. Using data and other user feedback to evaluate existing databases, librarians have added substantial online resources in recent years. The library now provides access to over 39,000 e-books, including a large collection

of online reference titles. In 2009-2010, online resources were accessed 416,086 times, an increase of 79 percent over that of 2005-2006 (Appendix 2.13 – Resource Usage)

The library extends access to resources beyond its collection through interlibrary loan service. Borrowing and lending within the three-college district continue to make up the highest percentage of interlibrary loan.

The library continues to initiate technologies that improve both user experience and library efficiency. Recent additions include LibGuides, a web-based content management system used to organize and publish interactive information. Librarians implemented a customized and expanded version of the Information and Research Instruction Suite (IRIS) tutorial and harnessed LibGuides to create flexible and attractive web pages that integrate with the college site. Student focus groups and faculty brainstorm sessions provided input for the latest website revision released in fall 2010, <http://seattlecentral.edu/library>.

### **Data-Driven Decisions (2.E.2)**

Thoughtful planning and assessment characterize the library's culture. Librarians and staff use various methods to make decisions about the resources and services that best serve users' needs and demands.

At frequent regularly scheduled meetings, the library team shares anecdotal observations and reviews qualitative and quantitative data to achieve desired outcomes. The library incorporates collaboration and feedback from all college constituencies into its planning. Library staff participate in various campus activities and they employ surveys and other assessment tools to gather data (Exhibit 2.9 – Library: Additional Information). Input is also gathered from regional peer libraries through professional networks and quarterly meetings with district colleagues. Recent data-driven decisions include reducing library hours, revising periodical subscription renewals and retention, reallocating space, and providing new IT service points.

The librarian team enjoys exceptional collaborative partnerships and positive working relationships with the faculty. To encourage support and communication, each instructional division is assigned a librarian who attends division meetings and faculty retreats.

Efforts are underway to re-energize the library's Information Literacy Committee composed of faculty, staff, and students. The successful faculty learning community model adopted during the 2009-2010 academic year facilitates conversation, reflection, and collaboration on how to shape student success in the current and future information environments.

Faculty and student surveys conducted in spring 2011 provided useful insight on familiarity and satisfaction with the library. Librarians are strategizing to close the gaps in faculty awareness and integration of online resources and services. Student concerns about inadequate space, disruptive behavior, and lack of IT support have been prioritized for timely attention.

The library has successfully secured grant funding and participates in ongoing initiatives to strengthen information literacy. In a recent survey, students reported that assignments require them to integrate ideas or information from various sources more often than the national average. The library provides statewide leadership for an LSTA grant (Library as Instruction Leader) which supports creative, collaborative approaches to information literacy, <http://informationliteracywactc.pbworks.com/>.

Through active participation in campus councils and committees and engagement in significant external community and education activities, librarians and staff build effective partnerships that contribute to planning for expanded opportunities for learning and library services.

### **Excellence in Instruction (2.E.3)**

The library has built a culture and curriculum that values information literacy (IL). Librarians apply multiple creative strategies to promote IL and enhance teaching and learning. In addition to the “Info in Action” hybrid course series, credit course options include LIB180, one of Washington state’s open courses that is shared worldwide and enjoys consistently high enrollment; and ABS330, a five-credit IL course developed for the college’s bachelor of Applied Behavioral Science program.

Librarians use a variety of innovative pedagogies to effectively engage students in the learning process. They regularly review course content and lesson plans for relevancy by updating sample searches and research scenarios. Universal Design for Learning (UDL) principles for precollege English and embedded librarians in online classrooms enrich the learning process. Librarians have begun to create brief promotional and informational videos for use in online classrooms and web pages.

Liaison relationships between librarians and division faculty facilitate collaborative instructional design, resulting strong IL assignments and authentic assessments. Librarians have positioned themselves in curriculum and faculty tenure committees, which expand opportunities to influence curricular design. Use of the library’s chat reference service via the *QuestionPoint* platform has increased by 358 percent since its first year in 2009 (Appendix 2.14- Library Instruction).

The library offers quarterly professional development opportunities to showcase new information resources, services, IL strategies, and library technologies. These sessions, typically presented in an informal “open house” format, combine with occasional in-depth workshops to help faculty and staff deepen their engagement with IL.

The library is committed to providing a multicultural learning environment by infusing global issues into its instructional program. Since 2004, a partnership with the Seattle Public Library for the annual Seattle Reads program has encouraged the campus to connect with the broader community to explore a diverse body of literature.

Diversity extends to multiple delivery options for instruction, reference, and support services. Librarians support online and hybrid classes by coordinating with the eLearning department to promote library links in the learning management system. The self-guided IRIS tutorial allows students to independently develop one or more information literacy skills. Faculty and staff can submit online requests for reserves, media equipment, and workshops, while in-district interlibrary loan requests are a self-service option for all college affiliated users. Reference, circulation, and media service staff assist users in person, by phone, and online.

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

both awareness of IL and the visibility of the library. Other libraries across the district, state, and country have adapted the research model for local use. The LSTA planning team made up of library deans and faculty from across the state selected “Reflect-Learn-Connect” as the framework for assessment rubrics in a statewide research project that documents the impacts of IL on precollege students, PILR: Precollege Information Literacy Research.

#### **User-Centered Space and Services (2.E.4)**

The college’s multicultural urban environment contributes to the library’s ranking as one of the busiest CTC libraries in the state. Over 2,000 visitors daily brings heavy demand for a variety of spaces and services to satisfy diverse research needs (Appendix 2.15 – Library Space). At Seattle Central in particular, the concept of library as place requires ongoing reassessment in light of the quickly changing landscape of information. To address safety and security concerns, an unobtrusive closed circuit TV system was installed in consultation with the security office. Security cameras help deter petty theft and record evidence that all varieties of space are heavily used during all open hours. The library has begun to harness this data in support of its advocacy efforts for a long overdue renovation. In 2009, the library replaced furniture in several study spaces with pieces that are easier to clean, store, and reposition. The upgrade continues to have a positive impact on room setup for library-hosted events such as student “open mic” sessions and professional development workshops and panel discussions.

In 2008-2009, budget constraints forced the library to reduce hours by five per week. In 2010, summer hours were cut by two hours daily. These more limited hours were selected to minimize impact on students, although student survey responses indicate that students want more open hours. During 2010-2011, three library employees retired and one was laid off; as a result, the library is relying on temporary part-time staff to offset the workload challenges from the 31 percent reduction in permanent staff.

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

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

### **Standard 2.F - Financial Resources**

Administrative Services manages budget and fiscal planning, business services, facilities and plant operations, public safety, auxiliary enterprises, and information technology services at the college.

#### **Financial Stability (2.F.1; Eligibility Requirement 18)**

After receiving its allocation of state appropriations from the State Board, the district office is responsible for allocating and distributing state and tuition funds to the three colleges based on

an established funding formula. State funds and tuition make up the core of the general operating funds for the three Seattle community colleges. Tuition is allocated based on projected enrollment for the academic year. Tuition revenue collection is monitored and reviewed on a monthly basis by the district Financial Services Office to ensure that targets are met and adjustments are made as necessary. For 2011-2012, the college's operating budget includes \$24.5 million from state funds, \$12.9 million from tuition, and \$7.5 million from local revenues for a total budget of \$45 million. The total budget includes the operating budgets of the main campus, including all satellite campuses and Seattle Vocational Institute.

Seattle Central maintains fiscal stability through a balanced budget, sufficient cash flow, and sufficient local reserves to support the ongoing operations. The college ended the last fiscal year (2010-2011) with approximately \$1 million in net fund balance. The district Board of Trustees requires each college to maintain a reserve of 5 to 10 percent of total annual operating expenditures (excluding capital and trust funds). As of December 31, 2011, the college had retained approximately \$2.5 million in the college's reserve accounts, excluding the net operating fund balance.

In 2011-2012, the carry-forward balance from the previous year is being used as contingency funds for unexpected expenditures and one-time projects. The carry-forward balance will also be used as needed to offset further state budget reductions in the current fiscal year (2.F.1).

In addition to general operating funds, the college's financial resources also include non-operating and dedicated funds, such as student lab fees and self-support retail revenues and grants. The college develops multi-year projections of financial resources and expenditures for realistic budgeting and benchmarking for comparison (Exhibit 2.10 – Revenues and Expenditures Projections, 2012-2013 to 2015-2016)

### **Resource Planning and Development (2.F.2 and 2.F.3)**

Focused on achieving core theme objectives, resource planning at Seattle Central is based primarily on analysis of prior years' strategic plan achievements, update of the strategic plan for the new academic year, enrollment management, and new and continuing initiatives. Other related information influences the resource planning process, including capital projects and information technology plans and directives from the legislature (through the State Board) and the District Office.

#### **Financial Planning Principles**

In recent years, the college has applied the following financial principles to guide planning and decision-making for resource allocation (See chapter 3 for the integrative processes of strategic planning, evaluation, reporting, and resource allocation):

1. Develop balanced budgets that reflect anticipated costs
2. Make decisions based on projected revenue and enrollment targets
3. Base budget develop on available resources
4. Justify funding in the context of college's core theme objectives (added in 2011) and strategic plan
5. Limit the use of local fund revenues to a sustainable level

6. Meet all accreditation, legal, and contractual obligations of the college

**Budget Planning and Development Process**

The budget development process at Seattle Central is part of the annual, district-wide budget planning process. This process usually begins in winter quarter and concludes by June 30<sup>th</sup> with a college budget for the next fiscal year. Upon being informed by the State Board and the District Office, the President's Cabinet identifies priorities for the new academic year and shares them with the college community through open budget forums, the college council, and the standing Budget Advisory Committee (BAC).

The budget development process involves all constituencies at the college. The BAC reviews available financial resources and uses agreed upon guidelines to evaluate budget requests and make budget recommendations (Exhibit 2.11 – Budget Request Instructions for 2011-2012). The BAC comprises faculty, classified staff, administrators, and students. Faculty and classified staff members are typically nominated by their respective unions and student representatives are nominated by the Associated Student Council (ASC). The vice president for administrative services chairs the committee. The process is as follows:

- BAC recommends budget planning principles and strategies for the fiscal year to the College Council (CC).
- After discussing and adopting BAC's proposed principles and strategies, the CC, a group of 17 faculty, staff, administrators, and students, sends the principles and strategies to the President's Cabinet for approval.
- Once the principles and strategies are officially approved by the President's Cabinet, all departments and programs use them to develop budget requests, which they submit to their respective administrators.
- The vice presidents and the president develop unit budget requests and present them to the CC for discussion and feedback.
- The recommended unit budget requests, modified as needed, are returned to the President's Cabinet for final adoption.
- The campus budget is finalized and forwarded to the District Office for submission to the Board of Trustees for final approval.

During the budget development process, the president and vice president of administrative services hold multiple campus-wide budget forums to share the budget information and planning process with the campus community. At present, the continuing state budget crisis and reduced state funding to higher education are ongoing concerns for the college in its budget planning and development process for 2012-2013. Increasingly, the college is looking at tuition revenue and other local revenue sources to maintain fiscal stability (2.F.3).

**Financial Information and Accounting System (2.F.4)**

The vice president for administrative services oversees the Business Office staff in monitoring the revenue and expenditures. Quarterly financial reports (such as budget to actual and fund balances), including an analysis of the trends and significant changes, are prepared and reviewed by the President's Cabinet. A condensed and simplified version of the college quarterly financial

reports is provided to the District Office for submission to the Board of Trustees on a quarterly basis. As part of the CTC system, the college uses the statewide Financial Management System (FMS), a reliable system of internal control based on generally-accepted accounting principles. All financial information and data entered by Business Office staff are verifiable by district Financial Services Office staff to ensure timely and accurate financial transactions.

### **Capital Budgets and Planning (2.F.5)**

During the last six years, the college successfully secured state appropriations of approximately \$100 million for capital replacement and renovation projects that have significantly improved several buildings. Included in this amount is a major replacement project that will start construction in 2013. Until three years ago, requests for state capital funds followed a comprehensive and competitive process managed by the State Board. Biennially, CTC colleges can submit extensive Project Proposal Requests (PPR) for new buildings, replacements, renovations or matching funds for capital projects. All requests across the state system are scored according to published criteria and a prioritized capital budget request for the entire CTC system is presented to the state legislature for potential funding. The current budget crisis in the state has postponed the PPR process for the last two biennia. Although obtaining new state capital project funding presents a major challenge, the college is developing a long-term facilities master plan to support core theme objectives and mission. The college started by conducting a comprehensive evaluation of the main campus boundary in 2009 and two space needs analyses for instructional programs and supporting services in 2010 and 2011. For detail, see section 2.G on physical infrastructure below (Exhibit 2.12 - *Facilities Master Plan: Planning Documents, 2011-2012*).

As required by the City of Seattle, the college is developing a new Major Institutional Master Plan (MIMP) that includes capital planning for the next ten (10) years on the main campus. With a regional light rail underground station scheduled to be open at the north end of the main campus in 2016, the college anticipates positive impacts in terms of accessibility that may increase enrollment. As part of the process for creating the new *Facilities Master Plan*, the college is exploring potential public-private partnerships for capital improvement on campus (2.F.5).

### **General Operation and Auxiliary Enterprises (2.F.6)**

The Auxiliary Services includes four distinct operations: Transportation Services, Food Services, Facility Rentals, and the Copy Center. Currently and historically, all four operations are fully self-support and require no financial support from college operating funds. Net profits from these operations have been used in the past year for one-time expenditures, including contributions to various capital projects. Because of state budget cuts in the last few years, revenues from Food Service have been used to fund one position each for custodial services and facilities. General operations funds have not been used to support auxiliary enterprises in recent years.

### **External Financial Audit (2.F.7; Eligibility Requirement 19)**

The college is audited as part of the college district. The State Auditor's Office (SAO) dictates the audit schedule for colleges in the CTC system. Seattle Central received no findings in its last audit conducted in 2009. Because of state budget reductions, the state audit schedule was

reduced from annual to every two years in 2010. The college district is currently being audited under this new audit schedule. In addition to the state audit, in the past years, the State Board (SBCTC) has conducted its own annual operational audit of the colleges. The SBCTC's last audit had no significant findings for Seattle Central. Regular practice of monthly reconciliations by both the State Board and the district Financial Services Office alert the college of any errors and help resolve any issues from the Financial Management System (FMS) in a timely manner.

### **Fundraising (2.F.8)**

Seattle Central Community College Foundation, a closely affiliated 501(c)(3) nonprofit entity, engages in institutional advancement activities directly related to the college's mission and goals. The foundation focuses on attracting philanthropic support for the college and its students, primarily in the form of major contributions and planned gifts. For the year ending June 30, 2011, the foundation received \$618,580 in contributions excluding in-kind donations, and for the year ending June 30, 2010, the foundation received \$1,324,148 in cash contributions excluding in-kind donations. In December 2011, the foundation received a donated vessel, the Zenith, fair market value of \$3.75M. This vessel will be used for instruction at the Seattle Maritime Academy, a program of Seattle Central Community College.

As of June 30 2011, the foundation held endowments in the amount of \$6.5 million and awarded 155 scholarships totaling approximately \$350,000 for the 2011-2012 academic year. Over the past five years the foundation also contributed \$9.5 million in cash and in kind grants to college departments, \$87,000 to the college's childcare center, and \$225,000 to support the tutoring program

## **Standard 2.G - Physical and Technological Infrastructure**

### **Physical Infrastructure (2.G.1; Eligibility Requirement 14)**

Consistent with the college's mission and core theme objectives, the Facilities and Plant Operations department seeks to provide clean, accessible, safe, secure, and sufficient facilities in order to ensure a high quality learning environment for students and a positive work environment for faculty and staff.

#### Physical Resources

Seattle Central's physical resources include 14 buildings (a total of 989,757 GSF) on the main campus in Seattle's Capitol Hill neighborhood, one building at SVI, one building and a pier at the Seattle Maritime Academy, and two buildings at the Wood Construction Center. During the last three biennia (2005-2007 to 2009-2011), the college successfully secured state appropriations for several major capital projects and some essential facility repairs totaling approximately \$100 million, \$94 million of which are for seven major construction projects. These projects have helped address much needed space needs and improved facilities for support instructional programs and services. Tables 2.9 to 2.12 below detail the accomplishments of facilities improvement from 2005 to fall 2011.

For improving facilities through renovation, additions and repairs, the following major capital projects have helped to improve and modernize many areas of the college.

Table 2.9 – Seven Major Capital Projects Completed Since 2005		
Building	Location – Program	Amount
Broadway North	1 <sup>st</sup> Floor – Student Services	\$ 5,436,935
Science and Math (SAM)	New Building – Science and Math	\$19,182,800
Broadway North	5 <sup>th</sup> Floor – Creative Arts	\$ 8,121,215
Seattle Maritime Academy	Bulkhead Replacement	\$ 1,956,000
Wood Construction Center	Replacement Pre-design	\$ 2,549,000
Edison North	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> floors – IT, Culinary Arts, Continuing Ed., Apparel Design	\$18,284,000
Plant Sciences Building	New Building – Sciences	\$ 989,179
<b>Total</b>		<b>\$56,519,129</b>

Table 2.10 – Major Capital Projects in Process as of Fall 2011		
Building	Location – Program	Amount
Wood Construction Center (WCC)	Replacement of 5 buildings	\$24,645,000
Seattle Maritime Academy (SMA)	Portables Replacement at SMA	\$18,705,000
<b>Total</b>		<b>\$43,350,000</b>

For improving and sustaining the quality of the physical environment, the college has completed several major and minor projects designed as upgrades or improvements since 2005.

**Table 2.11 – Major Upgrades or Improvement Since 2005**

<b>Building</b>	<b>Project</b>	<b>Amount</b>
Broadway-Edison Building	Edison North Roof Replacement	\$ 1,820,349
Seattle Vocational Institute (SVI)	Boiler/heat pump replacement	\$ 416,243
South Annex	Exterior window painting, stairs replacement, & other safety repairs	\$ 220,000
Broadway Performance Hall (BPH)	Repair and painting of exterior windows and doors	\$ 81,000
BPH	Interior lobby areas-floor replacement, wall restoration and painting, ceiling replacement	\$ 30,000
<b>Total</b>		<b>\$ 2,567,592</b>

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

**Table 2.12 – Maintenance and Repair Projects**

<b>Building</b>	<b>Project</b>	<b>Amount</b>
Broadway-Edison (BE) and SAM	Entry repairs/access control	\$ 117,975
Plaza in front of BE	Brick paver repairs	\$ 20,700
Parking Garage/Restaurants	Canopy replacements	\$ 70,000
BE and Fine Arts (FA)	Elevator modernization	\$ 915,376
Parking Garage	Barrier and cable repairs	\$ 20,000
FA	Plaster removal	\$ 16,640
BE, BPH, MAC, FA	Expand access control and cameras	\$ 80,000
FA -Egyptian Theater	Canopy repairs	\$ 13,721
<b>Total</b>		<b>\$ 1,254,412</b>

### Maintenance and Custodial Support Resources

Facilities and Plant Operations provides a clean, safe, and well functioning environment to support learning and instruction. The department conducted two surveys on cleanliness in 2011. The results were shared with the college community and an action plan for improvement has been developed and implemented. To promote and improve services and maintain a healthful campus environment, the department has developed uniform standards for

cleanliness. The recycling program has contributed to environmental sustainability by increasing recycling and reducing material sent to landfill.

Another significant step toward sustainability efforts is the ESCO Project, a project that focuses on energy and resource conservation for all facilities. Centerpieces of this ongoing project include:

- Replacing outdated, energy inefficient and failing HVAC systems and controls in many of the buildings as well as replace the single pane east skylights in the Broadway-Edison Building
- Upgrading and replacing interior and exterior lights to improve energy efficiency at multiple buildings on campus
- Retrofitting or replacing existing plumbing fixtures in several buildings to improve water conservation

ESCO will greatly improve comfort and efficiency in the college buildings while saving energy and water. After upgrades are completed, the college estimates an annual savings of \$200,000 for energy and maintenance.

To increase efficiency, the Facilities and Plant Operations department has implemented a computerized maintenance management system that improves communication of work orders from the campus at large to the maintenance staff and allows users to track progress on work requested and time.

#### Hazardous or Toxic Materials (2.G.2)

Information on the safe use and disposal of hazardous or toxic materials is provided for faculty and students as required. Staff who handle hazardous or toxic materials receive regular training and/or information. For staff and students in SVI's medical assistant and dental assistant programs, Physicians Compliance Connection LLC provides annual training in compliance with appropriate regulatory agencies and policies, including OSHA, WISHA, HIPAA, and Hazardous Waste Disposal/Going Green. In addition, an MSDS online service provides hazardous product information for staff. As part of a cooperative effort between the Safety and Security department and the Facilities and Plant Operations department, the college's safety coordinator has developed a college-wide comprehensive hazardous waste management program. The program has helped improve the college's practice in using, storing, and disposing hazardous materials and toxic wastes. The coordinator inspects all waste storage areas weekly as required by law. Various academic and work areas all also inspected for safety hazards. Weekly inspection reports with digital photographs are sent to relevant staff, managers, and deans for corrective action. The college uses a state contract to dispose of hazardous waste safely and cost effectively. The Facilities and Plant Operations department conducts monthly safety meetings for custodial and maintenance staff and trains custodians annually on blood-borne pathogens and other on-the-job hazards.

#### Long-Range Capital Planning (2.G.3)

In 2000, the college created its *Strategic Facilities Plan*, which was updated in 2007. In preparation for revised facilities master plan, in 2009 an architectural firm was contracted to develop a vision for the campus boundaries (Exhibit 2.13 -*Campus Expansion Charrette, May 15,*

2009). Based on the identified boundaries, the college evaluated space needs for instructional programs in fall 2009 (Exhibit 2.14 – *Campus Program Summary, December 15, 2009*) and in spring 2011. The college’s *10-Year Capital Plan Summary* (required by SBCTC for capital project planning), has not been updated since 2009 because new capital projects have been suspended since that date. The college’s *Facilities Master Plan* for 2012 integrates with all master planning processes and aligns with Goal 3, Objective C of the college’s *2011-2016 Strategic Plan*. Objective C seeks to “improve and expand facilities to support college changes and growth by applying innovative approaches to develop state-of-the-art facilities and address deficiencies].” The plan aligns with the mission, core themes, and long range educational and financial plans, while positioning the college strategically for future growth.

#### **Equipment (2.G.4)**

Annually, the college uses various funds to provide computing and non-computing equipment that support instructional programs and related services. For 2010-2011, the financial expenditures included the sources listed in the table below:

Sources	Amount \$
Instruction equipment – Regular budget	487,070
Workforce education related funds	65,367
Equipment repairs	27,950
Universal technology fees	712,374
Computer lab fees	562,084
Administrative funds	209,719
Department funds	99,852
Grants –Gates Foundation	786,136
<b>Total</b>	<b>\$2,950,552</b>

For additional information on computing equipment, see Technological Infrastructure below.

#### **Technological Infrastructure (2.G.1; Eligibility Requirement 14)**

The Information Technology (IT) Services division oversees operations, installation, maintenance, and support of technology resources for the college. Areas managed by IT Services include data and voice networks, web servers and web accounts, electronic mail through Google education, classroom technology, student computer labs, technology purchasing, software licensing, hardware and software maintenance, new technologies research, assistance to users in selecting and using hardware and software, all college software installation, and helpdesk services for faculty, staff, and students. The division coordinates with the district for HP-UX and Microsoft Exchange support. IT Services staff consists of a director and 23 permanent and six

hourly employees, <http://seattlecentral.edu/it-services/InformationTechnologyServicesOrgChart>.

### Physical Network Infrastructure (2.G.5)

The technical infrastructure at Seattle Central has appropriate and adequate systems to support the mission and core themes. IT Services provides the academic and administrative and operations for all information technology functions. As part of the Seattle district the college is connected to commodity Internet, high-performance National Lambda Rail, high-performance research network, and high-performance Internet II, through the Pacific Northwest Gigapop at the University of Washington. Internally, a fiber optic network (1 Gigabit per second) provides excellent bandwidth and reliable connectivity. College standards, including Cisco switches and Dell servers, are enforced to reduce costs and to provide robust infrastructure to support responsive teaching and learning. The college operates 18 physical and 12 virtual servers for students, and 31 physical and 59 virtual servers for administrative (faculty and staff) needs. The technical infrastructure is maintained and upgraded to keep up with changing needs.

The college's student network includes 80 switches connecting at 1 Gigabit per second to 1,054 student personal computers (PCs) and 300 student Macintosh computers. The administrative network serves 827 faculty and staff computers connected to 64 switches at 100 Mbps.

Wireless network connectivity using secure Aruba technology is provided in the buildings of Broadway-Edison (BE), Science and Math (SAM), Student Leadership, Fine Arts, and Broadway Performance Hall (BPH). All students and all employees have Wi-Fi accounts. Fortigate firewalls, with appropriate access controls, prevent unauthorized access to the networked devices. Current IT infrastructure is described in detail on the IT Services website in the technology section of our IT Strategic plan, [http://seattlecentral.edu/it-services/ITPlan\\_apx3.pdf](http://seattlecentral.edu/it-services/ITPlan_apx3.pdf). Telephones have been upgraded to IP phones with Power Over Internet where wiring is adequate. Additional IP phones will be deployed as wiring is replaced during construction projects.

### IT Service Delivery

The Seattle district provides e-mail for employees (Microsoft Exchange/Outlook).

Administrative applications (Student, Payroll/Personnel and Financial Management Systems) are statewide operations coordinated through the district. This system was recently updated to modern HP-UX technology managed from the state data center.

The college's IT Services provides software, hardware, and network support for classrooms, computer labs, and offices. IT Services provides a comprehensive helpdesk as well as scheduled and "drop in" IT training for employees. The helpdesk supports the objectives of providing high quality and effective teaching and learning and encourages instructors to harness technology for innovative instruction. In addition to district Exchange accounts, all faculty, staff, and students have permanent Seattle Central e-mail accounts through Google Education, fostering communication between faculty and students and supporting the core theme of being a "catalyst for opportunities and success."

A service level document outlines responsibilities between IT Services and the college's faculty, staff, and students. The agreement specifies the services and commitments provided by campus user support units as well as the IT-related expectations and obligations of employees and

students. The Service Level Document is updated in the annual progress report, and is published on the college website, <http://seattlecentral.edu/it-services/ITServiceLevel.pdf>.

### Classroom Technology

All Seattle Central students and employees have automatically generated login accounts for the student network. General purpose computer labs, classrooms, and the library provide access to the full suite of 120 instructional PC applications. Specialized software suites are provided and supported by IT Services for PC computers located in Science and Mathematics, Basic and Transitional Studies, Seattle Maritime Academy, and Wood Construction; and for Macintosh computers supported by the BITCA division and a Macintosh lab at Wood Construction. All student computers are re-imaged at least weekly to provide current updates and patches, with nightly imaging of the open lab computers in the Computer Center and the library. Specialized software for the IT instruction programs is installed and supported by staff in that department.

One hundred four classrooms are equipped with data projectors, demonstration computers, and connections for laptops; 39 of these rooms also have document cameras. These presentation classrooms are secured by a keycard system (Appendix 2.16 – Demo Room List).

### Computer Labs

The Student Computer Center includes an open lab and eight multi-computer classrooms. The open lab contains 175 PC and 16 Macintosh computers, high speed, monochrome printers, and a color printer. IT technicians are on duty to assist students in the use of the open lab equipment. During academic quarters, this lab is open 7 a.m. to 10 p.m., Monday through Thursday and from 7 a.m. to 5 p.m. on Fridays and 8 a.m. to 6 p.m. on Saturdays. The Computer Center classrooms each contain 30 student computers, a printer, a data projector and a document camera. The classrooms can be scheduled for a full quarter, or for specific days.

Specialized labs, fully maintained and supported by IT Services, are scheduled and supervised by various departments. BITCA's Creative Academy houses nine dedicated Macintosh labs, as well as an output lab and photography studio with Macintosh equipment. BITCA also runs a Macintosh lab at Wood Construction. IT Programs hosts its own server network and three dedicated labs. Other specialized labs are located in Apparel Design, Interpreter Training, Basic and Transitional Studies, and Seattle Maritime Academy. The library contains 60 student network computers and three printers. Four labs are housed in the Science and Mathematics building, serving as classrooms in the morning and as facilitated study rooms, computer labs or classrooms in the afternoon. All student printers are supported through a vendor contract (Appendix 2.17 – Student Computer Lab List).

### Faculty and Staff Computing

Seattle Central's administrative computer network supports 827 faculty and staff desktop computers. All Seattle Central and SVI employees have Citrix accounts, providing virtual desktop access to Microsoft Office, Adobe Creative Suite, Mathematica, and a variety of additional applications. The Citrix system includes 20 applications servers which are backed up nightly. Citrix access is available both on and off campus, and requires only a web browser and login account. Printers are supported through a vendor contract.

### Training and User Support (2.G.6)

Two staff members support a drop-in Technology Learning Center (TLC) where employees can seek informal training and receive immediate help with IT needs. The TLC includes a 13-station training lab (Appendix 2.18 - 2010-2011 Training Schedule).

Although funding for commercial training is limited, IT staff members are encouraged to enroll in appropriate Seattle Central information technology classes. IT Services provides access to the full library of linda.com training materials available to any college employee.

Helpdesk staff members handle normal routine help requests, and visit labs, classrooms, and offices to provide quick help. Problems requiring more time and expertise are referred to the technical staff members. Those requiring more user support are referred to the TLC staff. Technical support is provided by a team of IT specialists. Several of these specialists are dedicated to specific instructional areas. All team members have access to the entire database of helpdesk tickets and can provide assistance where needed.

In winter 2011, a new student helpdesk, funded by student fees and staffed by skilled students, was established to provide student computer support online, by e-mail, by phone, or in person. This student helpdesk is currently co-located with the Learning Support Network. It will move to the new "Information Central" student-managed information facility in summer 2012. The student helpdesk is supported by IT Services in coordination with the Student Life and Engagement division with funding from student service and activity fees.

### Planning (2.G.7)

Strategic planning for information technology is the responsibility of the IT Planning Committee of the IT Council. The committee is chaired by the IT Services director and includes representation from all major divisions and departments. The college-wide *IT Strategic Plan* is reviewed and modified every two years. Progress and status are reviewed and updated annually. During 2010-2011 the committee members contacted every college division to obtain current information on IT needs and plans. In fall 2011, the committee reviewed progress and changes and incorporated the departmental plans into the latest *IT Strategic Plan*, <http://seattlecentral.edu/it-services/strategicplan.php>.

An "IT Impact Statement" is completed whenever departments propose projects that involve technology, a process that allows IT Services to plan for appropriate support, [https://eforms.seattlecolleges.edu/lfserver?DFS\\_Action=RouteGetForm&DFS\\_EventID=75458ec1a55d1ba38e240104\\_1051610465&DFS\\_DataSource=1&DFS\\_FormType=crp](https://eforms.seattlecolleges.edu/lfserver?DFS_Action=RouteGetForm&DFS_EventID=75458ec1a55d1ba38e240104_1051610465&DFS_DataSource=1&DFS_FormType=crp)

### IT Governance and Input (2.G.7)

The IT Services director reports to the vice president for administrative services who chairs the college's IT Council. This council provides guidance, priorities, and communication to the college departments. Council membership includes the IT Services director and fifteen additional voting members, including representatives from each of the following constituencies: instructional departments, Student Services, the President's Unit, Administrative Services, faculty, classified staff, and exempt employees. Additional faculty and staff members participate in IT Council projects through the council's committee structure:

- IT Strategic Planning Committee ~ Focuses on strategic IT planning for the college; evaluates new software, hardware, or connectivity initiatives; coordinates IT issues with institutional research; and reviews and evaluates department IT planning goals
- Instructional Computing Committee ~ Focuses on instructional computing equipment; proposes standards for classroom equipment and environment; prioritizes instructional equipment requests; and presents and resolves instructional concerns related to IT
- Administrative Computing Committee ~ Focuses on non-instructional computing equipment; coordinates with the web page project; considers issues related to Citrix systems; and reviews policies and procedures for employee systems, including notebook computers
- IT Support and Training Committee ~ Focuses on training; reviewing and evaluating IT support issues; and evaluating support and training requirements for IT related activities.

#### Technology Update and Refresh (2.G.8)

Student computers are replaced on a three to four year cycle. Funds from the Universal Technology Fee and Computer Lab Fee provide sufficient replacement coverage for student systems (Appendix 2.19 – Student Computer Replacements). Computers removed from the student network are recycled to faculty and staff desks where employees use Citrix virtualized desktops that have lower technical requirements. Projectors and other classroom AV equipment are replaced only when needed, through state and one-time funds. Network infrastructure replacement also depends on one-time funding.

#### **IT Policies and Procedures**

IT Policies are publicized on the college website at <http://seattlecentral.edu/it-services/policies.php>. Formal policies that cover the use of electronic information resources are indicated in district policy 259 and procedure 259.10-40, <http://seattlecentral.edu/forms/it-services/eir.pdf>. The college complies with the statewide policies regarding IT Security (Washington State Technology Manual), <http://ofm.wa.gov/ocio/policies/manual.asp> and the use of State Resources (WAC 292-110-010), <http://apps.leg.wa.gov/wac/default.aspx?cite=292-110-010>. In addition, the college's procedures and guidelines that cover software licensing and installation and technology purchases supplement the state and board policies, <http://seattlecentral.edu/forms/it-services/SCCCSoftwareProcedure.pdf>. All users must indicate agreement to these policies and procedures when they log in to the college networks.

## CHAPTER THREE - INSTITUTIONAL PLANNING

### Standard 3.A - Institutional Planning

Since 2006, the college has placed strong emphasis on ongoing and systematic college-wide planning through councils, committees, taskforces, and ad hoc workgroups that involve faculty, management teams, staff, and students. These comprehensive planning efforts focus on improving overall institutional effectiveness through operational efficiency, financial accountability, and strategically guided resource allocation. All planning activities are designed to help achieve the institution's existing mission and core theme objectives developed in 2010.

#### Ongoing, Systematic, Integrated, and Comprehensive Planning (3.A.1)

The graphic model presented on the following page illustrates how different aspects of institutional planning integrate to fulfill the college mission and the core theme objectives (Figure 3.1 - Relationships of Mission, Core Themes, and Strategic Plan). The model is also accessible on the college website, <http://seattlecentral.edu/sccc/corethemes.php>, which includes the 2011-2016 *Strategic Plan* (Appendix 3.1).

During the last several years, the college's ongoing, integrated, and comprehensive planning process consists of the following key elements:

- 2006-2011 *Strategic Plan* (Appendix 1.1)
- Cycle of Planning and Assessment - See also 5.B.2 in Chapter Five
- Instructional and Service Initiatives
- *Strategic Enrollment Management Plan* (SEM) - Updated 2012 (Exhibit 3.1)
- *Information Technology (IT) Strategic Plan* - Updated 2012 (Exhibit 3.2)
- *Facilities Master Plan* (in process) (See Exhibit 2.12 - Facilities Master Plan: Planning Documents)

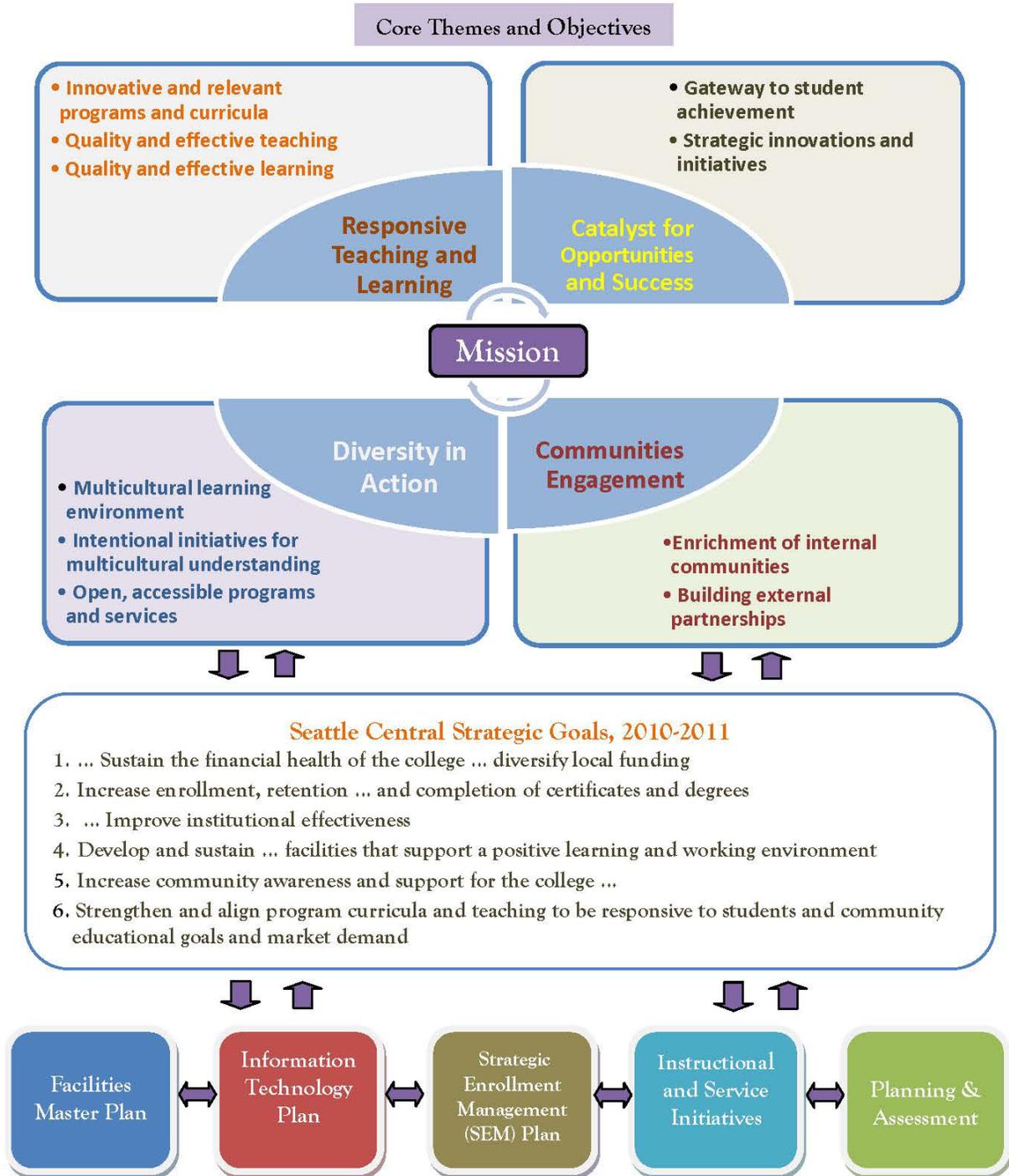
Each element contributes to mission fulfillment (See Figure 3.1). The strategic plan sets the college's overall strategic directions, encompassing strategic operational goals and objectives. The cycle of assessment and planning provides a purposeful and systematic framework for continual improvement of programs and curriculum in the context of the strategic plan and core themes.

The major ongoing institutional assessment cycles include:

- Curriculum Coordinating Council (CCC), comprising four standing committees:
  - ✓ Course Approval Committee - reviews new and revised courses quarterly, except summer. See <https://sites.google.com/a/seattlecentral.edu/ccc/overview-cac>.
  - ✓ Instructional Assessment Committee - instructional programs submit program learning outcomes assessment reports annually, <https://sites.google.com/a/seattlecentral.edu/ccc/overview-iac>.
  - ✓ Program Review Committee - instructional programs are reviewed in a four-year cycle, <https://sites.google.com/a/seattlecentral.edu/ccc/overview-prc>.
  - ✓ Learning Communities Committee - instructional initiatives are ongoing each quarter, <https://sites.google.com/a/seattlecentral.edu/ccc/overview-lcc>.
- Program Analysis and Viability Studies (PAVS) - started in 2005-2006, all instructional programs and support service functions are reviewed in a three-year cycle (See Exhibit 2.5 - PAVS Reports, 2006 and 2009).
- The annual review and update of the College-wide Strategic Plan

**Figure 3.1**

**Relationship of Core Themes and Objectives to College Strategic Goals and Plans**



Instructional and service initiatives are coordinated by the executive vice president in collaboration with the deans, faculty, and program directors of the respective areas. These initiatives are selected for fit with the college's mission, core themes, and strategic plan; initiatives currently underway at the college include:

- Achieving the Dream (AtD), under which the college is addressing student success through establishing and growing the Learning Support Network (LSN), expanding the models and breadth of learning communities, and implementing cohort pathways through precollege courses, such as the Yearlong Algebra Cohort.
- Ready!Set!Transfer!, a Seattle Central-led collaboration with sister colleges, North Seattle and South Seattle, to increase the number of under-represented students succeeding in science, technology, engineering, and math (STEM) courses.
- Statway™, a new initiative to strengthen the pathway to and through college math in community colleges sponsored by Carnegie Foundation for the Advancement of Teaching.
- Participation in the "Pathways to Completion" initiative funded by the Gates Foundation in January 2012 for all three colleges in the district (Appendix 3.2 – Pathway to Completion).
- Planning for additional Bachelor of Applied Science (BAS) degree programs.

In 2009, the college developed a *Strategic Enrollment Management Plan* (SEM) to apply intentional strategies to monitor and improve different categories of enrollment, including state-supported FTES and contract education. The plan includes selected indicators to measure enrollment changes.

A comprehensive *Information Technology Strategic Plan* was created in 2010 and IT services coordinates reviews of this plan regularly. The latest update was begun in fall 2011 with the participation from the IT Strategic Planning Committee (comprised of faculty and staff) and input from divisions and departments.

Concurrent with operational planning, in 2009 the college embarked on developing a new comprehensive facilities master plan, which included both a review of the main campus boundaries and an instructional space needs analysis. Initial results were shared at the campus In-Service Day in fall 2009. In May 2010, the campus selected an architectural firm to begin phase two of the process and convened a campus Facilities Master Planning Committee composed of administrators, staff, faculty, and a community member. Consultants produced an assessment of facilities needs and projections of future demand with guidance from the college mission, core themes, and strategic plan. The assessment also incorporated the instructional vision for the college provided by the Deans Group and other institutional data provided by the office of SIIR. The draft progress results were shared with the Deans Group several times and with the college community on Campus Engagement Day in fall 2011.

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

In summer 2009, the college established a calendar for integrating strategic planning, progress evaluation, and resource allocation processes. Updated in fall 2011, the calendar below reflects changes in the current college leadership structure and administrative committees:

Calendar	Annual Strategic Planning, Evaluation, Reporting, and Resource Allocation
Summer	<p>Divisions and departments evaluate their strategic plan achievements for the previous academic year.</p> <p>The college conducts annual college-wide strategic planning retreat(s). The strategic plan is updated for the year ahead. Administrative unit retreats may take place prior to or after the college-wide planning retreat(s).</p>
September	<p>Divisions and departments submit their strategic plan progress reports to their respective vice presidents and review the updated strategic plan for the year.</p>
October / November	<p>After the approval of the President’s Cabinet, office of SIIR posts the updated strategic plan on the college website and in e-mail public folders.</p> <p>The president and vice presidents report unit level strategic plan achievements to the College Council Strategic Planning Workgroup via the office of SIIR. The workgroup reviews the reports and identifies key elements for college-wide reporting.</p>
January/ February	<p>The Strategic Planning workgroup presents the findings from their review of strategic plan achievements to College Council</p> <p>Office of SIIR shares strategic plan achievements with the college community through the college website and public folders.</p>
February / March	<p>The college begins its budget forecasting process.</p> <p>The President’s Cabinet identifies funding priorities for the new academic year.</p>
March / April	<p>The college begins the budget planning process for the new academic year.</p> <p>Budget Advisory Committee (BAC) makes recommendations on budget planning guidelines and principles. The College Council reviews, evaluates, and forwards BAC’s recommended guidelines and principles to President’s Cabinet for approval.</p> <p>Divisions and departments prepare their budget proposals based on recommended guidelines and principles.</p>
May	<p>Divisions and departments submit budget proposals to unit administrators.</p> <p>Unit administrators present unit budget proposals to the College Council and BAC.</p> <p>The College Council and BAC to evaluate unit budget proposals and make budget recommendations to the president.</p>
June	<p>The vice president for administrative services conducts a campus-wide budget hearing to inform the college community of the budget recommendations for next academic year.</p> <p>The President’s Cabinet finalizes the new budget and submits it to the District.</p>

The adoption of the process shown in this calendar allows the President’s Cabinet and the College Council review the strategic plan achievements of the previous year shortly before the annual budgeting process begins with setting priorities for the next academic year.

**Sharing of Plans with Appropriate Constituencies**

The strategic plan and other related plans are routinely shared with both internal and external audiences. As described in Table 3.1 below, an inclusive set of college committees and advisory groups are involved in the planning processes. The strategic plan is presented and discussed in meetings of the various stakeholder groups and incorporated into strategic planning processes at

the division and program level as well as other institutional planning. Information about instructional initiatives such as AtD is shared through various channels such as college-wide sharing sessions held in spring. Information about the plans for program and curriculum review and instructional assessment are posted on the college website and communicated to faculty at departmental and division meetings and retreats.

The *IT Strategic Plan* is reviewed and updated annually in reference to the college strategic plan, the budget planning process, and the specific strategic priorities relating to IT. The *IT Strategic Plan* is posted on the college website and in the public folders in the e-mail system. The college strategic plan also informs the campus facilities master planning process. As the facilities master plan develops, each step of the process is shared with internal constituents through presentations on Campus Engagement Day, workshops on President's Day, and discussions with the various campus committees and councils. External constituents are engaged in this process by including community members on the Facilities Master Planning Committee and the President's Business Advisory Council.

### **Broad-Based Comprehensive Planning Process (3.A.2)**

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

Table 3.1 – Membership Categories of Key Planning Committees and Workgroups					
Name of Group	Administrator	Managerial /Staff	Faculty	Student	Community Member
Accreditation Steering Committee	10	1	2		
Strategic Planning Taskforce	13	5	3	2	
Strategic Enrollment Management Cte. (As of Feb 2012)	14	10	4		
IT Strategic Planning Cte.	4	2	5		
Facilities Master Planning Cte.	12	3	2		1
College Council	2	7	5	3	
Budget Advisory Committee (BAC)	3	4	2	3	
Citizens Advisory Cte.					4
President's Business Advisory Council					9
TAC Committees					185

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

The strategic plan for 2006-2011 was developed through a process that engaged faculty, staff, administrators, and students in discussions and workshops in a variety of venues. The goals and objectives articulated in the *2006-2011 Strategic Plan* provided a clear statement of direction and priorities for the college. This plan was based on work starting in 2005 that involved constituents throughout the college in reviewing the mission and values. During the life of the plan, annual reports on strategic plan achievements were shared with the College Council and

published in the e-mail public folders. Annual strategic planning retreats of the broadly representative strategic planning taskforce provided opportunities for input, which resulted in developing a sixth strategic goal in 2008 as well as some revisions to objectives. The President's Cabinet approved the strategic plan updates each year, and the most current version was shared broadly including posting on the college website and in the e-mail public folders for college-wide access.

In 2007-2008, enrollment data showed an ongoing downward trend, prompting the president to convene a Strategic Enrollment Management (SEM) Committee to develop goals and strategies to address enrollment challenges. The committee developed a SEM plan for 2008-2011, which was updated in 2009. Enrollments rose in 2009-2010, and remained close to the target level in 2010-2011. Workgroups of this committee met several times during 2009-2010 to discuss the goals and strategies, but made no substantial revisions to the original plan. Efforts to review and update the SEM plan are in process to reflect current conditions and enrollment projections. Recognizing the special challenges facing SVI, a separate SEM plan was created for SVI in 2011.

Over the course of the *2006-2011 Strategic Plan*, the college continued to develop and refine the strategic plan reporting process and calendar to enhance the level of integration across the various elements of the overall planning process. Annually, strategic plan reports of the four administrative units (Instruction, Student Services, Administrative Services, and the President's Office) were compiled and posted in the e-mail public folders. To improve alignment of strategic planning with the budget planning process, the integrated planning calendar was revised in 2010. Divisions and departments provide annual strategic plan progress reports in fall, with presentation to College Council prior to the start of the budget planning cycle. In 2011, a further refinement was made with the appointment of a strategic planning workgroup of College Council members. The workgroup reviews the reports, identifies highlights and makes recommendations for improvements in the reporting process.

A strategic planning taskforce, comprised of faculty, students, staff and administrators, was appointed by the president in September 2010 to develop the new strategic plan for 2011-2016. After working for two quarters, the taskforce produced a draft strategic plan that was shared widely across the college at various regular group meetings. Feedback was incorporated into the final document, which was approved by the President's Cabinet on October 18, 2011 and posted on the college website and in the e-mail public folders. The strategic goals and objectives in this plan become the operational plan for the college to achieve the core themes, thereby fulfilling the mission over the next accreditation cycle starting 2012-2013.

Beyond engaging constituents from throughout the college and the community in the planning committees described in Table 3.1, the college has used quarterly Campus Engagement Days except summer (formerly In-Service Days) and annual President's Day events to communicate broadly and get input about the core themes and objectives, strategic plans, and the college's strategic priorities. On President's Day, open-invitation workshops are offered on topics of interest to the college community. The workshops cover such topics as strategic planning, instructional assessment, and accreditation. Feedback is recorded and incorporated into the respective planning processes (Exhibit 3.3 – Campus Engagement Days: Agendas and Handouts).

The campus-wide engagement/in-service days are an important source of additional input for the planning process. These half-day events engage faculty, staff, and administrators from throughout the college by providing opportunities for cross-institutional discussions around key focus areas. As a means to provide further opportunities for members of the college community to propose new ways to address the college's strategic priorities, in 2011-2012 the college piloted a system for submitting and vetting "big ideas." A workgroup of the College Council reviews submissions, and the Council forwards recommendations to the President's Cabinet for approval. As of February 14, 2012, seven ideas had been submitted and reviewed. The President's Cabinet has approved one of these ideas for funding, and the project is in the development phase. In keeping with strategic priorities of improving student recruitment and retention and operational efficiency, as well as supporting the core themes of catalyst for opportunities and success and diversity in action, the approved idea involved developing online tools for advising workforce education students.

In winter 2011, a particularly intensive planning effort was undertaken for the Seattle Vocational Institute (SVI). In concert with the college-wide development of the strategic plan for 2011-2016, an expert team of external facilitators led a group composed of the SVI leadership, faculty, staff, and alumni to develop a SVI strategic plan. The effort began in January 2011 with bi-weekly work sessions and culminated with a new division-level strategic plan for SVI that was shared broadly with SVI constituents at a retreat on July 21-22, 2011 (Exhibit 3.4 - SVI Strategic Plan 2011-2016 and Planning Documents).

As part of the ongoing effort to assure an efficient, effective, integrated, and participatory planning process, in summer 2011 the President's Cabinet revised the college governance committee structure. A key change was to delegate responsibility for strategic planning and the vetting of ideas for innovation ("big ideas") to workgroups of the College Council. As of winter 2012, the College Council is responsible for planning Campus Engagement Days. The latest Campus Engagement Day on February 22, 2012 focused on program analysis and viability with break-out sessions specifically addressing student success, program learning outcomes and curriculum mapping, and data collection for measuring program sustainability.

### **Planning Process and Data Evaluation (3.A.3)**

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

- The SBCTC systems, known as the Student Management System (SMS), the Personnel and Payroll System (PPMS), and the Financial Management System (FMS). Data Warehouse files, released quarterly, facilitate access to these data.
- SBCTC Student Achievement data, including reports of momentum points and cohort analyses presented in the statewide Governance Institute for Student Success (GISS) data
- National surveys of student satisfaction and engagement, such as the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE)
- Resources for regional economic and labor information, including data reported by the state Office of Financial Management, Employment Security Department; the U.S. Census Bureau,

and Department of Labor; and proprietary data providers such as EMSI (Economic Modeling Specialists Inc.), both directly and as embodied in reports such as the SBCTC Mission Study and the Seattle district's Environmental Scan

- Local surveys, regular and ad hoc, including graduates; students in specific programs or classes; faculty; employers; and focus groups of students and faculty
- Data collected in the course of new initiatives, such as Achieving the Dream (AtD)
- Data assembled by the Seattle district offices, especially from the office of Education, Planning, eLearning and Workforce Education

### **Priorities and Resource Allocation (3.A.4)**

The college's integrated planning process and annual evaluation of strategic plan achievements together with supporting data guide decisions on budget allocations, planning for instructional programs, and other college operations. The planning process plays a central role in major decisions, such as those related to adding, revising, or deleting programs and engaging in major local, regional and state initiatives. Strategic priorities are determined by the President's Cabinet. For the 2009-2011 biennium, the priorities were: 1) recruitment – attainment of enrollment targets; 2) retention – promoting student success; and 3) facilities appearance. In 2010, faced with significant reductions in state funding, the college added to efficiency, accountability, and innovation to existing priorities for the budget allocation process. The 2011-2013 priorities are efficiency, accountability, and innovation.

These strategic priorities have guided the college in identifying, evaluating, and implementing changes necessitated by the state's substantial cuts in appropriations for 2011-2013. Applying the strategic priorities, within the framework of the strategic plan and core themes, the college made critical decisions in the resources allocation process for 2011-2012. Examples include:

- Offering early retirement incentive packages to encourage qualified faculty, administrators, and staff to retire early in order to save costs for salaries and fringe benefits in the long run. This district-wide offer is available again in spring 2012.
- Substantially transforming and revitalizing SVI by identifying opportunities to enhance student success while achieving operational efficiencies. For example, the college asked faculty and administrators of the programs of dental assistant (SVI) and dental hygiene (Seattle Central) to work together to articulate classes and to integrate resources where possible to create a more seamless pathway for students and reduce redundancies across the two locations. As described in the addendum of this report, student services at SVI has been reorganized and a concerted effort has been made to create an intake process that better enables the unique population of students SVI serves to be successful.
- Closing three profession-technical programs and moving one program to self-support based on analysis of instructional program sustainability data and other criteria, such as FTES, student faculty ratio, cost per FTES, student success in completion of degrees and certificates, and job placement rates.
- Elimination of the Information Center based on data showing redundancies in service provision with campus Safety and Security and Student Leadership's information desk.

### **Emergency Preparedness and Operation Continuity (3.A.5)**

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

The Emergency Action Plan includes the following ongoing practices:

- Facilities staff regularly complete all fire alarm testing and inspect fire extinguishers as scheduled.
- The college conducts a quarterly evacuation drill, usually on the 11<sup>th</sup> day of the academic quarter, as part of the district-wide emergency response.
- The Public Information Office uses a “Campus Alerts” system to send out text messages to cell phones and both personal and work e-mail addresses in the event of a campus emergency or an unplanned closure. Students and employees can register online for the Campus Alerts system. In addition, emergency messages are also posted on the college’s main website and in Facebook status updates.

As required by Washington state regulation, WAC 296-800-13020, the college maintains a standing Campus Safety Committee to address safety and emergency issues on campus. Responsibilities for the committee include: reviewing safety and health inspection reports to help correct safety hazards, evaluating and conducting accident investigations to determine cause(s), and making recommendations for improvement. Members of the committee include faculty, staff, and administrators. Approximately half of the members in the committee are appointed by the two employee unions, the American Federation of Teachers and the Washington Federation of State Employees. The rest of the committee members are recruited at large by the director for Safety and Security.

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

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

## Operation Continuity

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

- In the event that specific buildings or part of a building becomes unusable due to an unexpected incident, the college could shift some programs to another building or location while waiting for reconstruction or repair of the damaged facility.
- In the event of an emergency affecting a large proportion of the campus, the college could move a significant portion of its operations to one of the other two colleges within the district according to an agreement among the district chancellor and presidents of the other colleges.
- In either event, given the availability of technology, non-essential employees could be asked to work from remote locations by telecommuting to minimize relocation costs and to quickly allow programs to continue their functions. All employees have access to Citrix, a remote desktop system, which would facilitate telecommuting for many functions.
- As part of the CTC system, in the case of a regional catastrophe affecting the infrastructure of all colleges within the Seattle district, the college would have to depend on the State Board and legislature for state-level resources and assistance. In addition, the college would likely have to request federal assistance through FEMA for reconstruction and to continue operations.

## CHAPTER FOUR – CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT

### Executive Summary of Eligibility Requirements 22 and 23

All degree and certificate programs that require 45 or more credits have identified program learning outcomes to articulate expected student achievement. These program learning outcomes are published in the college website on each program's web page. Annual assessment reports for program learning outcomes from 2006-2008 to 2010-2011 are published on the college's Instructional Assessment Committee web page (*Eligibility Requirement 22*).

To improve institutional effectiveness, Seattle Central began assessing its achievement of mission by systematically evaluating the accomplishment of its annual strategic goals identified in the *2006-2011 Strategic Plan*; annually, a college-wide workgroup uses the evaluation results to update the strategic goals and objectives for the following year. In 2010, Seattle Central engaged the college in developing four core themes and 10 objectives in preparation for the comprehensive self-evaluation. The college began evaluating its achievement of these core themes in 2011, and the evaluative results were shared with all college constituencies in winter 2012. The accomplishments associated with these themes are discussed in this chapter (*Eligibility Requirement 23*).

### Introduction

After the regular interim visit in May 2010, the college had 20 months to prepare the comprehensive self-evaluation report for the visit scheduled for April 2012. Therefore, the college lacked sufficient time to develop multi-year data to support the indicators of achievement and make major planning changes. The following sections discuss the ongoing planning and data collection efforts that have been in place for the last several years. As explained in chapter one, data from 2006-2007 are used as baseline targets for most of the indicators to assess the achievement of core theme objectives and outcomes. For several indicators, data from 2005-2006 to 2009-2010 are used because more current data is unavailable or inconsistent. In cases where the targets are based on a multi-year period, such as program completion (graduation) rates, required the use of data prior to 2006-2007 to cover an earlier span of years. For a limited number of indicators, such as the Learning Support Network (LSN), associated services or activities began after the baseline year of 2006-2007.

In spite of these exceptions, efforts in recent years have created sufficient data and documentation to evaluate the achievement of outcomes and core theme objectives.

### Method for Assessing Accomplishment and Mission Fulfillment

As approved by the President's Cabinet and stated in chapter one, the college has adopted the following assessment methods and guidelines for measuring the achievement of indicators, outcomes, objectives, core themes, and mission fulfillment:

- All indicators of achievement are to be evaluated as “met” or “unmet” the stated targets, which are expressed either as a number or a percentage. As applicable, 75 percent achievement of the target would be considered as “met.”

- An outcome is considered “met” with at least 75 percent of its indicators meeting the targets.
- An objective is considered “met” with at least 75 percent of its outcomes met.
- A core theme is considered “met” with at least 75 percent of its objectives met.
- Extent of mission fulfillment is stated in terms of the cumulative percentage of the accomplishment levels of indicators of achievement, outcomes, objectives, and core themes. The threshold for mission fulfillment is 75 percent.

## Section 1 - Core Theme 1: Responsive Teaching and Learning

### Core Theme Planning (3.B)

The college selected contributing programs and services for this core theme with guidance from the comprehensive planning in 3.A. These programs and services as well as data collection and analyses are described below.

#### Contributing Programs and Services (3.B.1 to 3.B.2)

Responsive teaching and learning requires ongoing collaboration and coordination among all instructional programs and support services. Planning efforts for this current cycle began in 2005-2006 after the last accreditation visit. Major components that have contributed significantly to achievement of intended outcomes of core theme objectives include the following key activities:

- Establishment of the Curriculum Coordinating Council (CCC) – The new council structure split curriculum functions into four committees: Course Approval Committee (CAC), Learning Communities Committee (LCC), Instructional Assessment Committee (IAC), and Program Review Committee (PRC). Since January 2009, these four committees have worked closely together to integrate curriculum planning, review, and assessment and to assist faculty in improving the quality of instructional programs content and teaching, <https://sites.google.com/a/seattlecentral.edu/ccc/home>.
- Revision of the college-wide student learning outcomes in 2009-2010 – The previous college-wide student learning outcomes (CWSLO) had been developed more than 15 years ago when standards for learning outcomes were viewed differently. These outcomes listed learning outcome categories that lacked clear articulation. The process of reviewing and approving a new set of CWSLO involved college-wide input and participation from faculty, students, staff, and all levels of administration.
- Adoption of a standardized assessment based on a model created by Ruth Stiehl and Les Lewchuck – This model provides direction and process for assessing learning outcomes. The model centers on a ‘curriculum map’ for planning and reviewing programs. By fall 2008, each instructional program had completed its own learning outcomes assessment document set, including a 2006-2008 assessment report, program learning outcomes, a curriculum (program) map, and a program outcome guide (POG).
- Implementation of the Program Analysis and Viability Study (PAVS) – The study requires all programs and services evaluate their respective areas using consistent sets of criteria across Instruction, Student Services, and Administrative Services. The triennial study was conducted

in 2005-2006 and 2008-2009. PAVS reports have been a key required document for the review of instructional programs.

- Application of evaluation results for instructional planning – Instructional programs use program review results, learning outcomes assessment, and specialized accreditation recommendations to make changes in courses and curricula for program quality improvement.
- Acquisition of external funds to enhance teaching effectiveness, stimulate innovative pedagogies, enrich learning, and improve support services – During the last five years, the college has secured several major external grants. For 2010-2011, the total amount exceeds \$5,500,000.
- Establishment of the college’s initial bachelor degree program – The first cohort of Applied Behavioral Science (ABS) students entered the program in fall 2009.
- Application of new technology in instruction and communications among faculty and students as well as employees – Faculty have expanded use of web pages, Google applications, Angel, and Tegrity in instruction, facilitated by the addition and/or improvement of computer and media equipment in classroom teaching, such as computer projectors and document cameras (Elmos). Faculty and staff now have virtual desktops through Citrix to allow anywhere access to common applications and files.
- Significant facility improvements to support instruction and services – From 2005-2006 to 2010-2011, the college completed major new, replacement, and renovation capital projects as well as major maintenance projects totaling approximately \$100 million.

### **Data Collection and Analyzes (3.B.3)**

Data available from SBCTC are often tabulated by the office of SIIR to support college-wide and departmental planning and grant applications. The office also provides data for program reviews and PAVS reports. The college uses surveys (at both college-wide and program levels) to obtain feedback from students, faculty, and staff, and to measure student achievement and satisfaction. A college-wide graduate survey has been conducted annually using a standardized format since 2009. Instructional programs and service departments periodically survey their students and conduct focus groups. In fall 2011, the college participated in Community College Survey of Student Engagement (CCSSE) and became part of the 2011 cohort. Results of these surveys and SBCTC data are also applicable for evaluating the indicators, objectives, and outcomes in core theme two – Catalyst for Success and Opportunities.

### **Assessment (4.A)**

This core theme includes one outcome for objective 1.A., two outcomes for objective 1.B, and three outcomes for objective 1.C. The analysis results of the indicators of achievement confirm that the college has successfully achieved core theme one. Details of the analysis are discussed in the following tables from 4.1.1 to 4.1.3.

**Table 4.1.1 – Objective 1.A: Innovative and relevant programs and curricula**

Outcome 1.A.1: Curricula are reviewed and updated regularly to stay current.

Indicator	Title	Baseline		Achieved		Met
		Year	Target	Year	Result	
1.A.1.a	Completion rate of instructional programs reviewed in a four-year cycle	2006-07	75% = 30/41	2010-11	85% = 35/41	✓
1.A.1.b	Increase in number of courses revised or created to improve quality	2006-07	58	2010-11	65	✓
1.A.1.c	Success rate of professional-technical programs meeting specialized accreditation requirements	2006-07	75% = 6/8	2010-11	88% = 7/8	✓

All three indicators met the baseline targets, accomplishing objective 1.A. In 2006-2007, the college established a goal to review all instructional programs in a four-year cycle. Out of 41 programs, the Program Review Committee (PRC) completed reviews for 35 programs, representing an achievement level of 85 percent. By winter 2011, all 41 programs had been reviewed over a period of nearly 14 quarters (four and a half years, excluding summer). The program review cycle began anew in winter 2011. The Applied Behavior Science (ABS) program was reviewed in fall 2009 and fall 2011.

During the last five years, instructional programs have been active in creating new courses and revising existing ones with a goal of updating and improving course quality and curricula. Of the 340 courses approved, 215 (63 percent) were from the professional-technical programs while 74 (21 percent) were from academic transfer programs. There were 97 (29 percent) new courses established and 243 (71 percent) courses revised.

Eight of the professional-technical programs require specialized accreditation by their respective external accrediting agencies. From 2006-2007 to 2010-2011, seven programs received accreditation reaffirmation: Culinary Arts, Dental Hygiene, Dental Assistant, Medical Assistant, Nursing, Opticianry, and Respiratory Care. The accreditation status for Surgical Technology was successfully reaffirmed after a required re-visit in fall 2011.

Table 4.1.2 – Objective 1.B: Quality and effective teaching

Outcome 1.B.1: Faculty use a variety of innovative pedagogies.						
Indicator	Title	Baseline		Achieved		Met
		Year	Target	Year	Result [% Increase]	
1.B.1.a	Success (passing) rates of CSP students	2006-07	80%	2010-11	87%	✓
1.B.1.b	Success (passing) rates of I-BEST students	2006-07	89%	2010-11	91%	✓
Outcome 1.B.2: Faculty incorporate program and college-wide learning outcomes in courses.						
1.B.2.a	Students' mastery of college-wide student learning outcomes (CWSLO)	2009	79%	2011	86%	✓
1.B.2.b	Students meeting "Academic challenges" that incorporated the concepts of CWSLO	2011 cohort	50	2011 cohort	51.40	✓
1.B.2.c	Students participating in capstone projects or portfolio shows	2006-07	278	2010-11	329 [16%]	✓

All indicators met their targets. The college has achieved both outcomes and objective 1.B for quality and effective teaching. Seattle Central highly values innovation in teaching. As an early adopter of coordinated study programs (CSP) in the 1990s, the college has continued to encourage faculty use CSP methodologies across disciplines. The success rate (passing rate) for students in CSP courses has improved from the baseline year. Students in I-BEST courses also achieved a higher success rate in 2010-2011.

An analysis of annual graduate surveys from 2009 to 2011 indicated improved achievement rates for the college-wide student learning outcomes (CWSLO). CCSSE survey questions related to "academic challenges" include concepts similar to the college's CWSLO, such as analyzing, synthesizing, making judgments, applying, and using information. The results for these questions showed that students at Seattle Central achieved a slightly higher rate than that of the average national 2011 cohort.

Many professional-technical programs have embedded the CWSLO into their program learning outcomes and required competencies. In many programs, students are required to complete capstone projects or portfolio shows as final projects. These projects demonstrate cumulative learning achievement at the end of a program. Student participation and success reflect their achievement of the program learning outcomes and CWSLO.

Table 4.1.3 – Objective 1.C: Quality and effective learning

Outcome 1.C.1: Students are responsible and engaged learners.						
Indicator	Title	Baseline		Achieved		Met
		Year	Target	Year	Result [% Increase]	
1.C.1.a	“Active and collaborative” in learning	2011 cohort	50	2011 cohort	53.9	✓
1.C.1.b	Demonstrating “student effort”	2011 cohort	50	2011 cohort	52.8	✓
1.C.1.c	Persistence rates of degree seeking students participating in tutoring supported by the Learning Support Network (LSN)	2010-11	65%	vs. non-LSN	76%	✓
1.C.1.d	Persistence rates of TRIO students (Student Academic Assistance)	2006-07	79%	2010-11	86%	✓
1.C.1.e	Students’ usage of online information resources	2005-06	232,197	2009-10	416,086 [79%]	✓
Outcome 1.C.2: Students persist and make progress in their chosen programs.						
1.C.2.a	Persistence rates: fall to winter and fall to spring	2006-07	65% & 54%	2010-11	69% & 59%	✓
1.C.2.b	Persistence rate of first and second cohorts of ABS students: first to second quarter and first to third quarter	2009-10	89% & 83%	2010-11	92% & 84%	✓
1.C.2.c	College-wide students’ achievement in momentum points (SBCTC)	2006-07	12,153	2010-11	15,847 [30%]	✓
1.C.2.d	Basic skills students’ achievement in momentum points (SBCTC)	2006-07	3,078	2010-11	6,013 [95%]	✓
1.C.2.e	Students’ momentum point achievement in college readiness (SBCTC)	2006-07	2,158	2010-11	2,984 [38%]	✓
1.C.2.f	Students’ momentum point achievement in 1 <sup>st</sup> 15 credits (SBCTC)	2006-07	2,574	2010-11	2,524 (-2%)	x
1.C.2.g	Students’ momentum point achievement in 1 <sup>st</sup> 30 credits (SBCTC)	2006-07	2,002	2010-11	2,062 [3%]	✓
1.C.2.h	Students’ momentum point achievement in quantitative/computation (SBCTC)	2006-07	1,405	2010-11	1,201 (-15%)	x
1.C.2.i	Students’ momentum point achievement in certificates, degrees, & apprenticeships (SBCTC)	2006-07	936	2010-11	1,063 [14%]	✓

Twelve of the 14 indicators met their respective targets and support the achievement of both outcomes and objective 1.C for quality and effective learning.

Responses to 2011 CCSSE survey questions about “active and collaborative” learning and “student effort” were better than the average of the national cohort.

Indicators in 1.C.1 demonstrate students as engaged and responsible learners who take advantage of opportunities for learning. Degree seeking students who used tutoring services of the Learning Support Network (LSN) achieved higher persistence rates than those who did not take advantage of the LSN services. TRIO students of the Student Academic Assistance (SAA) program have also improved persistence rates in the last four years. Students regularly seek library resources for assignments and have increased their use of online library resources by 79 percent. Library use data from 2005-2006 to 2009-2010 were employed in this analysis because the database statistics for 2010-2011 were generated using a new tracking system that lacks compatibility with earlier data.

College-wide, student persistence has improved from fall to winter and fall to spring as compared to 2006-2007. In the new Applied Behavioral Science (ABS) program, both cohorts achieved persistence rates much higher than that of other programs. ABS students who enrolled during the 2009-2010 are defined as the first cohort (35 students), and students who started the program during 2010-2011 are the second cohort (25 students).

Overall, the college has achieved higher total momentum points in 2010-2011 (30 percent increase) as compared to the total points for 2006-2007. Momentum points for basic skills (ABE, GED, and ESL) programs, which constitute the largest portion of the total points, showed an increase of 96 percent in four years. The college also achieved momentum point increases in the categories of “college readiness” (38 percent), “1<sup>st</sup> 30 credits” (3 percent), and “certificates, degrees, and apprenticeships” (14 percent). However, for the categories of “1<sup>st</sup> 15 credits” and “quantitative and computation,” the momentum points decreased by 2 and 15 percent respectively.

#### **Improvement (4.B)**

The above assessment results confirm the accomplishments of the indicators of achievement, outcomes, and objectives for core theme one. The results of analyses have helped reveal the trends during this period, providing insights for informed planning and for identifying areas for improvement.

Prior to 2009, course approval was the responsibility of a single Curriculum Review Committee, which also conducted program reviews. Although a separate Course Approval Committee was established in 2009 to handle the growth of courses to be approved, streamlining the approval process and maintaining accurate course records has become an issue. In 2011 the district began developing an online system for the course approval process for all three colleges. The new process will allow some flexibility for each college while maintaining consistency for certain common requirements. The new system has been tested and implementation at Seattle Central is expected to start in spring 2012.

A high percentage of the total student achievement in momentum points is from basic skills. Changes in the basic skills enrollment could significantly impact the total momentum points the college can earn. Statewide, the CTC system is projecting a reduced number of basic skills

students. The situation could affect instructional program planning and strategic enrollment management starting in 2012-2013.

The college needs to develop new strategies to improve student persistence rates from fall to winter or from first quarter to second quarter so that greater numbers of students achieve their 1<sup>st</sup> 15 credits and go on to pursue subsequent credits. Other factors identified as contributors to this issue include optional rather than required advising for first-time college students and the need for more extensive information about professional-technical programs so students make more informed choices at the outset. Further analysis and research is critical.

To address low achievement in “qualitative/computation” skills, which reflects students’ first-ever college-level math or other quantitative reasoning course, the college is using various approaches and initiatives to assist students. In addition to services provided by the Learning Support Network (LSN) and other successful AtD strategies, the college anticipates that the newly awarded \$3 million “Pathway to Completion” grant from the Gates Foundation will help improve success rates for students starting in developmental math, increasing the number who pass a college level math course. The three-year grant benefits all three colleges in the Seattle district starting in 2012.

## **Section 2 - Core Theme 2: Catalyst for Success and Opportunities**

### **Core Theme Planning**

This core theme focuses on the college as the catalyst for providing student access to a wide variety of instructional opportunities that meet diverse educational goals, support progress in the educational process, and facilitate educational attainment.

#### **Contributing Components of Programs and Services** (3.B.1 and 3.B.2)

As for core theme one, all instructional programs and support services are designed to contribute to the achievement of the core theme objectives. Specific plans and initiatives discussed below identify the relevant contributing components of programs and support services.

From 2003-2004 to 2008-2009, the college experienced a significant downward enrollment trend and recognized the need to plan more systematically to manage and improve the college’s enrollment while continuing to provide diverse educational opportunities. The goals and strategies identified in the 2009 *Strategic Enrollment Management (SEM) Plan* give directions for actions and identify related plans, documents, and data needed to guide enrollment planning. The plan is updated and reviewed regularly. SVI has also developed its own SEM plan that addresses its special population and targeted market for short-term training (Exhibit 4.1 – SVI Strategic Enrollment Management (SEM) Plan).

The combined planning efforts have helped to increase student access to enrollment opportunities as well as to improve success (passing) rates, program completion rates, professional certification, transfer to four-year institutions, and employment after graduation.

Additional components that contribute to this core theme are reflected in new initiatives supported by various external grants to increase instructional effectiveness. The most significant of these innovative activities are as follows:

**Achieving the Dream (AtD), 2006-2012.** This initiative helps increase student success by focusing on gatekeeper courses, identified as ENG101, ENG102, SOC101, and developmental math courses 081, 084, 085, and 098. The office of SIIR oversees this project involving faculty in English, mathematics, and sociology with the support of the division deans for Science and Mathematics and Humanities and Social Sciences. (AtD also supported the development of the LSN, discussed in section 1.C.1.) The total grant is \$400,000.

**Science, Technology, Engineering, and Math (STEM).** The Science and Mathematics Division has received several external grants to increase STEM enrollment. These grants generally support student retention and transfer, and have focused on underrepresented minority students; students interested in undergraduate research (UGR) at the University of Washington; and the development of essential mathematical concepts (Appendix 4.1 – SAM and STEM Opportunities at Seattle Central Community College). These grants include:

- Building Bioengineering Bridges (3B), 2010-2014 – Funding of \$270,000 from the National Institute of Health (subcontract).
- MESA (Mathematics, Engineering, Science, Achievement), 2009-2014 – A grant of \$275,000 from the National Science Foundation (subcontract).
- Washington NASA Space Grant Consortium, 2009-2010 to 2011-2012 – Amount varies each year from the National Aeronautics and Space Administration (NASA).
- READ! SET! TRANSFER (RST) NSF STEP Project, 2010-2014 – Funding of \$2,000,000 for all three colleges in the Seattle district from National Science Foundation.
- ONSIGHT NSF S-STEM Project, 2010-2014 – Funding of \$1,200,000 for all three colleges in the Seattle district from National Science Foundation.
- Statway™, 2010-2012 – Funding of \$95,000 from the Carnegie Foundation for the Advancement of Teaching.
- Collaborative Research: Six Short Weeks, a Classroom Strategy for Supporting Undergraduate Research in Mathematical Biology, 2011 – \$50,000 from the National Science Foundation.
- Sustainable Agriculture Education (SAGE), 2009-2011 – Funding of \$150,000 from the National Science Foundation.

#### **Other Grants for Specific Initiatives and Support Services**

The college has received additional grants that reflect partnerships with other public and private agencies in the community as well as for instructional innovations and student support. Each of these grants, whether directly or indirectly, has contributed significantly to student success and achievement at Seattle Central.

These grants include:

- SkillUp/Pathways to Careers Initiative (offered through Workforce Development Council/City of Seattle) – In partnership with the Seattle Job Initiative, the Business Information Technology (BIT) program offers working adults the opportunity to earn three short BIT certificates to gain skills that allow them to find employment as office managers in a variety of industries. The grant amount is \$462,775

- 2011-2012 Hospital Employee Education & Training (HEET) Program. A partnership between the colleges of the district and SEIU Healthcare 1199, NW Multi-Employer Training and Education Fund, and Swedish Medical Center, will reach out to incumbent entry level workers and offer advancement pathways. The grant amount is \$379,621.
- Faculty Learning Communities (FLC) grants - Funding of \$18,000 for three faculty learning communities to enhance integrative assignments, information literacy, and chemistry.
- Open Course Library grants - Funding of \$64,000 to design five online courses in chemistry, biology, and library research.
- LSTA Information Literacy (IL) grant - A statewide four-year grant of \$690,000 for the CTC libraries managed by Seattle Central.
- TRIO student support services - A five-year grant of \$466,632 annually renewed for 2011 to 2015.
- Energy Conservation on the main campus - A grant of \$2,000,000 as part of a mixed funding source project totaling \$4,674,123 to improve energy efficiency with expected annual savings in energy costs of \$200,000 after implementation.

#### Data Collection and Analyses (3.B.3)

The college engaged in a careful process to define and evaluate appropriate and meaningful indicators of achievement for this core theme. To analyze achievement, data are extracted mostly from SBCTC sources, the CCSSE survey, annual graduate surveys, and data analyses performed by the office of SIIR. Division deans provide additional data.

#### **Assessment** (4.A)

Two objectives, five outcomes, and 22 indicators of achievement support core theme two. Twenty-one of the indicators are met (2.A.3.c fell short of the baseline target), an indication that on the whole, the college has accomplished the outcomes and objectives. See tables 4.2.1 and 4.2.2 below for details.

Table 4.2.1 – Objective 2.A: Gateway to student achievement

Outcome 2.A.1: Students have access to a variety of viable instructional programs						
Indicator	Title	Baseline		Achieved		Met
		Year	Target	Year	Result [% Increase]	
2.A.1.a	Enrollment increase in state-funded transfer programs	2006-07	2,302	2010-11	2,424 [5%]	✓
2.A.1.b	Enrollment increase in state-funded professional-technical programs	2006-07	1,931	2010-11	2,409 [25%]	✓
2.A.1.c	Enrollment increase in state-funded precollege programs	2006-07	387	2010-11	461 [19%]	✓
2.A.1.d	Enrollment increase in state-funded basic skills programs (ABE/ESL)	2006-07	1,208	2010-11	1,258 [4%]	✓
2.A.1.e	Enrollment increase in contract education with credits	2006-07	840	2010-11	1,075 [28%]	✓
2.A.1.f	Increase in annual state-funded enrollment	2006-07	5,830	2010-11	6,552 [12%]	✓
Outcome 2.A.2: Students complete programs and certificates						
2.A.2.a	Degrees and certificates awarded	2006-07	1,322	2010-11	1,590 [20%]	✓
2.A.2.b	Program completion rate – academic transfer	2003-04	20%	2007-08	22%	✓
2.A.2.c	Program completion rate – professional-technical	2004-05	35%	2008-09	36%	✓
2.A.2.d	Program completion rate – ABS first cohort	2009-10	60%*	2010-11	74%	✓
2.A.2.e	Students' passing rates in professional licensing exams	2006-07	80%	2010-11	85%	✓
2.A.2.f	Educational gains of ABE/GED/ESL students	2007-08	52%	2010-11	57%	✓
Outcome 2.A.3: Students transfer, obtain employment, and attain educational goals						
2.A.3.a	Increase in students transferred to four-year institutions in WA	2005-06	659	2009-10	862 [31%]	✓
2.A.3.b	Student employment rates – Seattle Central	2009-10	72%	vs. CTC	75%	✓
2.A.3.c	Student employment rates – SVI	2009-10	72%	vs. CTC	63%	x
2.A.3.d	Student educational goal attainment	2009	82%	2011	83%	✓

\* See source of target at <http://www.completecollege.org/docs/Washington.pdf>.

The above table shows that 15 indicators are met, but indicator 2.A.3.c is unmet. The college has accomplished outcomes 2.A.1 to 2.A.3, and also objective 2.A.

Students at Seattle Central have access to a variety of instructional programs. In 2010-2011, enrollment in academic transfer programs increased by 5 percent, professional-technical programs by 25 percent, precollege by 19 percent, basic skills by 4 percent, and credit contract education by 28 percent. The overall state-funded enrollment increased by 12 percent over 2006-2007 figures. For several years prior to 2009-2010, enrollments were low. Enrollment increases in all categories during the last two years affirm student access to diverse instructional programs. The majority of credit contract education is provided through the international education program, which has also had significant enrollment growth during the last several years.

Student success and academic accomplishment are demonstrated in the 20 percent growth in degrees and certificates awarded. The program completion rate for academic transfer is defined as a four-year period; data for students starting 2003-2004 to 2007-2008 are used. The completion period for professional-technical (workforce) programs, however, is three years and the data for cohorts starting 2004-2005 to 2007-2008 are used. The first ABS cohort graduated in June and August 2011; therefore, prior year data is not available for comparison, and the college has used a target completion rate of 60 percent. This rate is calculated based on the data taken from the 2011 Complete College America online report, which includes a table showing “graduation on time (within four-years)” of full-time students enrolled in a public college or university in Washington in 2011, <http://www.completecollege.org/docs/Washington.pdf>. The first cohort of ABS students achieved a higher completion rate (74 percent) than the target in two years, a significant achievement given that most ABS students worked while attending the program.

For professional-technical programs that require licensure exams, the aggregated passing rates increased from 80 percent to 85 percent. This achievement ratio is based on the number of students who passed the exams within one year of completing a degree or certificate. Students in some programs, such as Nursing, Dental Hygiene, and Respiratory Care consistently achieved high passing rates of 94 to 100 percent. For basic skills programs, “completion of levels” is used to measure student achievement. The earliest available data from the Washington Adult Basic Education Reporting System (WABERS+) is for 2007-2008, which is used as the baseline year for indicator 2.A.2.f. The achievement of this indicator means that 57 percent of the students completed their respective levels in 2010-2011.

The 2010-2011 data for transfers to independent four-year institutions is not yet available. Therefore, data from 2005-2006 to 2009-2010 are used. The result shows a significant 31 percent increase in transfers to four-year institutions. In recent years, Seattle Central has ranked second among the 34 colleges in the CTC system for the largest number of students transferred to the University of Washington-Seattle.

As changes in unemployment rates directly affect job opportunities for students after they complete a program, student employment status nine months after leaving college is better measured using the average employment rates of the CTC system in the same year than the employment rate changes over a period of time. For 2009-2010, Seattle Central achieved a better employment rate (75 percent) than the SBCTC average of 72 percent. During this same period, SVI achieved only 63 percent. From 2005-2006 to 2006-2007, SVI completers achieved slightly higher employment rates than the state CTC average rates: 85% and 88% vs. 84% and 84% respectively. The analysis confirms that SVI completers had a more difficult time in finding

employment during the economic downturn than students with associate degree level education and training.

In the graduate survey conducted 2011, 83 percent of students report attaining their educational goals at Seattle Central. The finding reflects a consistent level of educational goal achievement for the last three years. This level is a slight improvement over the 80 percent reported by students responding to the graduate survey conducted in 2006.

**Table 4.2.2 – Objective 2.B: Strategic innovations and initiatives**

<b>Outcome 2.B.1: College uses external funding for new and effective ongoing initiatives to support student achievement</b>						
Indicator	Title	Baseline		Achieved		Met
		Year	Target	Year	Result [% Increase]	
2.B.1.a	Increase in external grant funded initiatives	2006-07	19	2010-11	41 [116%]	✓
2.B.1.b	Increase in amount of external grants for initiatives	2006-07	\$1,926,087	2010-11	\$5,565,594 [189%]	✓
<b>Outcome 2.B.2: External funded initiatives increase student achievement</b>						
2.B.2.a	Success (passing) rates in AtD gatekeeper ENG	2010-11	75%	vs. non-AtD	81%	✓
2.B.2.b	Success (passing) rates in AtD gatekeeper MATH	2010-11	71%	vs. non-AtD	73%	✓
2.B.2.c	Success (passing) rates in AtD gatekeeper SOC	2010-11	78%	vs. non-AtD	83%	✓
2.B.2.d	Success (passing) rates in all AtD courses	2010-11	74%	vs. non-AtD	77%	✓

All six indicators of achievements are met. The college has accomplished outcomes 2.B.1 and 2.B.2 as well as objective 2.B.

Grant funding has increased steadily since 2006-2007. For 2010-2011, the college’s total number of external grants increased by 116 percent, and a 189 percent increase in dollar amount over 2006-2007. This growth is the result of the college’s efforts to secure external funds to support innovative initiatives for improving students’ success and achievement. As discussed in 3.B of this section, a substantial number of the grants are for the science and math programs that provide students, especially students of color, the opportunities to enroll in the disciplines of STEM (science, technology, engineering, and mathematics).

Achieving the Dream (AtD) has been a major initiative for the last five years. This grant focuses on improving success rates for students who are first generation, low income, and of color. The results of this work show students who took gatekeeper courses of English, math, and sociology developed under AtD out-performed students in the non-AtD offerings of these courses with better success (passing) rates.

### **Improvement (4.B)**

With the anticipated continuing reduction in state appropriations and tuition increase for next year and near future, maintaining continuous growth in enrollment of all categories is a great challenge. The current *Strategic Enrollment Management Plan* (SEM) includes the latest environmental scan data and other relevant resources to address realistic enrollment targets within budgetary constraints.

To assist students in finding employment more quickly after completing programs, the workforce offices at SVI and on the main campus are developing plans to partner with related businesses and industries to identify job opportunities through a business networking program. Such a network will also allow students to establish mentoring relationships with professionals in related fields. Research shows that most employment opportunities come through social networking.

Professional-technical programs that require external licensure will continue to maintain effective approaches to prepare students for licensing exams as well as to revise and update courses and curricula in meeting the changing requirements of these exams.

External grants have played a critical role in enhancing the college's innovations in both instructional and non-instructional initiatives. In August 2011, the college established a grant office and hired a grant director to monitor all the grant application and management efforts on campus.

The AtD grant ends in June 2012, but the college will continue to participate in the statewide AtD efforts through the State Board, which has received a multi-year statewide AtD grant for the CTC system.

## **Section 3 - Core Theme 3: Diversity in Action**

### **Core Theme Planning (3.B)**

Seattle Central is among the colleges in the CTC system with the most diverse students, faculty, and staff. Diversity is also a core value of the institution. Diversity is demonstrated in the core theme objectives and outcomes through curricula and the profiles of students, faculty, and staff; cross-cultural and interdisciplinary interactions; and instructional program mix and access to program offerings and service through diverse modes of delivery.

#### **Contributing Programs and Services (3.B.1 and 3.B.2)**

The college uses multiple strategies to achieve diversity: instructional programs use creative and innovative approaches to teaching; administrators are committed to maintaining a diverse workforce that reflects the population it serves; faculty and administrators alike promote a global and multicultural learning environment on campus by infusing global themes and multiculturalism in courses and curricula; the college serves diverse learning needs by offering online instruction, online resources, and online student support services; Information Technology Services provides technical assistance to support diversity in instruction and service delivery; and college-wide, students are encouraged to participate in cross-cultural and multicultural activities. Additionally, the successful international education program adds new dimensions of diversity to the college's already diverse multicultural environment.

Some of the key contributing programs and services to this core theme include the following:

- As of fall 2011, a total of 94 courses were designated as “U.S. cultures” or “global studies.” These courses are designed to expand understanding and appreciation of U.S. and world cultures. Although not all courses are offered every quarter, these courses fulfill the requirements for general education and AA transfer degree.
- The Global Education Design Team (GEDT), established in the early 1990s, is an active group that sponsors forums and presentations on topics of current international interest and importance for faculty and students to enrich curriculum, classroom discussions, and college community. The college provides funding to bring speakers and special events focused on global topics.
- The Multicultural Services office, established in 2001, has been promoting institutional responsiveness to the needs of students of color and students of diverse cultural backgrounds.
- The instructional mix represents diversity in its program offerings as a comprehensive community college. Using 50% as the enrollment cap for any program category helps to maintain diversity in instructional programs. Changes in the program mix demonstrate the trends in the college’s diverse program composition and strategic enrollment planning efforts.
- In recent years, many professional-technical programs have improved accessibility by allowing students to enter programs more than once a year. The course schedules have been carefully designed to provide access to classes during non-traditional hours, such as evenings and weekends.
- Information technology plays a key supporting role in improving student access to a diverse array of instructional formats. An increasing number of faculty are making use of online environments through tools like Angel, Tegrity, and Google sites for online, hybrid, and web-enhanced courses. Faculty in the Creative Academy and IT Programs are working with the eLearning department on mobile instructional modalities, and tablet- and phone-based curricula are being incorporated into some programs.
- In support of Student Leadership’s program learning outcome “to advance multicultural intelligence and celebrate the diversity of the Seattle Central Student Body,” the Associated Student Council maintains an Intercultural Activities Board (IAB), which organizes local activities and other opportunities open to all students and promotes multicultural understanding among domestic and international students.

### Data Collection and Analyses (3.B.3)

Many areas of support services for instruction and student services participated in selecting relevant and meaningful indicators of achievement for this core theme. In addition to extracting data from the SBCTC’s Data Warehouse, Fall Quarter Reports, and Academic Year Reports, much of the data was generated by Student Leadership, student support services departments, instructional divisions, GEDT, and instructional support providers, such as Library and Media Services, and LSN. The district office of Education, Planning, eLearning and Workforce provided usage data of online student support services.

**Assessment (4.A)**

With the exception of one indicator (3.B.1.d), 21 indicators of achievement have met their respective targets. The analysis results confirm the accomplishment of all six outcomes and the three objectives of core theme three. Details are explained in tables 4.3.1 to 4.3.3 below.

**Table 4.3.1 – Objective 3.A: Multicultural learning environment**

<b>Outcome 3.A.1: Instructional programs infuse global education into curricula.</b>						
Indicator	Title	Baseline		Achieved		Met
		Year	Target	Year	Result [% Increase]	
3.A.1.a	Increase in courses that infuse "global" and "U.S. culture" themes	2006-07	86	2010-11	94 [9%]	✓
3.A.1.b	Increase in Global Education Design Team (GEDT) events offered annually	2007-08	9	2010-11	25 [178%]	✓
3.A.1.c	Increase in participants attending Global Education Design Team (GEDT) events	2006-07	1,425	2010-11	2,210 [55%]	✓
<b>Outcome 3.A.2: The student body, faculty, and staff reflect the diversity of the community served</b>						
3.A.2.a	Diverse students of color	Fall '06	53%	Fall'10	55%	✓
3.A.2.b	Diverse faculty of color	Fall '06	25%	Fall'10	28%	✓
3.A.2.c	Diverse classified staff of color	Fall '06	52%	Fall'10	53%	✓
3.A.2.d	Diverse exempt (professional, managerial, and administrative) staff of color	Fall '06	32%	Fall'10	36%	✓

Objective 3.A is accomplished as all seven indicators of achievement and the two outcomes are met.

In support of a global understanding and multicultural interactions, all three colleges in the district have maintained courses designated to fulfill general education requirements in U.S. cultures and global studies for the AA degree. The district office maintains a list of these courses by college which is updated and revised annually. The number of courses with these designations has increased by 9 percent from 86 (in 2006-2007) to 94 in 2010-2011.

The Global Education Design Team (GEDT), chaired by two faculty members, regularly offers seminars, workshops, and special events with global themes to support curricula. The increases in both number of events and participation of students and faculty exhibit the college's actions in diversity.

The State Board provides demographic data on students and employees in the fall quarter reports instead of the academic year reports. Hence, fall quarter data are used for the indicators of achievement in outcome 3.A.2.

A diverse population of students, faculty, and staff in a multicultural learning environment is what Seattle Central truly represents. The college was recognized for its excellence in diversity when *Time Magazine* named it the college of the year (September 10, 2001, <http://www.time.com/time/magazine/article/0,9171,1000725,00.html?artId=1000725?contTyp>

[e=article?chn=us.](#)) The college was also listed among the top ten community colleges for preparing students for transfer (*New York Times* April 22, 2007, [http://seattlecentral.edu/international/scccmmedia\\_pdf/ny\\_times\\_article.pdf](http://seattlecentral.edu/international/scccmmedia_pdf/ny_times_article.pdf)). In fall 2010, among the colleges in the CTC system, Seattle Central ranked second highest for students of color (55 percent) and highest for faculty of color (28 percent).

Between fall 2006 and fall 2010, two significant changes in the number of student of color have emerged. As a percentage of the total student population, the category of African American students has increased from 15 percent to 21 percent, and the category of Latino Hispanic students decreased from 11 to 9 percent. Other categories of students of color stayed somewhat stable. Over the same period, the percentage of full-time faculty of color remained at 30 percent, while part-time faculty of color increased from 22 percent to 27 percent. Percentages of classified and exempt staff of color have also increased since fall 2006.

Table 4.3.2 – Objective 3.B: Intentional initiatives for multicultural understanding						
Outcome 3.B.1: Students participate in cross-cultural activities that build cultural understanding, communication, and connections.						
Indicator	Title	Baseline		Achieved		Met
		Year	Target	Year	Result [% Increase]	
3.B.1.a	Increase in student cultural clubs	2006-07	16	2010-11	22 [38%]	✓
3.B.1.b	Students involved in cross-cultural activities sponsored by Student Leadership	2007-08	2,955	2010-11	6,159 [108%]	✓
3.B.1.c	Increase in events organized by Multicultural Services	2006-07	11	2010-11	18 [64%]	✓
3.B.1.d	Increase in students participating in state and local multicultural events organized by Multicultural Services	2006-07	882	2010-11	431 (-51%)	x

All but one of the four indicators of achievement met the targets; indicator 3.B.1.d fell below its target. However, both outcome 3.B.1 and objective 3.B are considered met and accomplished at the 75 percent level.

Student cultural clubs and cross-cultural activities sponsored by Student Leadership are often initiated and led by students. These activities usually focus on cultural and social interactions among students. The results of indicators 3.B.1.a and 3.B.1.b signify high student participation in student cultural clubs and cross-cultural activities.

Events organized by Multicultural Services, led and supported by college staff, are more structured than those organized by students. The events include forums, workshops, and conferences, through which students, faculty, and staff gain knowledge and experience in multicultural understanding. Multicultural Services also provides support services to students of color and students of diverse cultural backgrounds, such as assistance in scholarship

applications. The results of indicators 3.B.1.c and d show an overall increase in multicultural events even though the total number of students participating was lower than the baseline year.

**Table 4.3.3 – Objective 3.C: Open, accessible programs and services**

<b>Outcome 3.C.1: College offers a diverse instructional program mix and multiple access points.</b>						
Indicator	Title	Baseline		Achieved		Met
		Year	Target	Year	Result [% Increase]	
3.C.1.a	Maintaining a diverse instructional program mix, i.e., no program category exceeds 50% of the total enrollment	2006-07	<50%	2010-11	37%	✓
3.C.1.b	Increase in professional-technical programs offering multiple access points	2006-07	16	2010-11	18 [13%]	✓
3.C.1.c	Increase in professional-technical programs offering courses beyond transitional work days and hours	2006-07	14	2010-11	18 [29%]	✓
<b>Outcome 3.C.2: Students have access to diverse modes of instructional delivery.</b>						
3.C.2.a	Success (passing) rates in online, hybrid, and web-enhanced courses	2006-07	65%	2010-11	72%	✓
3.C.2.b	Success (passing) rates in distance education	2006-07	66%	2010-11	70%	✓
3.C.2.c	Increase in students participating in cooperative education	2006-07	506	2010-11	754 [49%]	✓
3.C.2.d	Increase in students participating in service-learning	2006-07	256	2010-11	364 [42%]	✓
<b>Outcome 3.C.3: Students have access to diverse modes of support service delivery.</b>						
3.C.3.a	Increase in usage of online orientation	2006-07	54%	2010-11	80%	✓
3.C.3.b	Increase in usage of online student support services – web transactions	2006-07	479,045	2010-11	908,585 [90%]	✓
3.C.3.c	Increase in usage of e-tutoring	2009-10	97	2010-11	603 [520%]	✓
3.C.3.d	Increase in usage of e-reference service	2007-08	82	2010-11	301 [267%]	✓

All 11 indicators of achievement are met and college has accomplished all three outcomes and objective 3.C.

The college maintains a diverse instructional program mix by ensuring that no program category exceeds 50 percent of the college's total state-funded enrollment. In 2010-2011, the highest enrollment shares of both academic transfer and professional-technical programs were 37 percent each.

More professional-technical programs now offer multiple opportunities to enter the program throughout the year. This change in program structure allows students to enter programs when

they are ready rather than waiting up to a year for a new enrollment period. The increase provides additional access opportunities and options for students to start their programs of choice. Similarly, more programs are offering courses during non-traditional days and hours, giving students with multiple personal and employment commitments more options.

During the last several years, increasing numbers of students have been taking advantage of the diverse modes of instructional delivery through online, hybrid, and web-enhanced classes as well as other distance education modes such as correspondence and telecourses. Student success (passing) rates in these courses have improved. At the same time, student participation in cooperative education and service-learning has grown significantly. Over the five years from 2006 to 2010, enrollment for online, hybrid, and web-enhanced classes grew by 22 percent (3,271 vs. 2,674); enrollment in other forms of distance education rose by 18 percent (4,237 vs. 3,577).

The college has used multiple web-based technologies to expand support services and provide more efficient asynchronous access to instructional support. For instance, student use of online orientations has grown from 54 percent in 2006-2007 to 80 percent in 2010-2011. Use of other web-assisted transactions has increased 90 percent. These transactions include web registration, view schedule, check grades, web payment, financial aid status, registration appointment, and changing address. Students have also significantly increased their use of e-tutoring and e-reference services to support their learning. E-reference service became available in 2007-2008 and e-tutoring in 2009-2010.

#### **Improvement (4.B)**

Although e-learning courses and enrollment have increased at the college over the past several years, compared with other colleges in the CTC system, this growth has been modest. The college has plans to increase the number of online courses it offers. Actions so far include the following:

- An associate dean with expertise in faculty training was hired to oversee distance education and eLearning in fall 2011.
- Quality Matters (QM) is being heavily promoted to improve the quality of distance and online courses, and faculty are being offered training to develop expertise in this nationally recognized approach to instructional design.
- The Office of Distance Education and eLearning and the instructional divisions are working together more closely to monitor the development and support of online courses.
- The college recognizes the need to provide more efficient instructional and service support services to online class students.

In addition to increasing online course delivery, another critical goal will be to improve the passing and completion rates for students in these courses. As the number of online and hybrid courses increases, the college is considering the need to include faculty with expertise in online teaching in the Course Approval Committee (CAC) to review the quality of the course proposals and improve the approval process. System-wide, planning is in process to select another LMS (learning management system) to replace Angel in 2014.

The college will continue to use information technology to improve support for service deliveries onsite and off-site. To facilitate better student support, the college is planning a new website that will be more functional, efficient, and intuitive for users to navigate.

Starting in 2007-2008, the focus of Multicultural Services shifted from programming to direct student services, and the emphasis now centers on targeting specific ethnic and racial student populations. By 2010-2011, offerings of workshops, trainings, and focus groups on student success and persistence had increased as the number of lectures, films, and symposiums fell. A significant change is that higher percentages of students of color attended these workshops and trainings as compared to previous years.

## Section 4 - Core Theme 4: Communities Engagement

### Core Theme Planning

This core theme focuses on the component of the college's mission that requires collaborative internal communities among all constituencies (faculty, staff, and students), across programs, disciplinary boundaries, and college governance. This theme also encompasses the connections and relationships with the college's external community.

#### Contributing Programs and Services (3.B.1 and 3.B.2)

Key components in achieving the core theme objectives and outcomes involve nearly every area of the college, including all instructional programs, faculty, student support services, Student Leadership, Professional and Continuing Education (PCE), cooperative education and service-learning, and other instructional support services, as well as the active contributions of various industries, companies, agencies, and the community in general.

Significant efforts to enrich **internal community** that encourage collaboration and expand student learning experiences are as follows:

- During the last several years, in addition to offering CSPs in various disciplines and programs, instructional divisions initiated four major offerings: 1) Integrated Basic Education and Skills Training (I-BEST) courses that integrate college-level workforce courses with higher levels of ESL/ABE classes; 2) integrative instructional design that uses interdisciplinary instruction to encourage students collaborate across courses in academic transfer, professional-technical programs, and basic skills. The "Water Project" is a major example of this approach; 3) self-regulated learning (SRL), a research-based approach that provides students with tools to recognize and address their academic weaknesses, helping them to overcome barriers to success in developmental math; and 4) collaboration between the Seattle Culinary Academy (SCA) and the Plant Science Laboratory to produce herbal ingredients for use in food preparation. Each of these new teaching approaches builds cross-disciplinary relationships and increases interactions among students, among faculty, and between students and faculty.
- Students at the college enjoy a highly organized and well-structured Associated Student Council (ASC) and seven other leadership boards of 60 positions that provide leadership development and support other student activities on campus and externally. The Student Leadership mission encourages every student to serve as a leader, form a new student organization or club, serve as a member on various college councils and committees, join one

of the existing 73 student clubs, and attend campus events. In 2010-2011, the total membership of the student organizations exceeded 1,800.

The college uses a variety of approaches to build and expand **external community** relationships. Such efforts include:

- The college continues its long history of offering non-credit and community education courses to the community for professional development and personal enrichment through Professional and Continuing Education.
- The college solicits support from the external community, whose contributions include: donating funds for scholarships, specific programs and services, instructional equipment, and professional development endowment; contributing program specialized equipment for professional-technical programs; providing opportunities for student internships and clinical training; serving on technical advisory communities (TAC) for professional-technical programs; and serving on special college committees as community members.
- The college offers cooperative education and service-learning, instructional approaches that allow students to enhance understanding of course content, apply classroom concepts, explore career interests, and develop skills and abilities while earning college credit and contributing to the community.
- Students in many instructional programs provide services to the external community using skills and training from their own program, such as Cosmetology, Dental Hygiene, Nursing, Medical Assistant, Dental Assistant, Web Design, and Wood Construction.
- The college works closely with the other two colleges in the district to add articulation agreements with out-of-state four-year institutions to facilitate transfer of credits after students leave Seattle Central.

#### Data Collection and Analyses (3.B.3)

Data sources for this core theme are provided by the SBCTC Data Warehouse, surveys, instructional divisions, PCE, Cooperative Education and Service-Learning, Student Leadership, the Seattle Central Foundation, Financial Aid, the district office of Education, Planning, eLearning and Workforce Education , and the office of SIIR.

#### **Assessment** (4.A)

All 14 indicators of achievement met their targets, supporting the accomplishment of four outcomes, two objectives, and core theme four. The analysis results of the indicators of achievement are shown in tables 4.4.1 and 4.4.2 below.

Table 4.4.1 – Objective 4.A: Enrichment of internal communities

Outcome 4.A.1: Students, faculty, and staff engage across program and disciplinary boundaries						
Indicator	Title	Baseline		Achieved		Met
		Year	Target	Year	Result [% Increase]	
4.A.1.a	Increase in number of learning communities	2006-07	5	2010-11	8 [60%]	✓
4.A.1.b	Increase in faculty participating in learning communities	2006-07	11	2010-11	33 [200%]	✓
4.A.1.c	Increase in students participating in learning communities	2006-07	176	2010-11	804 [357%]	✓
Outcome 4.A.2: Students actively participate in college committees and councils as well as student organizations.						
4.A.2.a	Increase in students participating on college committees, councils, and student organizations	2007-08	1,248	2010-11	1,968 [62%]	✓
4.A.2.b	Increase in student organizations and clubs	2007-08	46	2010-11	73 [59%]	✓
4.A.2.c	Increase in students earning student development (leadership) transcripts	2007-08	142	2010-11	391 [175%]	✓

Outcome 4.A.1 focuses on the interactive and collaborative aspects of learning communities that build learning groups among students and faculty across the boundaries of disciplines and classes. The Curriculum Coordinating Council (CCC) includes the Learning Community Committee (LCC), which plays a significant role in promoting the use of various learning community approaches to enhance teaching effectiveness. The increase in number of learning communities and in student and faculty involvement in these modalities confirm the college's success in strengthening internal learning communities.

The Water Project, the college's interdisciplinary instructional project in place since 2009, has received national recognition. Developed with AtD funding, the project represents a major model used at the college to create learning communities. The Water Project uses the "integrative assignment" approach, involving students in multiple classes each quarter from academic transfer, professional-technical, and ESL programs working together on class assignments with "water" as a common theme. Since inception, the project has involved several hundred students collaborating on common assignments to which they apply multiple disciplinary approaches. The successful results of this project were presented at the 2010 statewide Assessment, Teaching and Learning Conference sponsored by the State Board. The faculty team that developed the Water Project has been invited to present at other colleges in the state and out-of-state. The LCC is in the process of identifying a new theme to generate new interest and continue to build collaboration through learning communities. The achievement of outcome 4.A.1 is directly linked to the college's 2006-2011 *Strategic Plan*, Goal 6, Objective 6.3, which makes it a priority to offer more integrative learning experiences.

The college benefits from a strong Student Leadership program that has been successful in encouraging and supporting students in learning leadership skills, connecting with other students, and participating in the college's governance structure, various committees, and college-wide planning. The achievement of the indicators 4.A.2.a and 4.A.2.b demonstrates students' active involvement at the college.

The Leadership Institute under Student Leadership provides at least one training workshop each month to help students develop leadership skills (Appendix 4.2 – Seattle Central Student Leadership Boards and Leadership Institute). “Student development transcripts” allow students to document their involvement and leadership achievement. This approach encourages students to develop leadership skills by participating in a variety of activities that allow them to interact with other students and the college community internally and serve the community at large externally. The success of these efforts is evidenced by the 175 percent increase (from 143 to 391) in number of students qualified to have leadership achievements posted on their student development transcripts.

Table 4.4.2 – Objective 4.B: Building external partnerships

Table 4.4.2 – Objective 4.B: Building external partnerships						
Outcome 4.B.1: Community education and non-credit course offerings meet community demand.						
Indicator	Title	Baseline		Achieved		Met
		Year	Target	Year	Result [% Increase]	
4.B.1.a	Enrollment increase in community education certificate programs	2005-06	269	2009-10	432 [61%]	✓
4.B.1.b	Enrollment increase in non-credit courses	2005-06	4,336	2009-10	3,568 (-18%)	x
4.B.1.c	Completion rates	2005-06	78%	2009-10	91%	✓
4.B.1.d	Satisfaction rates	2005-06	82%	2009-10	92%	✓
Outcome 4.B.2: College strengthens and expands partnerships with employers and community groups.						
4.B.2.a	Increase in scholarships contributed by external donations	2006-07	114	2010-11	133 [17%]	✓
4.B.2.b	Increase in employers and agencies partnering to offer cooperative education and service-learning	2006-07	316	2010-11	378 [20%]	✓
4.B.2.c	Increase in programs providing services to community	2006-07	8	2010-11	11 [38%]	✓
4.B.2.d	Increase in articulation agreements with four-year institutions	2006-07	32	2010-11	52 [63%]	✓

Except for indicator 4.B.1.b, all 13 indicators have met their targets. The results support the accomplishment of the two outcomes and objective 4.B.

Data for 2005-2006 through 2009-2010 are used for outcome 4.B.1 because more recent data were not available. While enrollment in community education certificate programs shows an

increase from 2005-2006, the enrollment in non-credit courses decreased by 18 percent (768). Nevertheless, these programs have consistently achieved high completion rates and satisfaction rates.

Other indicators also showed significant development in the college's external partnerships. The number of scholarships donated by members in the community grew as did the number of employers and agencies, both public and private, that partner with the college to provide opportunities in cooperative education and service-learning. As stated in the *2006-2011 Strategic Plan*, Goal 5 indicates the college's plan to increase community awareness and support for the college's mission. The results of indicators 4.B.2.b and 4.B.2.c confirm that the college successfully strengthened relationships with business and educational communities (Objective 5.1 of Strategic Plan). The college has a total of 15 technical advisory committees (TAC) each associated with a professional-technical program. Industry professionals serve on these committees to provide current industrial information and recommendations that influence curriculum changes and employment information for the programs they serve.

The number of articulation agreements with four-year institutions has grown from 32 to 52 in four years. Articulation agreements with in-state institutions have long been established; the new agreements added are mostly out-of-state institutions, many of which are well-established universities, such as California State University Northridge, Johns Hopkins Carey Business School, University of Montana, and University of Wisconsin-La Crosse. The achievement of this indicator demonstrates the college's continuous effort in expanding transfer opportunities for students.

#### **Improvement (4.B)**

The college will continue to nurture and support a variety of innovative approaches to increase learning communities that enrich learning. One developing project uses iPads to assess integrative learning. A group of faculty received a SBCTC grant to form an interdisciplinary faculty learning community to develop an assessment model. They plan to test the model in two CSP classes in spring 2012.

The decreasing enrollment in non-credit courses since 2006-2007 signals the continuous softening demand by the community. Further research and analysis are needed to determine the causes and plan corrective actions. An initial review found that the decline followed the economy as potential students had less discretionary spending available for personal interest courses. This situation was compounded by growing availability of information on the web and on the cable television channels. Enrollment may also be affected by the less visible placement of non-credit class information on the college's current website.

Plans to remediate these issues include developing certificate programs for unemployed or under-employed workers to gain new skills and strengthen their résumés, consolidating and unifying continuing education (CE) web pages in the college website redesign currently in development, updating CE registration and enrollment management systems, and creating new publications to reach targeted audiences.

Goal 3 of the college's new *2011-2016 Strategic Plan* reflects that in adopting a responsive, forward-looking educational business model, the college is committed to:

- Develop and expand community partnerships including those with businesses, industries, alumni, other organizations and educational institutions, locally and internationally.
- Enhance and engage community support for the college's mission, strategic directions, and programs.

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

## CHAPTER FIVE – MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY

### Eligibility Requirement 24

Seattle Central has always maintained its operational scale to fulfill the college's mission and achieve core themes. Despite significant decline of approximately 20 percent in state funding since 2008, the college has been able to restructure its human and financial resources and improve physical and network infrastructure, using careful, effective, and systematic planning approaches. While the college has to rely increasingly on tuition revenue to offset the decline in state appropriations, it has also been expanding local revenue sources, including the International Education Programs, Running Start, and grants, to ensure fiscal stability for the college as a whole. The college has continued to maintain a financial reserve account, with the current balance exceeding five percent of the total annual operating budget. In addition, the college is currently upgrading infrastructure with local revenue sources to better serve students. The college maintains sufficient resources to perform and fulfill its mission and achieve its core themes in the foreseeable future.

### Standard 5.A – Mission Fulfillment

Ongoing, regular, and systematic collection of supporting data is critical for assessing the accomplishment of indicators of achievement, outcomes, objectives, and the core themes. As described in chapter one, the college has established a method to evaluate the accomplishment of mission fulfillment using multiple approaches. These approaches include collecting data as evidence and analyzing planning and assessment results.

#### **Ongoing, Regular, Systematic, Participatory, Self-Reflective, and Evidence-Based Assessment of Accomplishment (5.A.1)**

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

##### College Level

- Most college-wide data are extracted from the SBCTC Data Warehouse, the Fall Quarter Reports, and the annual Academic Year Reports issued by the State Board. The available data often require additional calculation or analyses to meet evaluative purposes.
- The college uses results of annual surveys and special surveys; such as graduate surveys and national survey instruments of CCSSE and SENSE.
- In addition to the office of SIIR, the district Research and Data department also helps extract data from the statewide system, such as student web transactions through online support services and financial aid data.
- Some specialized systems and software provide data for specific activities, such as e-tutoring.

### Department, Program, and Division Level

- Most departments, programs, and divisions maintain ongoing monthly, quarterly, and annual statistics related to their functions, services, and achievements. Examples include: Student Leadership, which maintains data on student participation in co-curricular activities and Cooperative Education, which tracks participating employers and agencies.
- Many departments, programs, and divisions conduct regular surveys to assess student needs, service satisfaction, and feedback for improvement. Examples include: SVI and the Library and Media Services, which conduct student satisfaction surveys.

### Committee Level

- Most college-wide committees maintain regular statistics and records of events and attendance. Examples of these committees include: The Course Approval Committee, GEDT, and the Program Review Committee.
- Some committees post reports on the college website to provide convenient access to the college community, such as instructional assessment reports and program review reports.

College-wide data are reviewed on a regular basis and discussed at the President's Cabinet, the College Council, Deans Group, and the Executive Leadership Council. Departments, programs, and divisions review their data and achievement and identify areas for improvement. As needed, the office of SIIR assists programs and divisions in analyzing relevant data and preparing surveys. In particular, SIIR provides data for program reviews and the PAVS reports. College-wide committees, such as the four standing committees of the Curriculum Coordinating Council, share statistics and discuss issues and ideas for improvement at quarterly meetings.

The available data from multiple levels support assessment for the 80 indicators of achievement. The specific data sources are described on page 119, following the conclusion of this report.

### **Analysis of Extent of Mission Fulfillment**

The college applied the mission fulfillment model discussed in chapter one to assess the results of the indicators of achievement that are detailed in chapter four. Table 5.1 below lists the assessment of indicators: the college has accomplished all but five of the 80 indicators of achievement, all 20 outcomes, and all 10 core theme objectives. Based on the cumulative scores achieved, the college has accomplished its mission to an extent of 94 percent (5.A.1).

Table 5.1 – Assessment of Core Theme Performance and Mission Fulfillment									
Objective	Outcome	No. of Indicators	No. of Indicators Met	Score achieved Based on					
				Indicator	Outcome	Objective	Core Theme		
<b>Core Theme ONE: Responsible Teaching and Learning</b>									
1.A	1.A.1	3	3	100%					
	1	3	3	100%	100%				
1.B	1.B.1	2	2	100%					
	1.B.2	3	3	100%					
	2	5	5	100%	100%				
1.C	1.C.1	5	5	100%					
	1.C.2	9	7	78%					
	2	14	12	86%	89%				
3	5	22	20	91%	95%			96%	
<b>Core Theme TWO: Catalyst for Opportunities and Success</b>									
2.A	2.A.1	6	6	100%					
	2.A.2	6	6	100%					
	2.A.3	4	3	75%					
	3	16	15	94%	92%				
2.B	2.B.1	2	2	100%					
	2.B.2	4	4	100%					
	2	6	6	100%	100%				
2	5	22	21	95%	97%			96%	
<b>Core Theme THREE: Diversity in Action</b>									
3.A	3.A.1	3	3	100%					
	3.A.2	4	4	100%					
	2	7	7	100%	100%				
3.B	3.B.1	4	3	75%					
	1	4	3	75%	75%				
3.C	3.C.1	3	3	100%					
	3.C.2	4	4	100%					
	3.C.3	4	4	100%					
	3	11	11	100%	100%				
3	6	22	21	95%	92%	92%			
<b>Core Theme FOUR: Communities Engagement</b>									
4.A	4.A.1	3	3	100%					
	4.A.2	3	3	100%					
	2	6	6	100%	100%				
4.B	4.B.1	4	3	75%					
	4.B.2	4	4	100%					
	2	8	7	88%	88%				
2	4	14	13	93%	94%			94%	
10	20	80	75	94%	95%			94%	94%

Extent of Mission Fulfillment Achieved

Table 5.2 below summarizes the extent of mission fulfillment at 94 percent.

Table 5.2 –Mission Fulfillment Summary Results						
Core Theme	Number of Indicators	Number of Indicators Met	Score Achieved Based on			Extent of Mission Fulfillment
			Indicators Met	Outcomes Met	Objectives Met	
Responsive teaching and learning	22	20	91%	95%	96%	
Catalyst for success and opportunities	22	21	95%	97%	96%	
Diversity in action	22	21	95%	92%	92%	
Communities engagement	14	13	93%	94%	94%	
<b>Total / Average %</b>	<b>80</b>	<b>75</b>	<b>94%</b>	<b>95%</b>	<b>94%</b>	<b>94%</b>

### Communication of Mission Fulfillment Results and Conclusions to Constituencies (5.A.2)

The college is currently applying the revised accreditation standards and new framework for the first time. These new concepts and approaches have been communicated at several Campus Engagement Days (previously called In-Service Days) and workshops on Presidents' Days since 2009-2010. To help faculty and staff to remember the core themes, magnets with the core themes printed on them have been distributed to employees on campus.

The results of the mission fulfillment analysis have been shared and discussed at meetings of the President's Cabinet, Executive Leadership Council, Deans Group, as well as managers, directors, and deans of student services and administrative services. These groups have provided suggestions for improvement after reviewing the analysis results. The mission fulfillment results and conclusion were presented at the college-wide Campus Engagement Day and to the district Board of Trustees in winter 2012. The report is accessible on the college website for the college community and the public. Suggestions generated in meetings and other discussion will be considered for planning as the college enters the next accreditation cycle, which begins May 2012. The next Year One Self-Evaluation Report is due March 1, 2013.

## Standard 5.B - Adaptation and Sustainability

### Regular Evaluation of Adequacy of Resources, Capacity, and Operational Effectiveness (5.B.1)

As detailed in chapters two and three, the college has established a structure and processes to ensure the ongoing and regular evaluation of adequacy of resources, capacity, and operational effectiveness. Specifically, the college has been using the following approaches for such purposes.

#### Annual Evaluation of Strategic Plan Achievement and Update

- As part of the annual college-wide planning cycle, achievements of the strategic plan are evaluated and used for updating the plan and aligning with the emerging trends and opportunities as appropriate.
- A new strategic plan is developed every five years.

#### Regular Review of Programs and services

- The triennial Program Analysis and Viability Studies (PAVS) compile supporting data and evaluate all instructional programs and non-instructional support services.
- Instructional programs are reviewed in a continuous four-year cycle to improve the quality of curricula and courses, and to encourage innovative and creative pedagogies and programs.

#### Budgeting and Resource Allocation

- The current integrative processes of college-wide planning, evaluation, reporting, and resource allocation create an annual cycle that incorporates multiple levels of college community involvement in the budget planning process.
- A college-wide Budget Advisory Committee (BAC) develops budget review guidelines that fit the priorities of the college and economic conditions. The committee also coordinates the resource allocation process and makes budget recommendations. Rationales and justifications are required for all budget requests.

#### Instructional Program Planning and Sustainability Data

- The office of Instructional Support regularly provides program enrollment data to the Deans Group to facilitate decisions on quarterly course offerings based on allocated budgets.
- Starting in 2011, instructional program data have been used to evaluate the effectiveness and sustainability of instructional programs. These data include annual program enrollment, FTES, student faculty ratio, instructional cost per FTES, and awards of degrees and certificates. The sustainability data are shared and discussed at the President's Cabinet and the Deans Group as well as at the division and program levels.
- Program planning and evaluation takes place at regular meetings of department, division, and deans as well as at annual and special retreats.

#### Operational and Long-Term Planning of Facilities and Information Technology

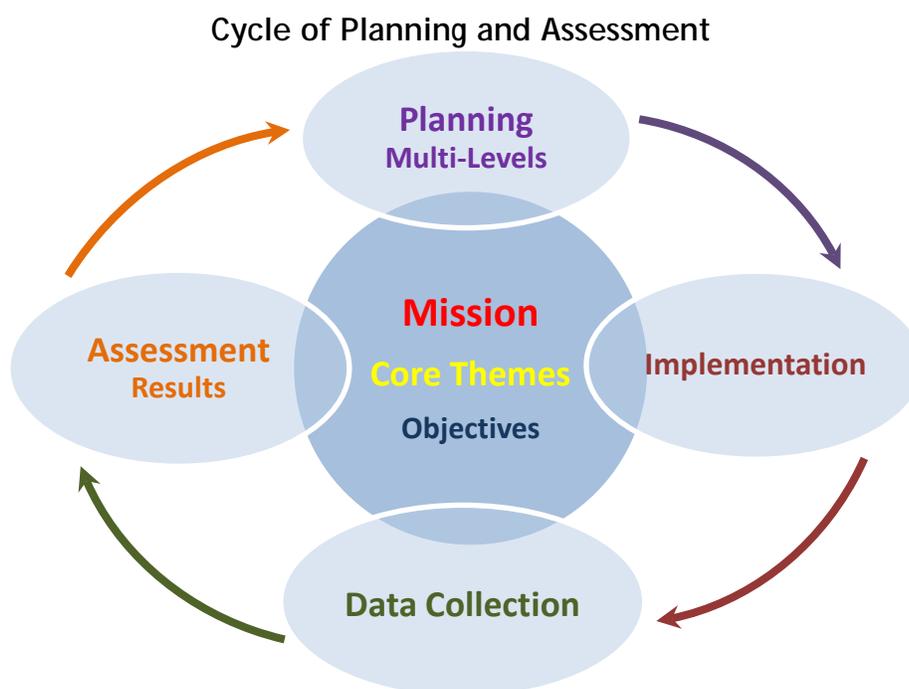
- The *IT Strategic Plan* is regularly updated based on changes in technology, teaching pedagogies, and needs of support services.

- Statewide, the development of new Enterprise Resource Planning (ERP) systems for the community and technical colleges in the near future will improve the administrative applications of SMS, PPMS, and FMS.
- Operational effectiveness is measured by usage, service delivery efficiency, user demand and satisfaction.
- Long-term facility planning is ongoing, requiring periodic review of plans in preparation for biennial requests for major capital projects.

### Cycle of Planning and Assessment (5.B.2)

As explained in standard 3.A, since 2007, the college has maintained an annual calendar for strategic planning, evaluation, reporting, and resource allocation. Such integrative, ongoing, and regular evaluation and reporting processes reflect an effective cycle of planning and assessment. As depicted in Figure 5.1 below, ongoing efforts in planning and assessment apply to all levels: college-wide, administrative units, divisions, departments, and committees. Intentional planning and assessment efforts facilitate the accomplishment of core theme objectives and the mission fulfillment.

Figure 5.1



### Collecting Data as Evidence

Data collection is a key part of the planning and assessment cycle. The guidelines for data collection are listed below and Figure 5.2 illustrates how data are used throughout the cycle as evidence for analyzing and assessing achievement and operational effectiveness.

### Develop a system to collect data and statistics of service provided

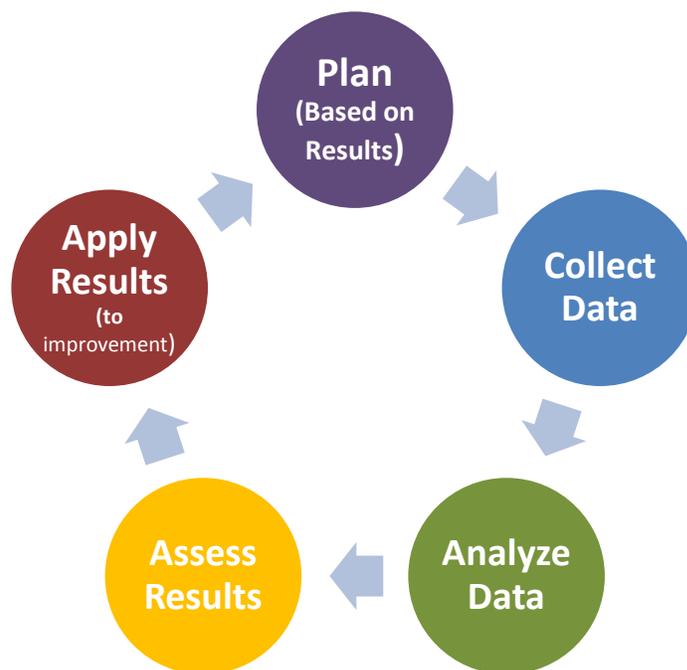
- Systematically collect data and statistics on a regular basis, e.g., monthly, quarterly, and annually
- Analyze data to evaluate results regularly
- Use results to make changes and continuous planning
- Document findings and identify approaches for improvement
- Share results with constituencies

### Review current data collection methods

- Are the data collection methods convenient and efficient?
- Are the data collected meaningful and useful for improving service?
- Do data reflect student satisfaction and service effectiveness and efficiency?
- Do data collected help solve service problems or issues?
- Would the results of data analysis help continuous planning?

Figure 5.2

### Data Collection and Assessment



### **Continuing Assessment of Internal and External Environment (5.B.3)**

The college environments, internal and external, are dynamic. Internally, during the last two years, the college experienced major changes in key administrative positions, including the president, two vice presidents, three instructional deans, one executive director, and five directors. Externally, the economic decline, rising unemployment rate, and shrinking state funding required substantial budget reductions and instructional program changes. As these changes progressed, the college's new leadership kept the college community focused on the mission and the college continued to provide high quality instruction and support services to students. The college's strengths are reflected in the extent of accomplishment for the core theme objectives and in the mission fulfillment results. Moving forward, the college plans to continue to monitor both internal and external environments closely.

#### **Internal Environment**

Internally, the last several years have yielded the strategies listed below, which have contributed to college's goal to create an innovative, evidence-based, and inspirational environment that supports student success.

- Tracking and analysis of key performance indicators, such as enrollment trends, program demands, student faculty ratios, instructional cost per FTES, student retention rates by program category, student success rates, student progress, students' satisfaction, has generated essential data for planning and assessment.
- Surveys and focus groups gather input and suggestions from students and faculty about programs and services.
- PAVS reports provide self-evaluations that rely on supporting data, a process that has helped measure operational efficiency and effectiveness in all programs and services, such as for reviewing of instructional programs.
- Successful Student Leadership programs have helped increase student involvement in college governance.
- External grants and funding during the last several years have been major stimuli in encouraging faculty to apply innovative teaching strategies that benefit student learning, such as AtD, Statway™, and faculty learning communities. These initiatives have helped create an environment of continuous innovation.
- The adoption and acceptance of a common model for learning outcomes assessment has assisted instructional programs in using a common tool for planning, reviewing, and revising their curricula and courses.

The college plans to build upon the successful trends and patterns in the internal environment to further accomplish its stated core theme objectives and mission. In addition, the college is committed to continuously build a culture of collaboration, creativity, and participation that brings learning and teaching to higher standards.

#### **External Environment**

The president and vice presidents play key roles in monitoring the external environment. Working closely with the district office, the President's Cabinet members monitor legislative

changes, directives from the state Office of Financial Management (OFM) and the Governor's Office, as well as economic projections that might result in changes in state appropriations. They regularly attend statewide meetings of WACTC and commissions and other external meetings, where they gather information on statewide and regional trends and projections in economy, demography, labor market, and revenue that might affect the college. The office of SIIR, deans, and directors maintain regular contact with their respective commissions and councils in the CTC system in addition to various agencies and other sources that provide critical data. (See last column of Appendix 2.1 – Administrative Personnel for external connections of the key administrative staff).

Additionally, the college regularly uses the following key external environmental information sources to support various levels of planning:

- The State Board of the CTC system website, reports, and communications
- Workforce Training Coordinating Board website and reports
- Puget Sound Regional Council website and publications, for example, regional economic and demographic forecasts
- Seattle Job Initiative reports and news, for example, Mid-Job Forecast
- Employment Security Department, such as employment and economic information, WILMA, and local area demand/decline occupations
- U.S. Bureau of Labor Statistics reports
- U.S. Census Bureau data and reports
- Washington Occupational Information System (WOIS)
- Economic Modeling Specialists Inc. (EMSI) for real-time access of data

The college is in the process of developing several new initiatives with support from both internal and external environments:

- With the approval of the state legislature, the college is preparing implementation plans for additional bachelor degree programs in applied sciences.
- Similar to the professional-technical programs, the Deans Group has formalized the approval processes and procedures for academic transfer divisions to create short-term certificates of fewer than 25 credits with special emphases to be documented in student transcripts.
- Plans to expand eLearning opportunities include the use Quality Matters as a tool to ensure quality for online and hybrid courses and improve student success rates in eLearning classes.
- Supported by the Gates Foundation, the “Pathway to Completion” project aims to increase persistence and completion for students who are placed in developmental math through the use of new support tools and curriculum, collaboration among the Seattle colleges, and enhanced partnerships with K-12 schools.
- The college is expanding the I-BEST model to include academic programs; the first team of such classes has been scheduled for spring 2012.

The college will continue to monitor emerging trends, patterns, and expectations in both external and internal environments to stay current and relevant while meeting the educational needs of the community. Even during the difficult economic conditions projected for the near future, the college plans to position itself strategically for long-term success and to capture new opportunities by regularly re-examining its mission, core themes, objectives, strategic goals, and operational plans.

## CONCLUSION

Applying the revised accreditation standards, Seattle Central began the comprehensive self-evaluation process immediately after the regular interim visit in May 2010. The four core themes, 10 objectives, 20 outcomes, and 80 indicators of achievement were developed with wide participation of faculty, staff, administrators, and student representatives at campus-wide events, such as the Campus Engagement Days and workshops of the President' Days. The college submitted its *Year-One Self-Evaluation Report* on March 1, 2011 and received a recommendation in August 2011 to further refine some indicators of achievement. In fall 2011, the Accreditation Steering Committee provided input to redefine some of the indicators of achievement. During this process, a few of the outcomes were modified to align with their respective core theme objectives.

After much evaluation, the original scoreboard approach for assessing mission fulfillment was replaced with a simpler method that allows the college to assess core theme performance and mission fulfillment more directly and more effectively. This method is also more manageable for the total number of indicators, which increased from 28 to 80. The additional indicators of achievement allow more detailed analyses that reveal areas in need of improvement with greater specificity.

A review of the available data sources for the indicators produced the following findings:

- Much of the data from the CTC system require further calculation and analyses to support analysis of some indicators meaningfully.
- Results from various regular and ad hoc surveys at program, department, and college levels have proved essential for multiple purposes.
- Statistical data regularly compiled at the department and division levels are valuable as data sources for analyzing operational efficiency.
- Regularly required annual and triennial reports, such as program outcomes assessment and PAVS support continuous improvement and create a record over time of achievements and challenges.
- A centralized office of SIIR to provide support and coordination of collecting and evaluating data is critical to the entire process of collecting, analyzing, and using data.

Divisions and departments have increased awareness of the value of regularly reviewing and evaluating data and of using the results for further planning and making changes. The self-evaluation process has affirmed importance of adequate and useful data for assessing the effectiveness of all aspects of the college operations.

The revised accreditation standards give the institution the flexibility to create its own approaches to measure the extent of its mission fulfillment without any specifications. Such flexibility is critical for the college to set its own mission achievement targets and for ongoing improvement. The college as a whole has learned a great deal through this self-evaluation process. As the next Year-One Self-Evaluation is due March 1, 2013, the college hopes to apply the results of the comprehensive evaluation visit to the next accreditation cycle with appropriate insights and learned experience.

## ADDENDUM

### Response to Recommendation One from Year One Self-Evaluation Report

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

This is a follow-up recommendation based on the previous recommendation from the 2010 Regular Interim Visit, which stated that:

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

### Introduction

The two recommendations from the 2010 regular interim visit and the *Year One Self-Evaluation Report* related only to Seattle Vocational Institute (SVI). SVI first implemented a student satisfaction survey in December 2010. Online surveys are now conducted semi-annually (fall and spring) to understand student needs and satisfaction and to gain valuable information for the continuous improvement in quality, content, and delivery of services and programs. Prompted by feedback from faculty, the wording and sequencing of the survey questions were revised for the third survey (fall 2011) to enhance readability for students. The fall 2011 survey results show the effectiveness of efforts to improve services during the last year, as well as areas that still need ongoing improvement.

### Student Profile (Changes as of 2010-2011)

Since the 2009-2010 report, the SVI student profile has remained stable in most reported categories: the total number of students increased by 2 percent; the median age increased by 8 percent; and the number students entering with a GED certificate increased by 4 percent. Decreases are reported in the following: women students decreased by 4 percent; African American students decreased by 4 percent; and students with less than a high school diploma decreased by 11 percent. Unchanged from last year's reporting, nearly 95 percent of students receive some form of financial aid including Pell Grants, State Need Grants, TANF, Workforce Training, and Opportunity Grants.

### Major Changes in Student Services and Actions Taken

- All direct student services are now located on the ground floor of the SVI building, the most visible and central location for student access and use.
- A new Counseling and Advising Center, which opened summer 2011 coordinates with the Workforce Development Office, which also provides advising. The two offices are located adjacent to each other to facilitate this coordination.

- The first floor of SVI building now serves as a center of communication for SVI, with the school’s reception desk clearly visible and accessible.
- SVI adopted a policy to formalize the process for responding to requests for ADA accommodation. All requests are referred to counseling at SVI and subsequently to the Disability Student Services Counselor at the main campus.
- All incoming students earn one credit by participating in the mandatory 12-hour Educational Planning Course, the first step in the student intake process. Formerly the Educational Planning Workshop, this course introduces students to the basic skills program and SVI resources and services.

## Evidence of Improvement

From fall 2010 to fall 2011, SVI conducted three surveys to evaluate student satisfaction in response to various actions taken to improve support services. The tables below demonstrate significant progress in several areas.

### 1. Survey Participation Rate increased

Survey Qtr., Year	# Enrolled	# Respondents	Rate Participation
Fall 2010	539	209	39%
Spring 2011	440	219	50%
Fall 2011	399	321	80%

### 2. Percent of respondents that are Aware of Services increased except in Disabilities Student Services (DSS)

Survey Qtr., Yr.	Acad. Adv.	Fin. Aid	Ed. Planning	Counseling	DSS
Fall 2010	57%	89%	58%	72%	46%
Spring 2011	73%	89%	77%	75%	43%
Fall 2011	73%	89%	Not asked	75%	44%

3. Satisfaction with Services in general (G), with hours (H), and quality (Q) has increased.

Survey Qtr., Yr.	Acad. Adv.	Fin. Aid	Ed. Planning	Counseling	DSS
Fall 2010	39%(H)	44%(H)	40%(H)	41%(H)	20%(H)
	34%(Q)	40%(Q)	39%(Q)	33%(Q)	17%(Q)
Spring 2011	73%(H)	70%(H)	76%(H)	66%(H)	30%(G)
	73%(Q)	64%(Q)	76%(Q)	67%(Q)	
Fall 2011	65%(H)	58%(H)	71%(G)	59%(H)	48%(G)
	66%(Q)	55%(Q)		64%(Q)	

4. Dissatisfaction with Services in general (G), with hours (H), and quality (Q) has decreased since fall 2010.

Survey Qtr., Yr.	Acad. Adv.	Fin. Aid	Ed. Planning	Counseling	DSS
Fall 2010	39%(H)	33%(H)	38%(H)	34%(H)	63%(H)
	36%(Q)	34%(Q)	34%(Q)	38%(Q)	61%(Q)
Spring 2011	13%(H)	12%(H)	11%(H)	17%(H)	39%(G)
	11%(Q)	9%(Q)	10%(Q)	13%(Q)	
Fall 2011	14%(H)	18%(H)	6.4%(G)	19%(H)	24%(G)
	14%(Q)	16%(Q)		19%(Q)	

**Winter Quarter 2012 Update**

In January 2012, after reviewing results from the fall 2011 student services satisfaction survey, SVI organized student discussion groups to generate more specific information regarding the areas with lower student satisfaction. The goal was to query mostly returning students from fall 2011 and to focus on the largest program groups. With faculty program leads as facilitators, 109 students participated in discussion groups with representation from students in Cosmetology, Business Computing, and Allied Health.

The discussions were structured around three main questions. The first question asked students about their overall satisfaction with services when they first entered SVI particularly with the Educational Planning Course, financial aid services, academic advising services, counseling services, and disabled student services. The second asked students to consider their experiences at SVI and suggest improvements in the services they used. The third question asked students to

reflect on the new Strategies for Success Course required for first quarter students and share their thoughts on how they benefitted and whether it could be improved.

## Summary of Findings and Action Plans

Student comments in the discussion groups were consistent with the data collected in the fall 2011 survey. Students expressed the greatest dissatisfaction with services in financial aid, citing poor customer service, insufficient staffing, inaccuracies, and lack of timeliness of services as their chief complaints. Students had mixed responses to counseling, academic advising, and disabled student services; many students expressed a lack of awareness of and/or no need for services. The Educational Planning Course received mixed reviews, from finding the experience a “waste of time” to assessing the course as “inspirational and beneficial.” The findings regarding the Strategies for Success Course reflected the same mixed student reactions, which included both unfavorable and favorable responses.

These discussion group results illuminate the deficiencies in services and programs as they seek to know, understand, and respond to student needs. SVI uses this information to identify and address areas for improvement. Clearly all areas of focus continue to require attention to quality and relevance to the needs of the students. The management team members discussed these results and each member addressed them with their respective groups to develop action plans for improvement, including:

- The executive dean and the dean for student services addressed the need for more capable staffing in the financial aid office by seeking support from the Seattle Central dean for student resources and support, who also directs SVI’s financial aid services. The concluding recommendation was to provide additional staff training in customer service, consider change in personnel, and expand hours of service.
- The dean for Basic and Transitional Studies is working with faculty to improve the Educational Planning Course, focusing on curriculum improvements, adjustments to content timing, increasing interactive learning for topics such as time management and barrier mitigation, and developing of weekly evaluations of the class.
- The Faculty Cadre, a group of seven faculty tasked with developing and implementing the Strategies for Success Course, meets quarterly to review, compare, and investigate new methods and course materials. The next Faculty Cadre meeting in spring 2012 will focus on the findings of the January 2012 discussion groups.

## Concluding Statement

Since fall 2010, overall SVI student satisfaction and awareness of services in all student support functions have significantly improved, and levels of dissatisfaction have decreased. The SVI management team plans to continue to use results of semi-annual evaluations generated from student satisfaction surveys as well as other methods including student focus groups. SVI will continue to plan and assess in order to improve services that support student progress and success in achieving educational goals.

## INDICATOR DATA SOURCES

Indicator	Sources
<b>Core Theme One – Responsive Teaching and Learning</b>	
1.A.1.a	Data from Program Review Committee
1.A.1.b	Data from Course Approval Committee
1.A.1.c	Professional-technical division deans
1.B.1.a & b	Data extracted from Student Management System (SMS) by Seattle district office of Education, Planning, eLearning and Workforce Education, information from instructional divisions, and the SBCTC Data Warehouse Transcript table
1.B.2.a	Graduate surveys, 2009, 2010, and 2011
1.B.2.b	Community College Survey of Student Engagement (CCSSE), 2011
1.B.2.c	SBCTC Data Warehouse Completion table; instructional deans
1.C.1.a	CCSSE
1.C.1.b	CCSSE
1.C.1.c	Learning Support Network (LSN) usage reports, SBCTC Data Warehouse Student table
1.C.1.d	TRIO program, Student Academic Assistance (SAA)
1.C.1.e	Library statistical data
1.C.2.a	SBCTC Data Warehouse, Student table
1.C.2.b	SBCTC Data Warehouse, Student and Completion tables
1.C.2.c to i	SBCTC Student Achievement Point Year-end Report, 2010-2011
<b>Core Theme Two – Catalyst for Success and Opportunities</b>	
2.A.1.a to f	SBCTC Annual Academic Year Reports, 2006-2007 to 2010-2011
2.A.2.a	SBCTC Data Warehouse, Completion table
2.A.2.b to c	SBCTC Data Warehouse, Student, Transcript, and Completion tables
2.A.2.d	SBCTC Data Warehouse, Student, Transcript and Completion tables; Complete College American Report, 2011 (online)
2.A.2.e	Data from instructional deans
2.A.2.f	SBCTC Data Warehouse, WABERS database Federal Report Table 4b
2.A.3.a	SBCTC Annual Academic Year Reports, 2005-2006 to 2009-2010
2.A.3.b & c	SBCTC Annual Academic Year Reports (2006-2007 to 2009-2010), from Data Linking for Outcomes Assessment (DLOA) files based on linking with the unemployment insurance data for Washington, Oregon, Idaho, and Montana

Indicator	Sources
2.A.3.d	Graduate surveys, 2009, 2010, and 2011
2.B.1.a & b	Seattle district, annual reports of Grant and Contract Awards
2.B.2.a to d	Achieving the Dream (AtD) records; SBCTC Data Warehouse, Transcript table
<b>Core Theme Three – Diversity in Action</b>	
3.A.1.a	Seattle district, annual list of Communication, U.S. Culture and Global Studies Courses
3.A.1.b & c	Data from Global Education Design Team (GEDT)
3.A.2.a to b	SBCTC annual Fall Quarter Reports
3.A.2.c & d	Data extracted from SBCTC Data Warehouse Employee table by the Seattle district office of Education, Planning, eLearning and Workforce Education
3.B.1.a & b	Data from Student Leadership
3.B.1.c & d	Data from Multicultural Services
3.C.1.a	SBCTC annual Academic Year Reports
3.C.1.b	SBCTC Data Warehouse Class table; input from instructional deans
3.C.1.c	SBCTC Data Warehouse, Class table
3.C.2.a & b	Data extracted from SBCTC Data Warehouse Student, Class and Transcript tables
3.C.2.c	Data from Cooperative Education
3.C.2.d	Data from Service-Learning
3.C.3.a	SBCTC Student Management System (SMS)
3.C.3.b	Seattle district, office of Education, Planning, eLearning and Workforce Education
3.C.3.c	Learning Support Network (LSN) reports
3.C.3.d	Library statistical data
<b>Core Theme Four – Communities Engagement</b>	
4.A.1.a to c	SBCTC Data Warehouse; instructional deans; Seattle district, office of Education, Planning, eLearning and Workforce Education; Seattle Central Office of Workforce Education; AtD records
4.A.2.a to c	Data from Student Leadership
4.B.1.a to c	Data from Professional and Continuing Education (PCE)
4.B.1.d	Satisfaction surveys, data from PCE
4.B.2.a	Data from Higher Education Coordinating Board (HECB)
4.B.2.b	Data from Cooperative Education and Service-Learning
4.B.2.c	Data from instructional deans
4.B.2.d	Data from Advising Office and International Education Programs

## LIST OF ACRONYMS

Acronym	Definition
AA	Associate of Arts
AAS	Associate of Applied Science
AAS-T	Associate of Applied Science-Transfer
ABE	Adult Basic Education
ABS	Applied Behavioral Science (bachelor degree program)
ACRL	Association of College and Research Libraries
AEE	Associate in Elementary Education
AL	Allied Health, Division of
AME	Associate in Math Education
AS	Associate of Science
ASC	Associated Student Council
ASL	American Sign Language
AtD	Achieving the Dream
AV	Audio-visual (equipment)
BAC	Business Advisory Committee
BAC	Business Affairs Commission (SBCTC)
BITCA	Business, Information Technology, and Creative Art, Division of
BTS	Basic and Transitional Studies, Division of
CC	College Council
CCSSE	Community College Survey of Student Engagement
CDAC	Classified Development Advisory Committee
CEU	Continuing Education Units
CL	Computer lab (fee)
CAC	Course Approval Committee
CCC	Curriculum Coordinating Council
CSP	Coordinated Studies Program
CTC	Community and Technical Colleges (Washington state)
DTA	Direct Transfer Agreement
ELC	Executive Leadership Council
ERP	Enterprise Resource Planning (ERP) Systems

Acronym	Definition
ESCO	Energy Service Company
ESL	English as a Second Language
FERPA	Family Educational Rights and Privacy Act of 1974
FMS	Financial Management System
FTES	Full-time equivalent, Student
GED	General Education Development
GISS	Governance Institute for Student Success
GPA	Grade point average
GSF	Gross square feet
HECB	Higher Education Coordinating Board
HIPAA	Health Insurance Portability and Accountability Act
Hum/SS	Humanities and Social Sciences, Division of
IAC	Instructional Assessment Committee
ICRC	Intercollege Relations Commission
IEP	International Educational Programs
IL	Information Literacy
ILC	Information Literacy Committee
IRIS	Information and Research Instruction Suite
IT	Information Technology
ITS	Information Technology Services
LCC	Learning Communities Committee
LSTA	Library Services and Technology Act
MIMP	Major Institutional Master Plan
MOU/A	Memorandum of Understanding/Agreement
MRP	Major Related Program
NIOSH	National Institutes of Occupational Safety and Health
OFM	Office of Financial Management
OSHA	Occupational Safety and Health Act
PAVS	Program Analysis and Viability Study
PCE	Professional and Continuing Education
PIO	Public Information Office

Acronym	Definition
PPMS	Payroll/Personnel Management System
PRC	Program Review Committee
RCW	Revised Code of Washington
SAM	Science and Mathematics, Division of
SAO	State Auditor's Office
SCCD	Seattle Community College District VI
SBCTC	State Board for Community and Technical Colleges
SCA	Seattle Culinary Academy
SIIR	Strategic Initiatives and Institutional Research, office of
SMA	Seattle Maritime Academy
SMS	Student Management System
STAR	Success, Training, Advising, and Registration
SVI	Seattle Vocational Institute
TAC	Technical Advisory Committee
TLC	Technology Learning Center
UDL	Universal Design for Learning
WABERS+	Washington Adult Basic Education Reporting System
WAC	Washington Administrative Code
WACTC	Washington State Community and Technical Colleges, Presidents' Group
WISHA	Workplace Safety and Health Act
WCC	Wood Construction Center (Location)

## LIST OF EXHIBITS

Exhibit	Title
2.1	Administrative Structure at Seattle Central Community College
2.2	Agreement: Seattle Community College District VI and Seattle Community Colleges Federation of Teachers, Local 1789, July 1, 2007-June 30, 2010 "Agreement," extended to June 30, 2012)
2.3	Division Faculty Evaluation Checklists and Supporting Documents
2.4	Learning Outcomes Assessment Reports, 2006-2008, 2009-2010, 2010-2011
2.5	Program Analysis and Viability Study (PAVS) Reports, 2006 and 2009
2.6	Samples of Course Outlines and Course Syllabi
2.7	Specialized Accreditation Reports
2.8	Applied Behavioral Science (ABS) Program Information
2.9	Library and Information Resources - Additional Information
2.10	Revenues and Expenditures Projections, 2012-2013 to 2015-2016
2.11	Budget Request Instructions for 2011-2012
2.12	Facilities Master Plan: Planning Documents, 2011-2012
2.13	Campus Expansion Charrette, May 15, 2009
2.14	Campus Program Summary, December 15, 2009
3.1	Strategic Enrollment Management (SEM) Plan -Updated 2012
3.2	Information Technology (IT) Strategic Plan
3.3	Campus Engagement Days: Agendas and Handouts
3.4	SVI Strategic Plan, 2011-2016 and Planning Documents
4.1	SVI Strategic Enrollment Management (SEM) Plan

## LIST OF APPENDICES

Appendix	Title
0.1	Enrollment: 2006-2007 through 2010-2011
1.1	2006-2011 Strategic Plan, Goals and Objectives for 2010-2011
2.1	Administrative Personnel
2.2	Seattle Central Community College Organization Chart
2.3	Faculty Evaluation Schedule, Revised Fall 2007
2.4	Program Review List: 2006-2007 to 2010-2011
2.5	Program Learning Outcomes Assessment Summary Report, Template, 2010-2011
2.6	Course Establishment Form and Syllabi Template
2.7	Samples of Program (Curriculum) Maps
2.8	Curriculum Coordinating Council (CCC) Web Pages
2.9	Credit by Exam: Credit for Prior Learning
2.10	College-Wide Student Learning Outcomes (CWSLO)
2.11	Policy for Offering CEU and Related Documents
2.12	Print and Audio-Visual Resources
2.13	Resource Usage
2.14	Library Instruction
2.15	Library Space
2.16	Demo Room List
2.17	Student Computer Lab List
2.18	2010-2011 Training Schedule
2.19	Student Computer Replacement
3.1	2011-2016 Strategic Plan
3.2	Pathway to Completion
4.1	SAM and STEM Opportunities at Seattle Central Community College
4.2	Seattle Central Student Leadership Boards and Leadership Institute



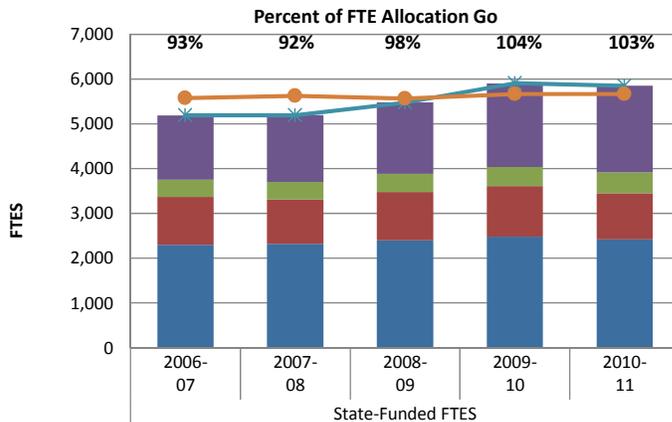
## **APPENDICES**



## Enrollment: 2006-2007 through 2010-2011

The enrollment information displayed below shows Seattle Central Community College’s enrollment over a five year period (academic years 2006-2007 through 2010-2011). Enrollment is separated into four categories: State Funded FTES\*, International Students, Running Start Students, and Seattle Vocational Institute (SVI) State Funded FTES.

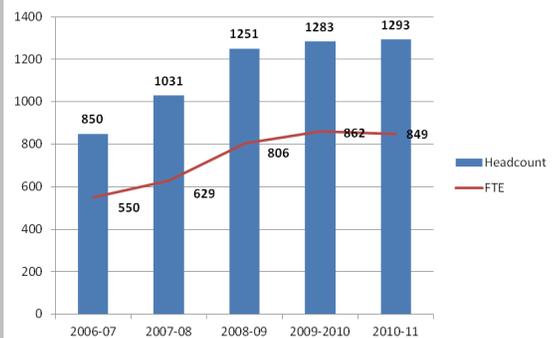
### Seattle Central State Funded FTES by Year



	2006-07	2007-08	2008-09	2009-10	2010-11
Professional/Technical	1,436	1,487	1,596	1,870	1,941
PreCollege	387	396	399	430	461
Basic Skills	1,064	993	1,085	1,126	1,026
Academic Transfer	2,303	2,319	2,398	2,482	2,424
Total	5,190	5,194	5,478	5,908	5,852
Allocation Goal	5,580	5,629	5,567	5,667	5,667

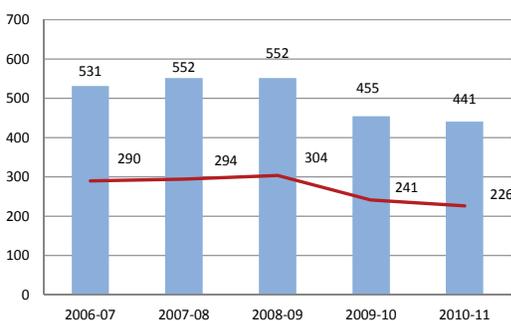
State funded full time equivalent students (FTES) have increased steadily over the last five years with the biggest increase in 2008-2009 and 2009-2010 (a 6% increase each year).

### Central International Students



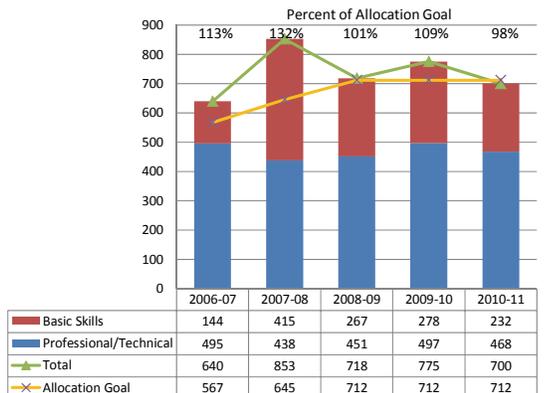
International student enrollment has increased every year from 2006-2007 to 2010-2011. Please note that these numbers do not include Seattle Central Institute of English (SCIE) students. SCIE student enrollment went from 298 FTE in 2006-2007 to 550 FTE in 2010-2011.

### Central Running Start Students



Over the last two academic years Running Start has experienced a 26% decline in enrollment.

### SVI State Funded FTES



SVI's enrollments were above goal for four years, but in 2010-2011, enrollment declined 11%, and enrollments were 12 FTE short of the 712 goals.

## Appendix 1.1

### Seattle Central Community College STRATEGIC PLAN 2006-2011 Goals and Objectives for 2010-11

#### **Goal 1. Develop and implement a financial plan that sustains the financial health of the college and is aligned with the college's mission and strategic direction.**

- **Objective 1.1.** Build restricted reserves to 5% of the operating budget.
- **Objective 1.2.** Build unrestricted reserves for the operating budget.
- **Objective 1.3.** Diversify and increase local funding.
- **Objective 1.4.** Build an operating budget process that anticipates and responds to fluctuations in the economy.

#### **Goal 2. Increase enrollment, retention, persistence and completion of certificates and degrees, congruent with the mission and values of the college.**

- **Objective 2.1** Develop and carry out a comprehensive enrollment management plan to attract and retain students.
- **Objective 2.2** Meet the college's annual FTES allocation.
- **Objective 2.3** Increase student retention fall to winter quarter by 5 percentage points.
- **Objective 2.4** Increase the number of students who achieve State Momentum Points by 5 percent.
- **Objective 2.5** Increase the number of students who are awarded degrees and certificates, and transfer to baccalaureate institutions, by 2 percentage points.
- **Objective 2.6** Achieve student diversity in all college divisions and programs.
- **Objective 2.7** Achieve employee diversity in all college divisions and programs.

#### **Goal 3. Continually improve institutional effectiveness.**

- **Objective 3.1** Improve student satisfaction with student services, educational programs and the overall college experience.
- **Objective 3.2** Increase student involvement to enhance the quality of the overall college experience.
- **Objective 3.3** Provide professional development for faculty, staff and administrators to improve their effectiveness and stay current in their field.

**Goal 4. Develop and sustain state-of-the-art facilities that support a positive learning and working environment.**

- **Objective 4.1** Improve facilities through renovation, additions and repairs.
- **Objective 4.2** Integrate facilities planning in a manner that incorporates all master planning processes and supports the college's educational mission.
- **Objective 4.3.** Improve and sustain the quality of the physical environment.
- **Objective 4.4** Enhance facilities to support a safe and secure environment.
- **Objective 4.5** Improve information technology capacity and network infrastructure.

**Goal 5. Increase community awareness and support for the college's mission, vision, and strategic direction.**

- **Objective 5.1** Strengthen relationships with business and educational communities in order to contribute to the region's prosperity.
- **Objective 5.2** Each professional technical program has a TAC that meets quarterly and completes its annual action plan (established at its first meeting of the year).
- **Objective 5.3** Increase the college's leadership role by working collaboratively with external partners towards creating regional solutions for education and training needs.

**Goal 6. Strengthen and align instructional programs, curricula and teaching to be responsive to students and community educational goals and market demands.**

- **Objective 6.1** Create and assess programs to ensure that they provide pathways for students to obtain certificates, degrees or employment.
- **Objective 6.2** Meet the learning outcomes for all programs.
- **Objective 6.3** Offer more integrative learning experiences.
- **Objective 6.4** Embed current technology into the pedagogy and curriculum.

September 17, 2010

## Appendix 2.1 – Administrative Personnel

Title	Name	Highest Credentials	Assigned Area	Years of Experience	External Board, Council, & Commission Currently serving
<b>President's Office</b>					
President	Paul Killpatrick	Ph.D.	The college	33	WACTC, Goodwill Board, President's Caucus
Executive Directors	Cherisa Yarkin	Ph.D.	SIIR & Grants	15	WA Research & Planning Council, Ctr for Educ. Results Road Map Project
	Adam Nance	B.A.	SCCC Foundation	19	Chair of Washington Chapter Sierra Club Political Cte.; Capitol Hill Transit Oriented Development Champion Cte.
Executive Deans	Al Griswold	M.A.	SVI, Workforce, SMA, ABS, Wood Construction	23	Workforce Education Council (WEC) and NCWE, Seattle Public School Advisory Council
	Andrea Insley	Ed.D.	International Edu., Global Impact	26	Global Impact
Director, Interim	Judy Kitzman		Public Information Office	20	NCMPR, PIC, P3: A Learning Odyssey - Guide
Associate Director	David Underwood	M.Ed.	President's office & SIIR	5	Ctr for Educ. Results Road Map Project
Human Resources Officer	Kathryn Woodley	3 yrs college	Human Resources	35	Human Resources Management Commission
<b>Administrative Services</b>					
Vice President	Michael Pham	M.B.A.	Administrative Services	25	Business Affairs Commission
Associate Dean/Director	Harriet Wasserman	B.S.	IT Services	27	IT Commission
Directors	Janet Barker	B.S.	Business Services	35	Budget Reporting & Accounting Council
	Jeff Keever	B.A.	Auxiliary Services	12	Broadway Business Improvement Area, Board
	Charles Davis	B.S.	Facilities & Plant Operations	30	WA State Capital Projects Advisory Review Bd
	Elman McClain	AAS	Safety & Security	20	President, WA State CTC Safety, Security, & Emergency Mgt. Preparedness
	Alison McCormick		Mainstay	30	Comm. for Accred. of Rehab. Facilities, King Co. Div. of Dev Disabilities; WA Div. of Dev Disabilities, Div. of Voc Rehab

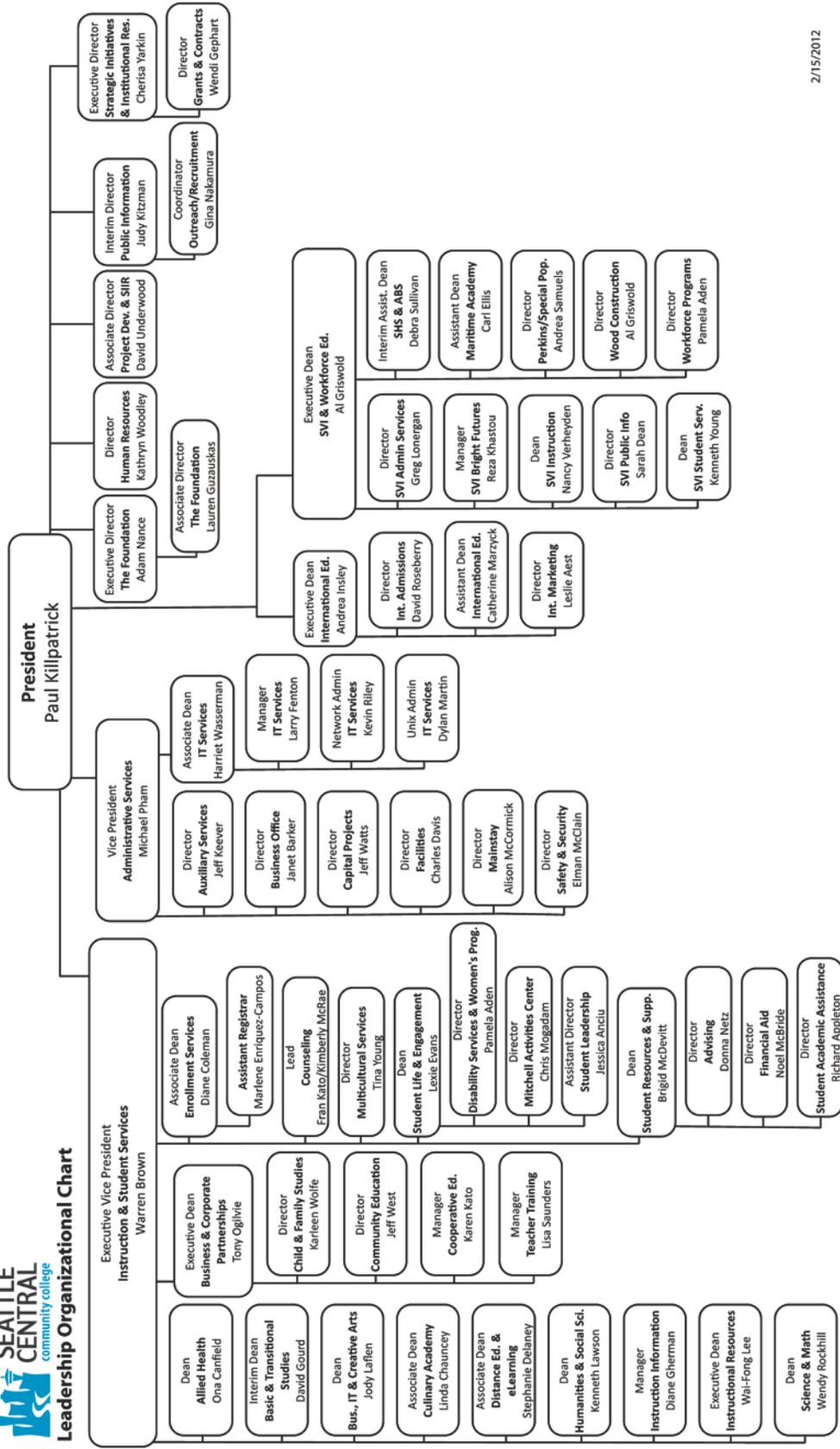
Instruction					
Executive Vice President	Warren Brown	Ed.D.	Instruction & Student Services	16	WA Instruction Commission, Student Services Commission, Joint Access Oversight Grp, Career & Empl Services Council
Executive Deans	Wai-Fong Lee	Ph.D.	Instructional Services, Accreditation, Assessment	35	Library & Media Directors Council; ATL Liaison; NWCCU Liaison; Council of Advisors, KCLS Foundation
	A Barretto Ogilvie	Ed.D.	Professional and Continuing Education, Corporate Partnerships and Business Development	22	Cap. Hill Ch of Commerce; Seattle Downtown Bus. Assn.; PATH Global Alliance; Filipino Am. Educators of WA; Natl. Assoc. of Filipino Am.;
Deans	Ona Canfield	M.Ed.	Allied Health	15	Global Impact Tech Advisory Cte., WA Oral Health Access Advocacy Coalition, WA Dental Hygienists' Assoc.; Governing Board-Education Cte.
	David Gourd	M.B.A. M.S.T.	Basic & Transitional Studies	25	Council for Basic Skills
	Jody Laflen	M.A.	Business, IT, & Creative Arts	10	WA State Association for Multicultural Education, Capitol Hill Ch. of Commerce
	Kenneth Lawson	Ph.D.	Humanities & Social Sciences	6	Articulation & Transfer Council
	Wendy Rockhill	Ph.D.	Science & Math	30	Pacific NWLSAMP Governing Board Member
	Nancy Verheyden	B.A.	Instruction, SVI	33	Seattle Public Schools GAC
Associate Deans	Linda Chauncey	M.P.A.	Seattle Culinary Academy	30	Denny Alumni Council- Evans Sch. of Pub Affairs; Ryther Child Ctr League, Chefs Collab.; Global Impact-Africa, Les Dames D'Escoffier Intl & Seattle Chptr
	Stephanie Delaney	Ph.D.	Distance Education. & eLearning	15	eLearning Council
Assistant Deans	Carl Ellis	Ed.D.	Seattle Maritime Academy	38	Board member,-Youth Maritime Training Association
	Catherine Marzyck	M.A.T.	Institute of English	33	Western WA English Language Consortium
	Debra Sullivan	Ed.D.	Applied Behavioral Sci., Soc. & Human Services	18	Natl. Assoc. for the Education of Young Children-Gov Bd Member; Natl Black Child Inst - Seattle Affiliate Ed Cte. Chair

Student Services					
Deans	Lexie Evans	M.A.	Student Life & Engagement	25	
	Brigid McDevitt	B.A.	Student Resources	15	NASFAA, CSF Passport Consortium, College Bound Work Team (WCAN)
	Kenneth Young	M.P.A.	Student Services, SVI	17	Leon Sullivan Health Care Ctr. Bd Member
Associate Dean	Diane Coleman	M.A.	Enrollment Services	22	ARC, AACRAO
Directors	Pamela Aden	M.Ed.	Disability Support Services, Woman's Programs, Workforce Services	35	
	Richard Appleton	M.S.	Student Academic Assistance	30	NAEOP, NW Assn Educ. Oppty Pgms, Council for Oppty in Educ.
	Noel McBride	B.A.	Financial Aid	16	NASFAA, WAFAA, FAC
	Chris Mogadam	M.S.	Physical Education, Mitchell Activities Ctr.	20	Homeless Veterans Committee, Safety Council
	Donna Netz	M.Ed.	Advising Center, Transfer Center	6	Advising and Counseling Council (ACC), Intercollege Relations Commission (ICRC)
	Tina Young	M.Ed.	Multicultural Services	16	Multicultural Student Services Director's Council

# Appendix 2.2



## Leadership Organizational Chart



2/15/2012

## Appendix 2.3 – Faculty Evaluation Schedule

Faculty Evaluation Schedule					
Revised November 2007					
FACULTY CATEGORY	Student Evaluation	Admin. Review of Student Evaluation	Administrative Evaluation (Including Improvement Plan As Needed)	Peer Observation	Professional Development <i>Report</i>
Part-time	Quarterly	Quarterly	1st, 3rd, 5th Quarters (Suggested)	Optional	<i>Annual</i>
Priority Hire (Part-Time)	Quarterly	Annual	Annual	Optional	<i>Annual</i>
Temporary Full-Time and Pro-Rata Part-Time					
3 Quarters	Quarterly	Quarterly	Quarterly	Quarterly	<i>Annual</i> (Reviewed Quarterly)
2 Quarters	Quarterly	Quarterly	Quarterly	Optional	Optional
1 Quarter	Quarterly	Quarterly	Quarterly	Optional	Optional
Grant and Special Contract	Quarterly	Annual	Annual	<i>Optional</i>	<i>Annual</i>
Tenure Track (Full-Time)	Quarterly	Quarterly	Quarterly	Quarterly	Annual (Reviewed Quarterly)
Post-Tenure (Full-Time)	Quarterly	Annual	Triennial	Optional	<i>Annual</i>

Changes are shown in *italic*. Revised Nov. 26, 2007

## Appendix 2.4

### Program Review List: 2006-2007 to 2010-2011

YEAR	2006-2007			
	Fall	Wtr	Spring	Total
<b>Transfer</b>	Humanities, Math		English, Journalism	4
<b>Workforce</b>	BIT	Photography, Culinary Arts	Film & Video Comm	4
<b>ABS</b>				
<b>Other</b>				
<b>Total</b>	3	2	3	<b>8</b>

YEAR	2007-2008			
	Fall	Wtr	Spring	Total
<b>Transfer</b>		Political Sci	Business Admin	2
<b>Workforce</b>	Dental Hygiene, Information Technology		Deaf Studies, SHS	4
<b>ABS</b>				
<b>Other</b>	Library	SCIE		2
<b>Total</b>	3	2	3	<b>8</b>

YEAR	2008-2009			
	Fall	Wtr	Spring	Total
<b>Transfer</b>	World Languages	Engineering	Communications	3
<b>Workforce</b>	Interpreter training, Maritime Academy, Opticianry	Graphic design, Respiratory Care	Microcomputers, Surgical Tech	7
<b>ABS</b>		ABS		1
<b>Other</b>			ESL	1
<b>Total</b>	4	4	4	12

YEAR	2009-2010			
	Fall	Wtr	Spring	Total
<b>Transfer</b>		Astronomy & Physics	Social Sciences	2
<b>Workforce</b>		Apparel Design, Publishing Arts, Application Support	Nursing	4
<b>ABS</b>				
<b>Other</b>	ABE			1
<b>Total</b>	1	4	2	7

YEAR	2010-2011			
	Fall	Wtr	Spring	Total
<b>Transfer</b>	Chemistry, Biology (Botany, Biotech, A&P)	Philosophy, Humanities, Visual & Performing Arts	Math	6
<b>Workforce</b>		Marine Carpentry, BIT	Photography, Culinary Arts	5
<b>ABS</b>				
<b>Other</b>	Coop Ed/Service Learning			
<b>Total</b>	3	5	3	<b>11</b>

**Total instructional programs reviewed for the four-year cycle = 41**  
**New cycle stated in winter 2011.**

## APPENDIX 2.5 - ANNUAL PROGRAM LEARNING OUTCOMES ASSESSMENT SUMMARY REPORT

PROGRAM: PROGRAM NAME - [DEGREE AND/OR CERTIFICATE]

DATE: [ DD MONTH YYYY ]

### ASSESSMENT SCHEDULE - Due: December 15th 2011

<b>1. Past Year: Indicate which program level learning outcomes assessment or any other assessment projects you completed in the 2010-2011 academic year.</b>		
<b>Learning Outcomes:</b>	<b>ACTION:</b>	<b>DATE COMPLETED:</b>
[enter key-words to identify outcome]	[enter title of assessment project or activity]	
<b>Other Assessment Activities:</b>	[such as reviewing, revising, developing new learning outcomes; new program or course development]	
<b>2. Current Year: Indicate which program level outcomes you plan to assess or other assessment projects you plan to complete in 2011-2012:</b>		
<b>Learning Outcomes:</b>	<b>ACTION:</b>	<b>COMPLETE BY:</b>
<b>Other Assessment Activities:</b>		
<b>3. If you have a longer term assessment plan that spans more than two years, please describe.</b>		
[Each fall you will report on the past year's assessment activities under section #1 above. You will report your plans for the current year under section #2 above. You do not need to assess all outcomes each year. Pick one or two areas of concern in your curriculum and put your focus there. Define the problem and create a plan to address it. This is the focus of the annual reports. Program reviews will look at the assessment reports you create each year as part of the review. If you have a longer term plan, report them here under #3.]		

## APPENDIX 2.5 - ANNUAL PROGRAM LEARNING OUTCOMES ASSESSMENT SUMMARY REPORT

PROGRAM: PROGRAM NAME - [DEGREE AND/OR CERTIFICATE]

DATE: [ DD MONTH YYYY ]

### ASSESSMENT REPORT for academic year 2010-2011

<b>DEMONSTRATION OF LEARNING:</b> What assignments or projects demonstrate student learning outcomes are achieved? What evidence do you have that students are achieving the learning outcomes? You may choose to focus on one or two learning outcomes each year.		
<b>Learning Outcomes</b>	<b>Assessment methods</b>	<b>Evidence of Learning</b>
[enter full text of learning outcome]	[Briefly describe what you did to determine if students are 'getting it'.]	[Briefly explain what you learned from this method]
[second learning outcome?]		
<b>Other Assessment Activities:</b>	[Describe activity]	
<b>EXTERNAL EVIDENCE?</b> Alumni, employer, Curriculum Review or Technical Advisory Committee feedback? What data from outside the classroom have led to curriculum changes?		
[Add any sources of information that influence your curriculum decisions unique to your program.]		
<b>FINDINGS:</b> What do you conclude from your outcomes assessment activities? Are curriculum changes needed?		
[Reflect on the evidence you have collected – what does it mean for teaching and learning in your program?]		
<b>ACTIONS TAKEN:</b> What, if any, program changes have you made in the past year as a result of assessment activities. WHAT WAS THE IMPETUS FOR THE CHANGE?		
[What changes have you ALREADY made in the past year?]		
<b>ACTIONS PLANNED:</b> Based on what you learned from assessment activities this last year for the above learning outcomes or other assessment activities, are there any follow-up activities planned or required?		
[This should be the basis for next year's assessment activities and assessments.]		

## Appendix 2.6

SEATTLE CENTRAL COMMUNITY COLLEGE

Office of Instruction

### Application to Establish or Revise a Course

Please read [Instructions](#)

Course number:	Course title:
Submission date:	Next Course Establishment meeting date:
<input type="checkbox"/> New Course <input type="checkbox"/> Significant Course Revision* <input type="checkbox"/> Minor Modification (e.g., title or number change)* <input type="checkbox"/> Mode of Delivery addition or change	Proposal description:
*Submit existing course outline with this proposal.	
Designations Requested: <input type="checkbox"/> QSR <input type="checkbox"/> IS <input type="checkbox"/> C <input type="checkbox"/> GS <input type="checkbox"/> US <input type="checkbox"/> None	
Additional comments:	
Faculty Contact(s): ___ Division: ___ Mail stop: ___ Email: ___ Phone: ___ ___ Division: ___ Mail stop: ___ Email: ___ Phone: ___	
<input type="checkbox"/> Provisional Approval Request Please state reason for provisional request: ___ The course may be offered before without complete committee review if <i>all CE documentation is provided—see <a href="#">instructions</a></i> . Requests will receive a response within 2 weeks (except summer). Provisionally approved courses must be reviewed and revised as needed for full approval within two quarters. CAC use: Provisional approval valid through: _____. Full approval must be obtained by: _____	

**Routing & Signatures** NOTE: Forms should be routed and signed in the order listed below, i.e., *all applications must start with faculty*. Signatures indicate approval of the course outline and details as proposed in this document.

_____ Proposing Faculty	_____ Date
_____ Dean and/or Executive Dean for Workforce Education	_____ Date
_____ CAC Chair <i>Course will be routed to Diane Gherman after CAC approval</i>	_____ Date
_____ Manager of Instructional Information	_____
_____ Vice President for Instruction	_____ Date

Upon approval copies to: Siegal Center, Proposing Faculty, Division Office, Advising, Library

## Appendix 2.6

SEATTLE CENTRAL COMMUNITY COLLEGE

Office of Instruction

### Course Outline

Course Prefix & No.:	Title:	Credits:
Division:	Program/Department:	
Maximum Class Size:	Course length: weeks	Prerequisite(s):
Total Contact Hours: _____ Lecture: _____ (11 h. = 1 cr.) Lab: _____ (supervised; 22 hrs.=1 cr.) Clinical: _____ Other: _____ (unsupervised; 33 hrs. = 1 cr.)	Mode(s) of Delivery: <input type="checkbox"/> On campus self-contained <input type="checkbox"/> Correspondence <input type="checkbox"/> Tele-course <input type="checkbox"/> Online instruction <input type="checkbox"/> Hybrid (e.g., online and on campus) <input type="checkbox"/> Other (please describe): _____	
Course Description		
Learning Outcomes	As a result of taking this course, students will be able to: <ul style="list-style-type: none"> <li>▪</li> </ul>	
Program/Degree Outcomes	This course addresses the following program or degree outcomes: <ul style="list-style-type: none"> <li>▪</li> </ul>	
Topical Outline and/or Major Divisions		
Distribution Area	Select One	
Additional Information		
CAC Use Only Special Designation (s)	<input type="checkbox"/> QSR <input type="checkbox"/> IS <input type="checkbox"/> C <input type="checkbox"/> GS <input type="checkbox"/> US <input type="checkbox"/> None	
Outline Prepared by:	Date:	

**Additional Information**

**All new courses and major revisions:**

Review the Seattle Central Community College Mission and Values and Learning Outcomes (see left menu bar at <http://seattlecentral.edu/sccc/>) and respond briefly (150-300 words each) to the following:

**Mission and Values:** How does the course support the college’s Mission and Values?

**Assessment:** Briefly explain how you will know students have achieved the course specific and college wide or program outcomes you have identified for the course.

**Mode Statement** (required for all modes other than face-to-face):

Explain how the course outcomes will be met in the proposed mode(s):

**Required if special designations are requested:**

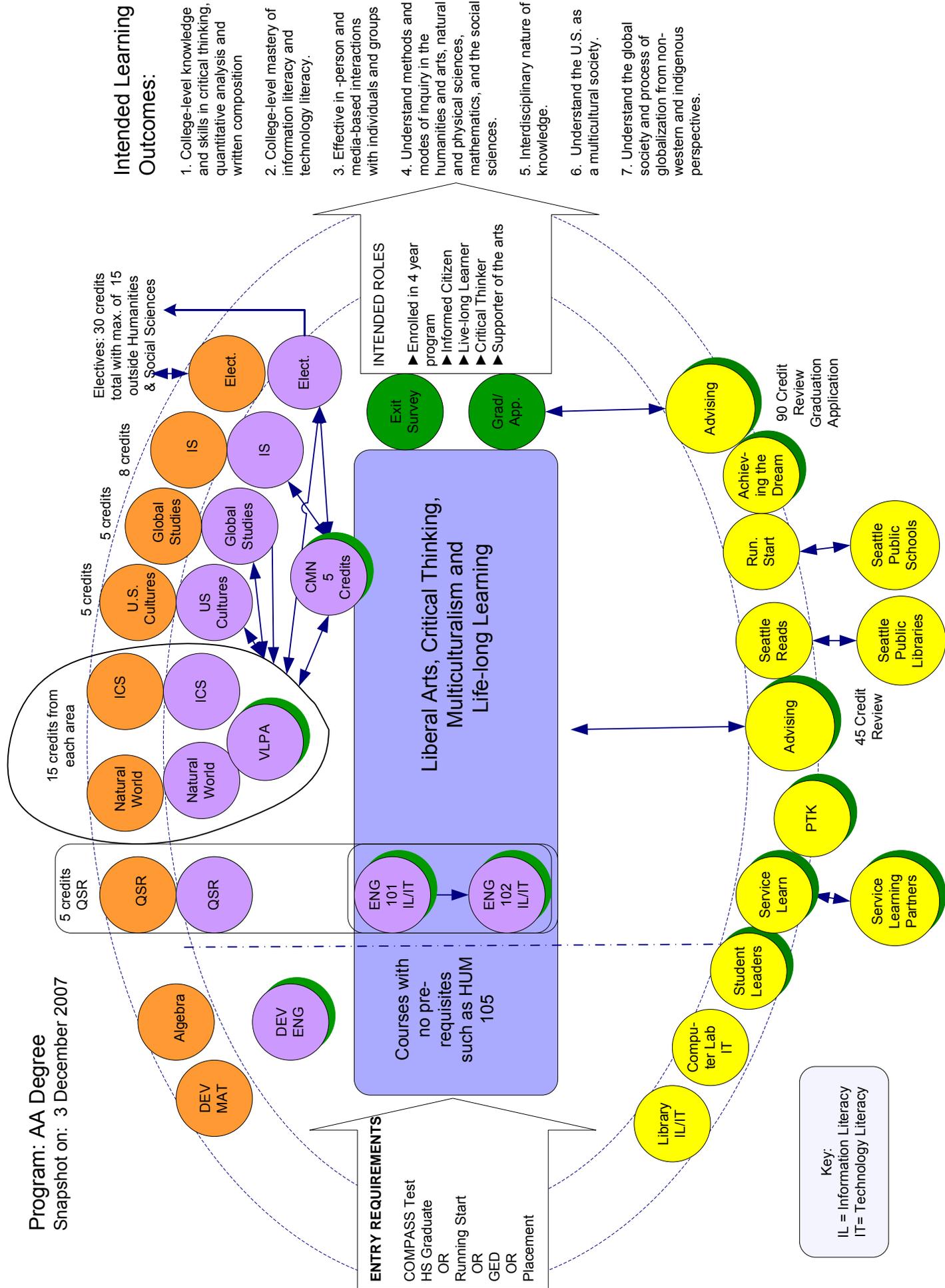
For *each* designation requested explain how the course will meet the designation criteria found at <http://seattlecentral.edu/users/crc/page.php?page=409>.

Designation Requested: Select designation (optional)  
Statement:

Designation Requested: Select designation (optional)  
Statement:

# Appendix 2.7

Program: AA Degree  
 Snapshot on: 3 December 2007



## Intended Learning Outcomes:

1. College-level knowledge and skills in critical thinking, quantitative analysis and written composition
2. College-level mastery of information literacy and technology literacy.
3. Effective in -person and media-based interactions with individuals and groups
4. Understand methods and modes of inquiry in the humanities and arts, natural and physical sciences, mathematics, and the social sciences.
5. Interdisciplinary nature of knowledge.
6. Understand the U.S. as a multicultural society.
7. Understand the global society and process of globalization from non-western and indigenous perspectives.

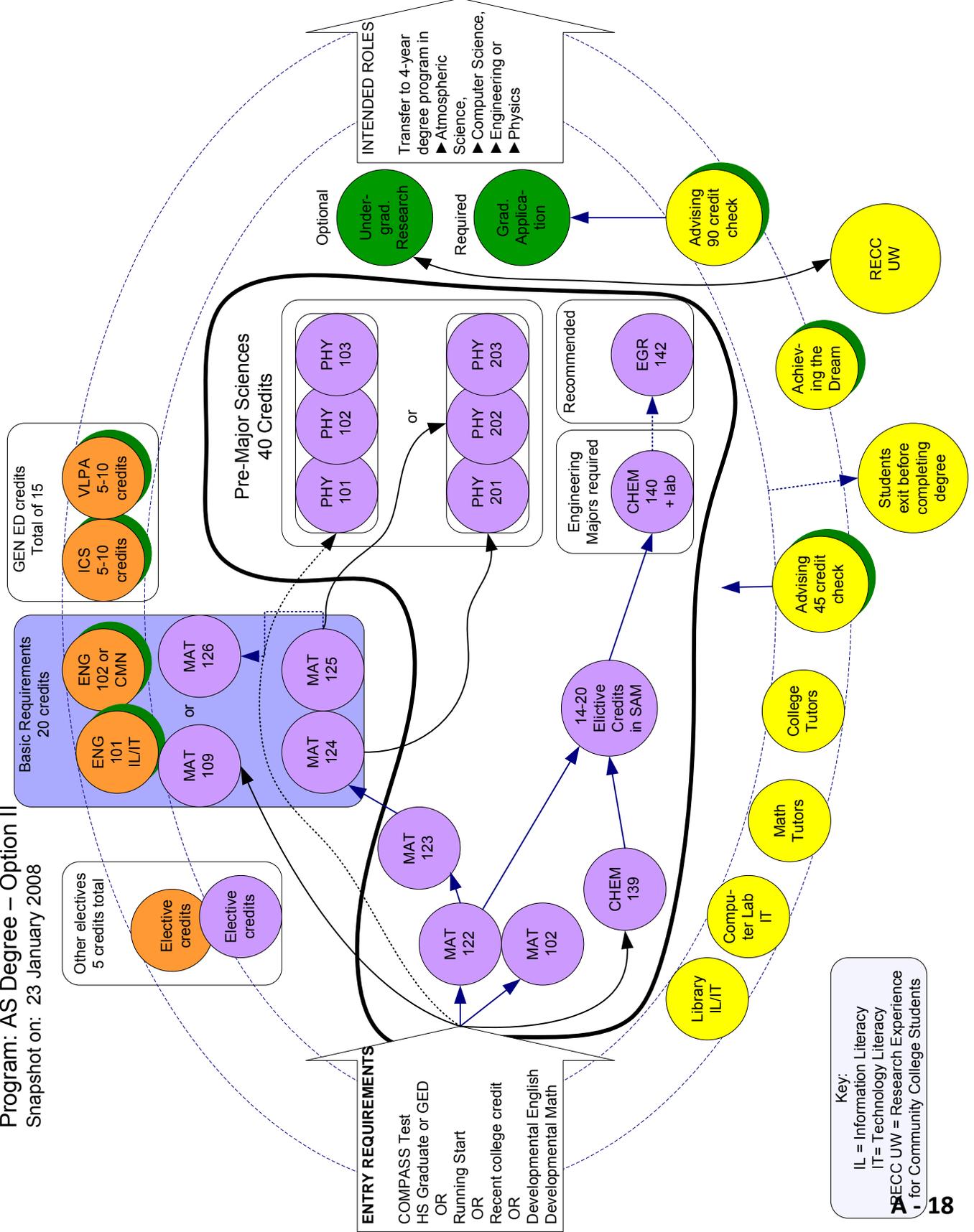
### INTENDED ROLES

- ▶ Enrolled in 4 year program
- ▶ Informed Citizen
- ▶ Live-long Learner
- ▶ Critical Thinker
- ▶ Supporter of the arts

Key:  
 IL = Information Literacy  
 IT = Technology Literacy

# Appendix 2.7

Program: AS Degree – Option II  
 Snapshot on: 23 January 2008



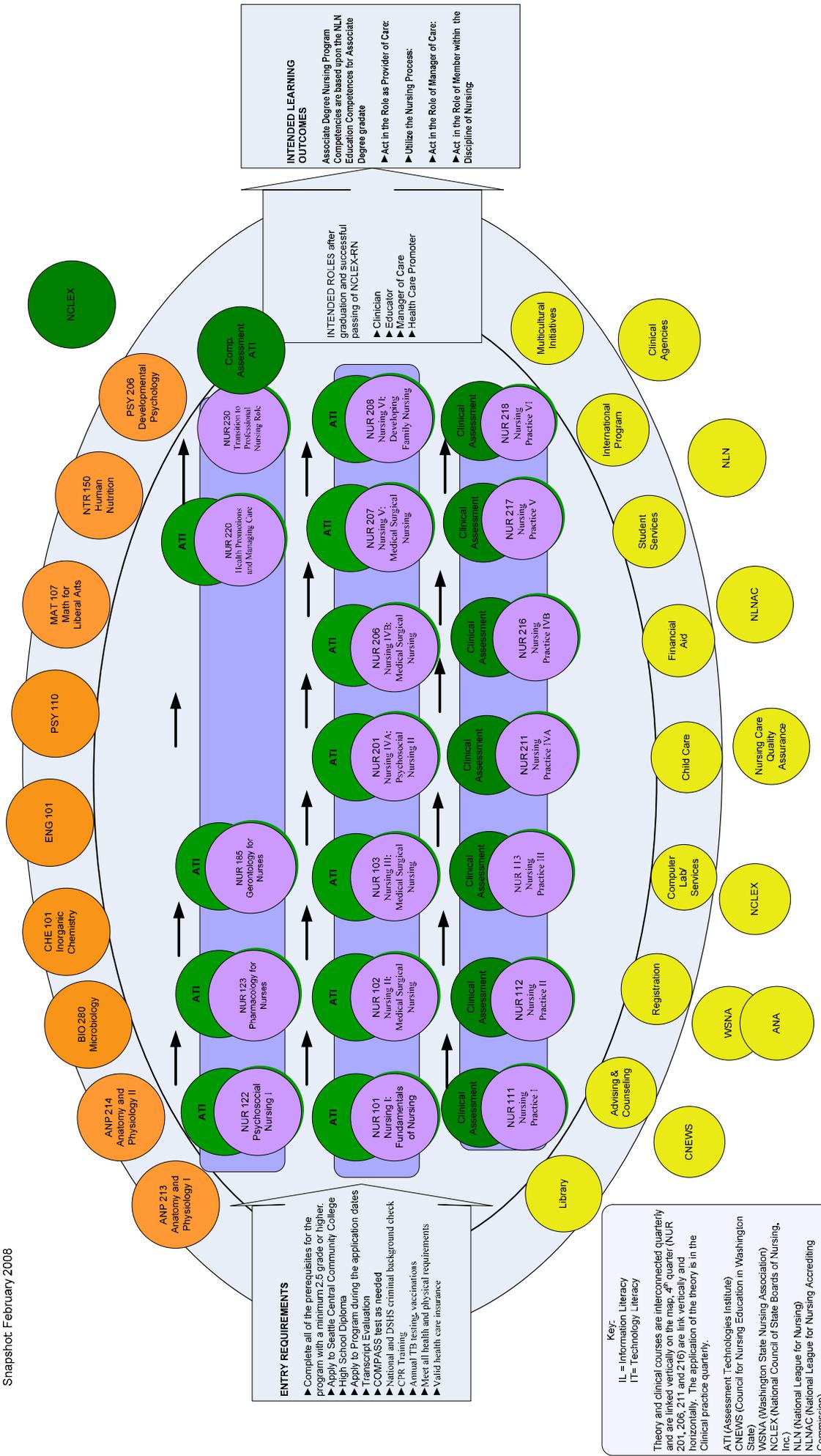
## Intended Learning Outcomes:

- ▲ College-level knowledge and skills in critical thinking, quantitative analysis, and written composition.
- ▲ College-level mastery of information literacy and be technologically literate.
- ▲ Effective oral and written communication, teamwork and collaboration in scientific, mathematical and other settings.
- ▲ Design and conduct experiments, as well as to analyze and interpret data.
- ▲ Practice methods of inquiry to mathematics and the natural and physical sciences.
- ▲ Understand the interdisciplinary and multicultural nature of knowledge.
- ▲ Demonstrate academic honesty and ethical behavior.
- ▲ Appreciate and apply knowledge of science in the outside world.

Key:  
 IL = Information Literacy  
 IT = Technology Literacy  
 RECC UW = Research Experience for Community College Students

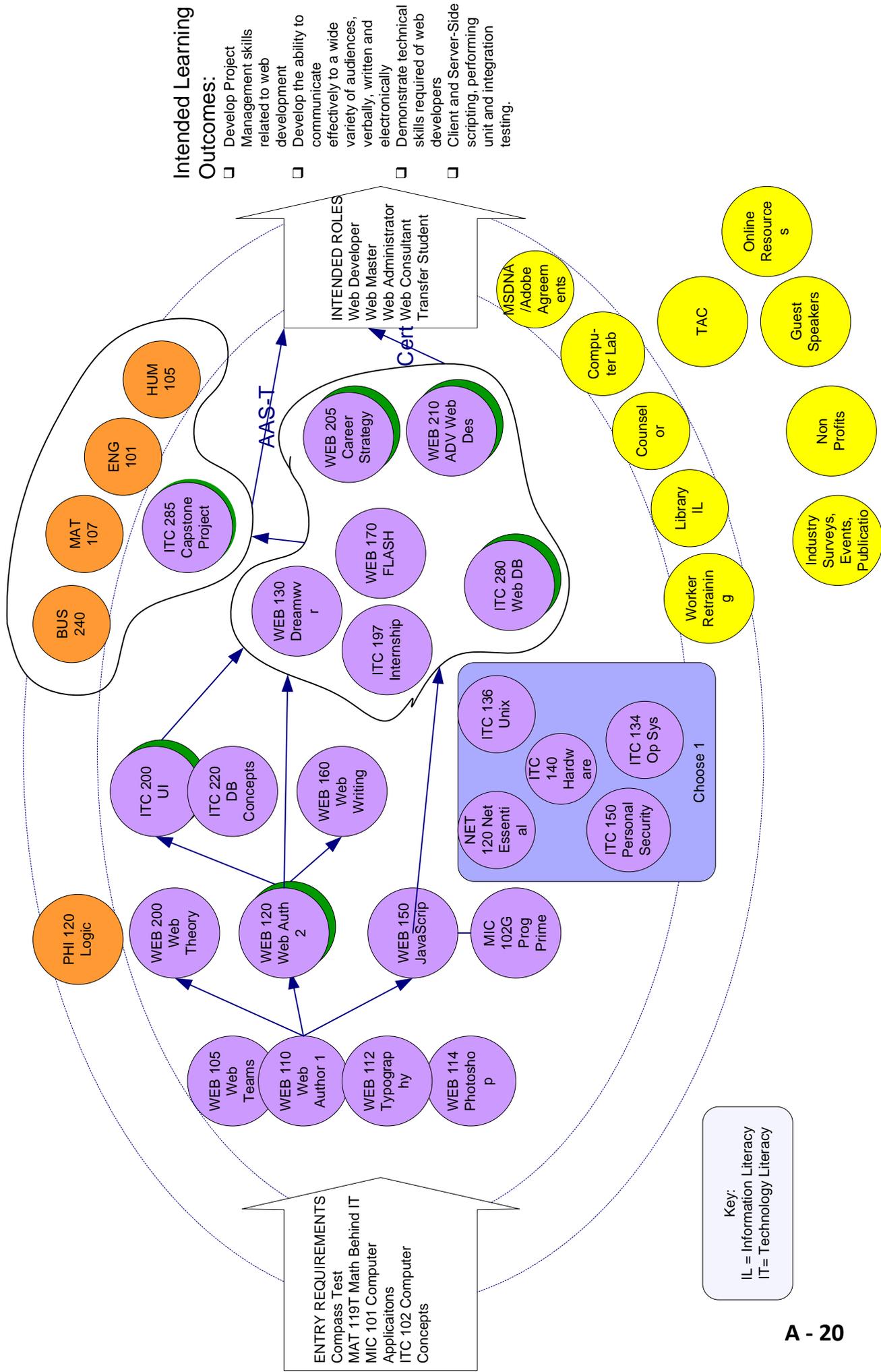
# Appendix 2.7

Program: Associate Degree Nursing Program  
 Snapshot February 2008

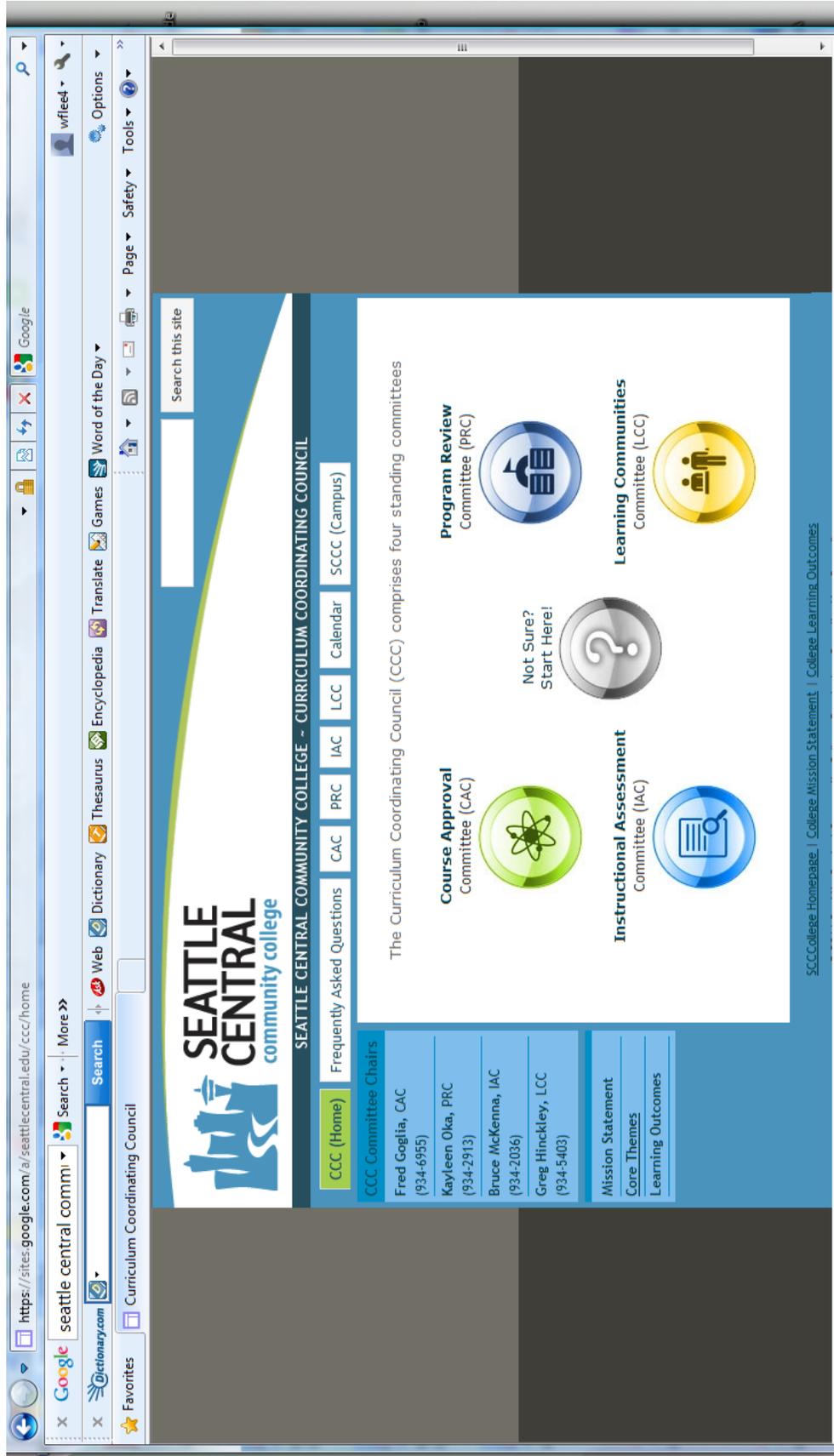


# Appendix 2.7

## Program: Web Design AAS-T Degree & Certificate Snapshot on: 4, February 2008



# Appendix 2.8 – Curriculum Coordinating Council (CCC)



**CREDIT BY EXAMINATION**

SEATTLE CENTRAL COMMUNITY COLLEGE



**You can earn college credit if you can answer YES to the following questions:**

- ❖ Is your knowledge current?
- ❖ Does what you know correspond to courses taught at the college?
- ❖ Is your level of competence comparable to students in regular courses?
- ❖ Do you have both a theoretical & practical understanding of the subject?
- ❖ Could you pass a comprehensive exam?

**In order to provide access and opportunity to the changing needs of our diverse groups of learners, Seattle Central recognizes the rich and varied ways individuals learn throughout their lives. Much of this personal learning and mastery of subject matter or skill can be demonstrated and assessed for college credit. Seattle Central encourages independent study and provides students with the opportunity to demonstrate academic competency by passing a comprehensive course examination. Students who successfully pass such an examination will earn credit for the course.**

**FOR MORE INFORMATION:**



**CALL (206) 934-4060 or VISIT ROOM BE1140**

**TUITION COSTS**

<u>WA state residents</u>	5 credits	\$501.95
<u>Non-residents</u>	5 credits	\$601.95

(Tuition includes a \$20.00 nonrefundable fee)  
 \*fees subject to change without notice and are in addition to regular college enrollment fees.

**COURSE LISTING**

- 9212 ENGL& 101 (5 credits) • Composition
- 9214 ENGL& 102 (5 credits) • Composition
- 9234 SPANISH 121 (5 credits) • Elementary Spanish
- 9236 SPANISH 122 (5 credits) • Elementary Spanish
- 9238 SPANISH 123 (5 credits) • Elementary Spanish

**REQUIRED: Students must have completed a minimum of 9 (nine) residence credits at Seattle Central with a grade of "C" or better before registering for a credit by exam course.**

Credit by Exam courses are not considered residence credits and will appear as "Credit By Exam" on transcripts.  
 Restrictions apply – please inquire at the Distance Education office.



If students are using CBE credits as part of a their A.A., A.S., A.A.S. or B.A. degree, the diploma- or degree-granting institution reserves the right to determine course(s) eligibility. Students desiring to transfer credits to another college or university should check with the institutions prior to enrolling in a credit by examination course.

## Appendix 2.10

### Seattle Central Community College College-Wide Student Learning Outcomes

Seattle Central students will achieve personal and professional goals in diverse and multicultural settings because they are able to:

**Think:** analyze, create, and reflect to address and appreciate challenges and opportunities

**Collaborate:** work effectively with others to learn, complete tasks, and pursue common goals

**Communicate:** exchange ideas and information through intentional listening, speaking, signing, reading, writing, or presenting

**Connect:** apply knowledge and skills to solve problems

**Continue Learning:** self-evaluate and act to improve knowledge and skills

## Appendix 2.10

### Think

#### Analyze, create, and reflect to address and appreciate challenges and opportunities

- Gather, interpret, and evaluate information
- Identify problems and issues
- Formulate hypothesis
- Generate and implement creative strategies
- Create and appreciate aesthetic work
- Evaluate their thinking process

#### Possible Instructional Activities

- Collect, evaluate, and analyze valid and/or relevant information and data
- Differentiate among fact, opinion, hearsay, etc., and evaluate the validity of different sources of information
- Classify, organize, prioritize, and/or synthesize information and data
- Interpret and analyze symbolic, quantitative, and/or graphical information
- Develop a logical process for solving problems
- Apply knowledge and learning to various contexts
- Experiment with different media and/or multiple intelligences (linguistic, mathematical, musical, visual, naturalist, kinesthetic, etc.) to generate ideas, solutions, original works, alternative approaches, etc.
- Reflect on their knowledge, understanding, skills, and critical thinking process
- Recognize and welcome constructive criticism that contributes to effective self-evaluation and continual growth and improvement

## Appendix 2.10

### Collaborate

**Work effectively with others to learn, complete tasks, and pursue common goals**

- Identify problems and create action plans
- Apply understanding and knowledge of group process
- Pursue and critically evaluate different social and cultural perspectives
- Manage conflict productively
- Engage in community and civic life

#### Possible Instructional Activities

- Participate in service-learning to participate and observe groups in community meetings or events
- Make group decisions in learning/problem solving activities according to differing cultural and/or social contexts
- Complete group project assignments or problem-solving activities that require group interactions and decision making
- Participate in a variety of group activities: panel presentations, seminars, forums, on-line discussions (both synchronous and asynchronous)
- Try out different roles within a group, e.g., leader, organizer, recorder, harmonizer, etc. (For example, members on sports or health teams could assume positions/roles that they don't normally assume.)
- Demonstrate and develop activities that examine effective group dynamics, e.g., how to listen actively, how to negotiate effectively
- Analyze ethical or cultural issues and dilemmas in case studies
- Write reflection pieces or journal entries regarding the successes and challenges they faced in working as a member of a group. What role did the student play and what responsibility did the student take?
- Participate in a variety of group activities or take on different roles within a group as a graded component of assignments and tests
- Complete surveys or questionnaires at the end of the quarter that target students feelings and thoughts about the development of their group participation and interactions skills

## **Appendix 2.10**

### **Communicate**

**Exchange ideas and information through intentional listening, speaking, signing, reading, writing, or presenting**

- Determine the purpose and context for communicating
- Organize and present information purposefully
- Seek feedback and revise to enhance effectiveness
- Attend to conventions of communication to minimize barriers
- Consider perspectives, experiences, and cultural differences to develop understanding

#### **Possible Instructional Activities**

- Draft, revise, and edit essays
- Summarize, outline, and analyze texts
- Develop PowerPoint presentations
- Draft, practice, revise, and re-present speeches
- Review videos of signs; practice vocabulary
- Attend community events to explain the cultural context of information
- Practice summarizing others' ideas

## **Appendix 2.10**

### **Connect**

#### **Apply knowledge and skills to solve problems**

- Select and use theoretical models, quantitative and qualitative techniques, information sources, and technology tools
- Identify and solve problems using logical strategies and evaluate results
- Gather data from various reliable sources and assess the validity and relevancy
- Critically evaluate solutions using research-based evidence
- Use technology and apply to a wide range of practices, fields, and industries

#### **Possible Instructional Activities**

- Learn role in students' specific field through active listening, communicating, and collaborating
- Participate in service-learning to learn by interacting with the community about current problems and issues
- Use appropriate tools and technologies to complete all or part of an assignment
- Address and solve current problems in small groups, seminars, experiential exercises, role plays and peer interviews
- Complete relevant field projects and field assignments
- Participate in performance enhancing projects at outside seminars within the scope of study, or in coordination with community leaders and organizations

## **Appendix 2.10**

### **Continue Learning**

#### **Self-evaluate and act to improve knowledge and skills**

- Analyze own performance and revise to improve
- Transfer learning by applying it in other contexts
- Increase knowledge by identifying gaps and acting to fill them
- Seek mentors and share knowledge with others
- Provide and receive feedback

#### **Possible Instructional Activities**

- Prepare drafts which are then evaluated, discussed and redone to create final version
- Complete assignments or activities that help students recognize gaps in their knowledge and develop strategies to fill those gaps
- Reflect on learning experiences, such as service-learning activities, and relate those experiences to the learning outcomes for the course
- Create portfolios that are revised over time, creating multiple versions of products to demonstrate student self-evaluation of both process and product as well as response to instructor/peer feedback
- Self-evaluate their work/performance and incorporate feedback from others to improve a second draft/performance. Identify and define one thing they want to improve. Subsequently do a second assignment/performance demonstrating their ability to incorporate that new learning

# Policy for Offering Continuing Education Units By Seattle Central Community College

## Policy Statement

It is the policy of the Seattle Central Community College to offer continuing education units in accordance with the criteria and implementation requires established by the International Association for Continuing Education and Training.

## Implementation Requirements

In order for Seattle Central Community College to offer continuing education units, the following criteria and implementation requirements must be rigorously adhered to:

1. Only the Continuing Education Offices can offer and administer training resulting in the continuing education unit.
2. The Continuing Education Office guarantees that all certification awards are met.
3. The Continuing Education Office enters CEU program participants in a permanent (minimum seven years) that records who the participants are and if they met the requirements for satisfactory completion. The CE Office must be able to provide a copy of that record upon request.
4. The Continuing Education Office provides a learning environment and support services appropriate for the training goals and learning outcomes.
5. Each activity, course or program is planned in response to identified needs of a target audience.
6. The training activity, course or program has clear and concise written statements of intended learning outcomes, based on identified needs for each training activity, course, or program.
7. The CE Office hires/contracts trainers who are qualified to plan and conduct training activity, course or program.
8. The CE Office ensures that the content and instructional methods are appropriate for the learning outcomes of each activity, course or program.
9. The CE Office has clearly established instruments and procedures to assess achievement of learning outcomes.
10. The CE Office conducts post activity, course or program evaluation.
11. The CE Office retains all the above required information in a systematic manner for easy documentation and retrieval.

## Appendix 2.11

### Continuing Education Units At Seattle Central Community (March 2002)

TO: PROSPECTIVE ORGANIZATIONAL REQUESTORS FOR CONTINUING  
EDUCATION UNITS

#### Introduction

Seattle Central Community College's Office of Continuing and Professional Education can offer continuing education units to professional associations, community organizations, businesses and other entities. Seattle Central's requirements for requestors follow that of the International Association for Continuing Education and Training.

#### Cost

The cost for continuing education units is set at \$15 per unit, with a maximum cost of \$45.  
For a basic certificate - \$10 per person  
For a special deigned certificate - \$15 per person

#### Standards and Procedures for Continuing Education Units (CEUs)

1. Application for the inclusion of CEUs related to an education or training program must be filled out and submitted ten (10) days before the program starts.
2. One CEU equals ten hours of instruction or its equivalency.
3. The request for CEUs must include the following: CEU application form, copy of a syllabus or outline of the training, resume of the instructor and a copy of the examination.
4. The training syllabus or outline should be a two-to three page document consisting of:
  - Training program title, number of training hours (or equivalency if online or other form of distance or independent learning), training days and times
  - Summary description (50 words or less)
  - Instructor
  - Learning objectives or outcomes
  - Sequence or schedule of topics
  - Evaluation method / how students will be tested to determine their level of learning of the objectives/outcomes
  - How class is evaluated

Application for Continuing Education Units

(Submit to Continuing Education Office at least 10 days prior to event start)

**APPLICANT**

Name \_\_\_\_\_ Date \_\_\_\_\_ Phone Number \_\_\_\_\_

Title \_\_\_\_\_ Organization \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

Type of Organization: \_\_\_ Business \_\_\_ Prof Association \_\_\_ Non-profit organization

Number of CEUs requested (1 per 10 hours of training): \_\_\_\_\_ Number of Training Hours \_\_\_\_\_

**ACTIVITY**

Title \_\_\_\_\_ Dates \_\_\_\_\_ to \_\_\_\_\_

Time(s) \_\_\_\_\_ Estimated number of participants \_\_\_\_\_

Description \_\_\_\_\_

Purpose \_\_\_\_\_

- Please attach copy of course syllabus or program content (e.g., list of workshops if a conference)

**INSTRUCTOR**

Name \_\_\_\_\_ Qualifications \_\_\_\_\_

- Attach Resume

**FACILITY AND EQUIPMENT NEEDS**

Number of rooms \_\_\_\_\_ Special Equipment Needs \_\_\_\_\_

**Office Use Only**

- |  |            |
|--|------------|
| <input type="checkbox"/> Program Approved by _____     | Date _____ |
| <input type="checkbox"/> Instructor Approved by _____  | Date _____ |
| <input type="checkbox"/> Venue Approved by _____       | Date _____ |
| <input type="checkbox"/> Evaluation submitted by _____ | Date _____ |

## Appendix 2.11

### Continuing Education Units At Seattle Central Community (January 05, 2010)

TO: PROSPECTIVE ORGANIZATIONAL REQUESTORS FOR CONTINUING  
EDUCATION UNITS

#### Introduction

Seattle Central Community College's Office of Continuing and Professional Education can offer the continuing education units to professional associations, community organizations, businesses and other entities. Seattle Central's requirements for requestors follow that of the International Association for Continuing Education and Training.

#### Cost

The cost for Continuing Education Units is set at \$90 per unit (or percentage thereof, e.g. .5 CEU = \$45; two CEUs = 180; three CEUs = \$270), with a maximum cost of \$270 (for 3 or more cues).  
For a basic certificate - \$12 per person  
For a special deigned certificate - \$20 per person

#### Standards and Procedures for Continuing Education Units (CEUs)

1. Application for the inclusion of CEUs related to an education or training program must be filled out and submitted ten (10) days before the program starts.
2. One CEU equals ten hours of instruction or its equivalency.
3. The request for CEUs must include the following: CEU application form, copy of a syllabus or outline of the training, resume of the instructor and a copy of the examination.
4. The training syllabus or outline should be a two-to three page document consisting of:
  - Training program title, number of training hours (or equivalency if online or other form of distance or independent learning), training days and times
  - Summary description (50 words or less)
  - Instructor
  - Learning objectives or outcomes
  - Sequence or schedule of topics
  - Evaluation method / how students will be tested to determine their level of learning of the objectives/outcomes
  - How class is evaluated

## Confirmation of Approval for Continuing Education Units or Clock Hours

AUGUST 4, 2008

**TO: DR. JOHNNIE MCKINLEY  
JMA GROUP**

**FR: A. BARRETTO OGILVIE, ED.D.  
EXECUTIVE DEAN  
CONTINUING AND PROFESSIONAL EDUCATION**

.....

This is inform you that the following training event has been reviewed and approved for Continuing Education Units or Clock Hours per information provided below. Any exceptions are noted in the Comments Box.

<b>Title</b>	City of Seattle/Dept of Neighborhoods/CORE 2008 Summer Institute
<b>Dates</b>	August 18, 2008 through August 22, 2008
<b>Times</b>	Monday: 8:15am-4:00pm / Tues-Fri: 9pm – 4:00 pm
<b>Location:</b>	
<b>Training Hours:</b>	32.5
<b>Coordinator:</b>	Dr. Johnnie McKinley
<b>Phone/Email</b>	206.948.1248 / docjay@thejmagroup.com

### CONTINUING EDUCATION UNITS/CLOCK HOURS COST

\$25 per unit; maximum fee of \$75. This fee includes one (1) letter of verification; additional letter of verification, \$15.

Regular certificate - \$10 per person; Customized certificate, \$15 per person

### CONTACT PERSON

Ms. Ana Ambion  
Assistant to the Executive Dean  
Continuing and Professional Education  
Wph: 206.587.5476  
Email: [aambion@sccd.etc.edu](mailto:aambion@sccd.etc.edu)

### **COMMENTS BOX:**

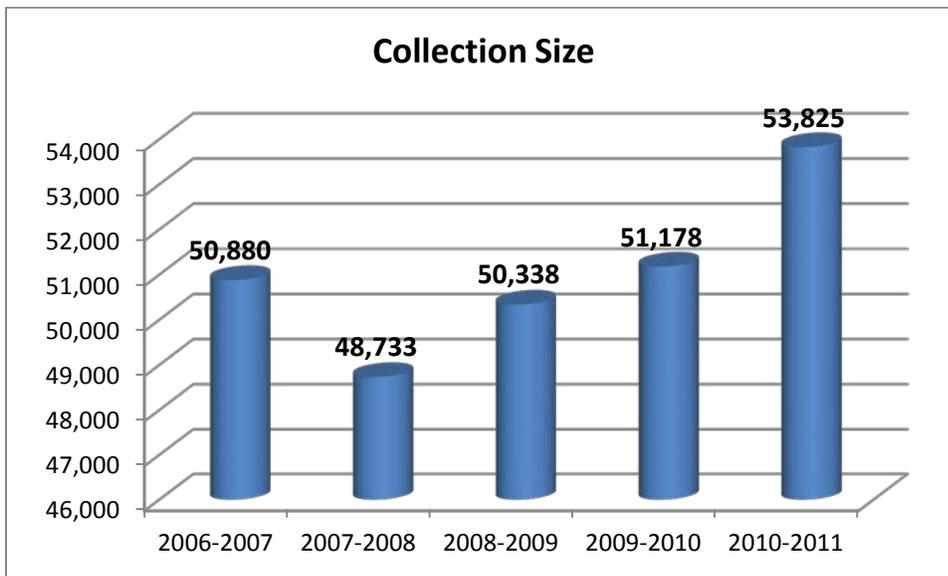
Please provide the following:

1. Venue location
2. Template copy of your workshop evaluation that is to be filled out by students.  
We will need a summary of the evaluations or copies of the students' evaluations.

## Appendix 2.12 – Print and Audio-Visual Resources

### Collection Inventory: Size

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Books</b>	45,919	43,642	45,169	46,420	48,849
<b>Audio-Visual</b>	4,694	4,838	4,957	4,568	4,814
<b>Periodicals</b>	267	253	212	190	162
<b>Total Items</b>	<b>50,880</b>	<b>48,733</b>	<b>50,338</b>	<b>51,178</b>	<b>53,825</b>



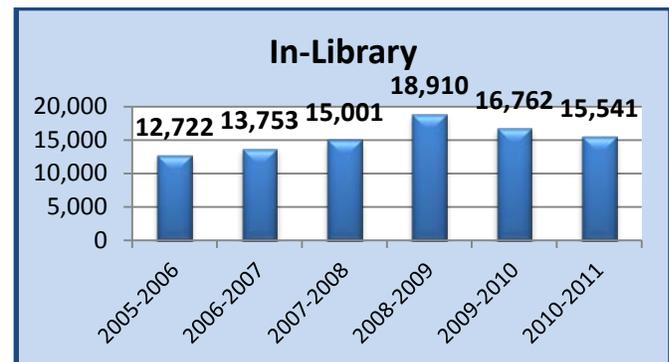
## Appendix 2.13 – Resource Usage

### Collection Usage: Checked Out

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Books</b>	10,491	8,017	8,638	9,590	8,269	7,360
<b>Periodicals</b>	1,448	1,009	837	939	880	1,025
<b>Misc.</b>	22	614	721	732	649	1,172
<b>Print Items</b>	<b>11,961</b>	<b>9,640</b>	<b>10,196</b>	<b>11,261</b>	<b>9,798</b>	<b>9,557</b>
<b>Course Reserves</b>	<b>20,913</b>	<b>16,552</b>	<b>21,651</b>	<b>23,857</b>	<b>34,420</b>	<b>35,548</b>
<b>Video Recordings</b>	1,096	856	792	1,357	1,929	1,615
<b>Sound Recordings</b>	818	627	624	390	345	
<b>Computer Files</b>	57	112	86	111	78	94
<b>Media Equipment</b>	4,337	4,017	5,263	5,452	6,844	7,624
<b>Media Items</b>	<b>8,245</b>	<b>6,765</b>	<b>7,855</b>	<b>8,402</b>	<b>10,285</b>	<b>10,647</b>
<b>Renewals</b>	<b>3,136</b>	<b>3,717</b>	<b>4,283</b>	<b>3,141</b>	<b>3,199</b>	<b>2,835</b>
<b>Other</b>	n/a	5,312	1,139	2,471	2,233	955
<b>Annual Total</b>	<b>44,255</b>	<b>41,986</b>	<b>45,124</b>	<b>49,132</b>	<b>59,935</b>	<b>59,542</b>

### Collection Usage: In-Library

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Circulating Books</b>	7,335	7,712	8,715	10,864	9,560	8,581
<b>Reference Books</b>	5,387	6,041	6,286	8,046	7,202	6,960
<b>Annual Total</b>	<b>12,722</b>	<b>13,753</b>	<b>15,001</b>	<b>18,910</b>	<b>16,762</b>	<b>15,541</b>



## Collection Usage: Database Sessions

Database Title	2004/05	2005/06	2006/07	2007/08	2008/09	2009/2010
ABI/INFORM	X	X	X	0	X	X
Access Science	2,250	4,087	5,222	4890	3355	2171
AP Images	2,749	5,024	4,847	3990	2111	518
Alt-Press Watch	X	X	X	X	X	X
Britannica Online	5,360	13,270	17,270	19,400	25,712	26,159
CA & CLC	1,442	1,407	1,178	0	X	0
CREDO						7231
CQ Researcher	4,287	9,647	11,170	12632	7,988	3645
CultureGrams	X	1,165	1,889	2048	2064	1077
EBSCOhost	34,207	103,370	79,439	77,933	130,058	164,671
Ebrary						462
eLibrary	6,620	9,202	13,793	19,856	16,791	12678
Ethnic NewsWatch	X	X	X	X	X	X
Gale Group						51,172
Gale Virtual Ref Library*	X	X	2,603	1247	896	10034
General Ref Center	4,165	9,868	9,856	X	X	X
Global Road Warrior					397	249
Health & Wellness RC						1241
Health Ref Center Academic	X	X	X	278	377	2400
History Resource Center: U.S.	1,066	1,916	3,312	4853	2862	2175
History Resource Center: World	X	X	X	2403	2188	824
Le Monde Diplomatique	139	4,050	4,919	5724	3,987	4,026
Literature Resource Center*	X	X	X	1947	326	X
NetLibrary	X	8,041	20,104	18,580	17,673	14760
Noodlebib					4,888	11482
NYT Historical Archives	X	X	X	X	X	X
Opposing Viewpoints	X	4,714	12,606	25,911	21,494	24,538
Puget Sound Business Jrnl						82
ProQuest	53,071	56,435	61,547	72,933	80,845	74,474
Scientific American	X	X	X	X	X	X
SocIndex						X
Testing & Education	X	X	X	X	3	X
TOPICSearch	X	X	X	X	X	X
WOIS	X	1	62	65	31	17
<b>TOTALS</b>	<b>115,356</b>	<b>232,197</b>	<b>246,433</b>	<b>274,690</b>	<b>324,046</b>	<b>416,086</b>

Note: X = no separate data available. Statistics for these databases cannot be pulled out of the parent database.

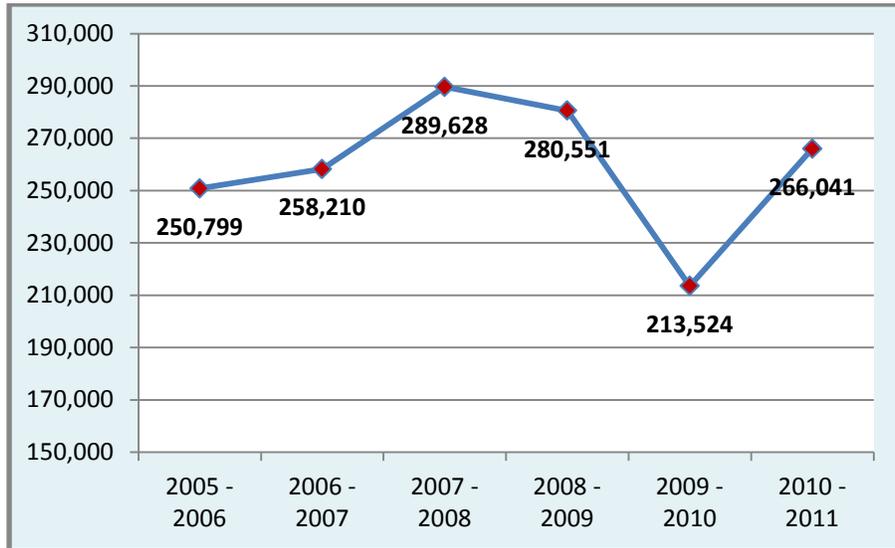
Appendix 2.13 (Cont.)

**Collection Usage: Web Site Visits**

	"cclib" Views	"library" Views	Total Views	% Change
<b>2005 - 2006</b>	250,799	0	250,799	n/a
<b>2006 - 2007</b>	258,210	0	258,210	2.95%
<b>2007 - 2008</b>	289,628	0	289,628	12.17%
<b>2008 - 2009</b>	280,551	0	280,551	-3.13%
<b>2009 - 2010</b>	213,075	449	213,524	-23.89%
<b>2010 - 2011</b>	0	266,041	266,041	24.60%

**Notes:**

New Web site "library" launched Fall 2010.  
 As of April 2010, "cclib" data is unavailable.



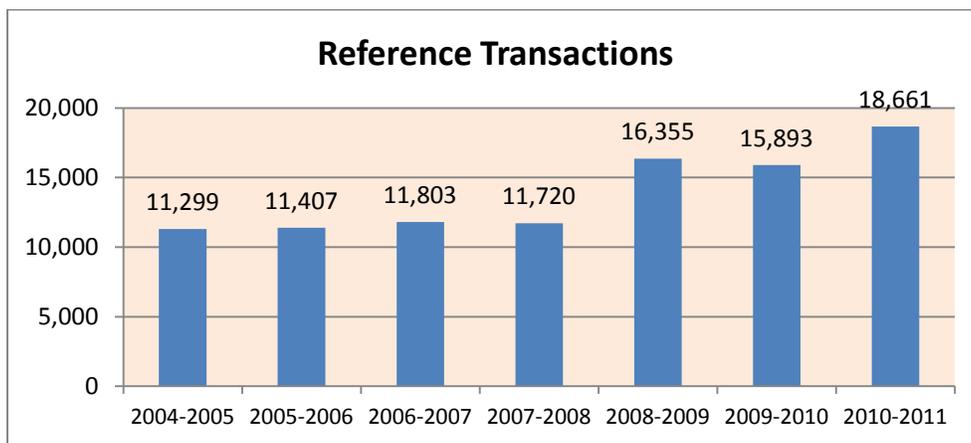
## Appendix 2.14 – Library Instruction

### Library Instruction: Reference

Year	In Person/Phone	Online	Total	% Change
2004-2005	11,299	n/a	11,299	n/a
2005-2006	11,407	n/a	11,407	0.96%
2006-2007	11,803	n/a	11,803	3.47%
2007-2008	11,638	82	11,720	-0.70%
2008-2009	16,174	181	16,355	39.55%
2009-2010	15,646	247	15,893	-2.82%
2010-2011	18,360	301	18,661	17.42%

Increase from 2004-2005 to 2010-2011:

65.16%



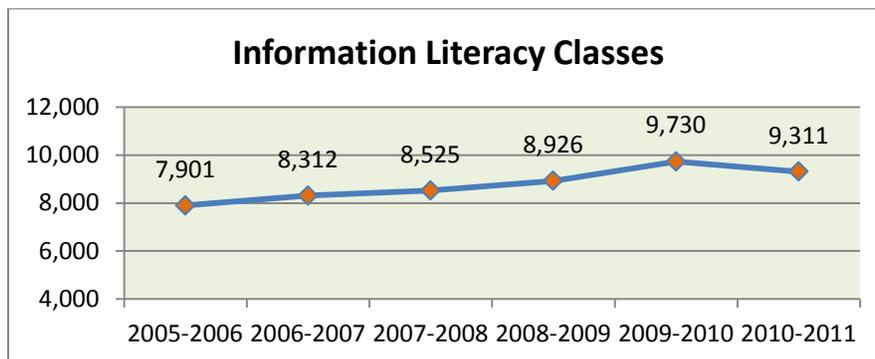
### Library Instruction: Information Literacy Classes

Year	Sessions	Students	Session % Change	Student % Change
2005-2006	339	7,901	.	N/A
2006-2007	359	8,312	5.90%	5.20%
2007-2008	390	8,525	8.64%	2.56%
2008-2009	388	8,926	-0.51%	4.70%
2009-2010	394	9,730	1.55%	9.01%
2010-2011	397	9,311	0.76%	-4.31%

Percent change from 2005-2006 to 2010-2011:

17.11%

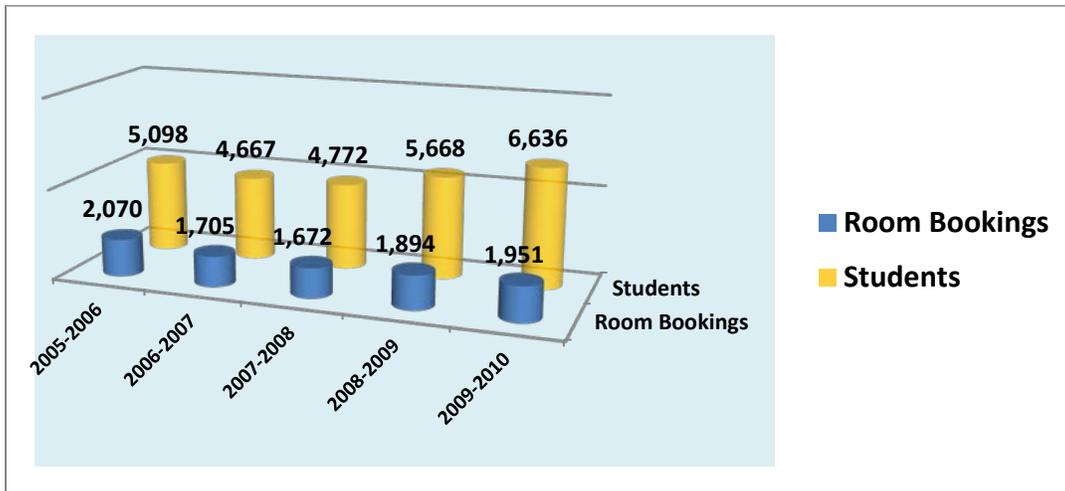
17.85%



## Appendix 2.15 – Library Space

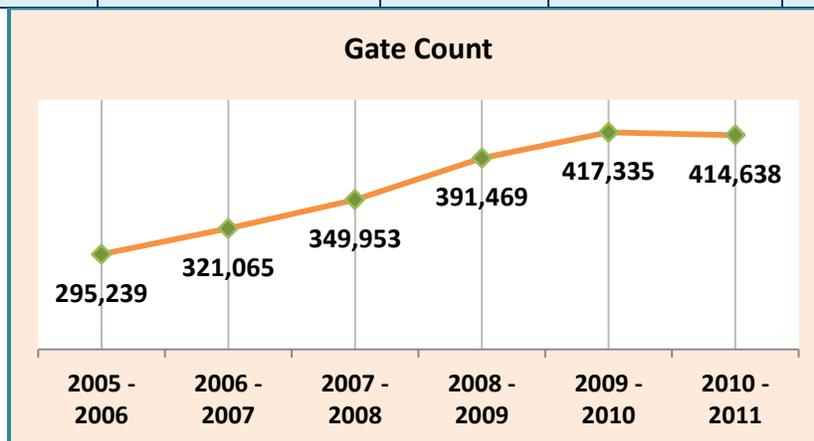
### Library Space: Group Study Rooms

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Room Bookings</b>	2,070	1,705	1,672	1,894	1,951
<b>Students</b>	5,098	4,667	4,772	5,668	6,636



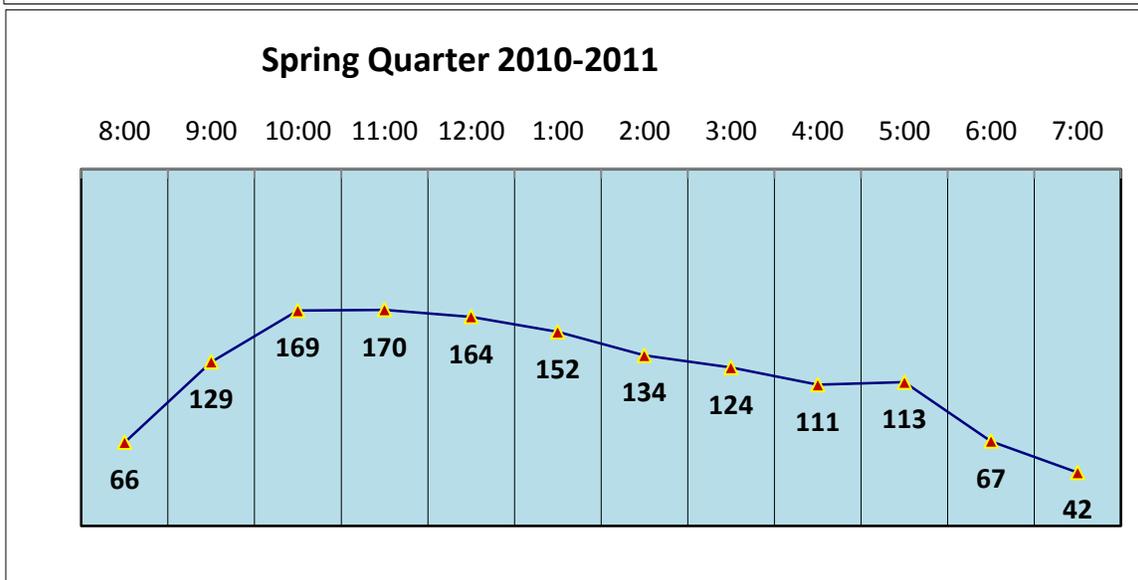
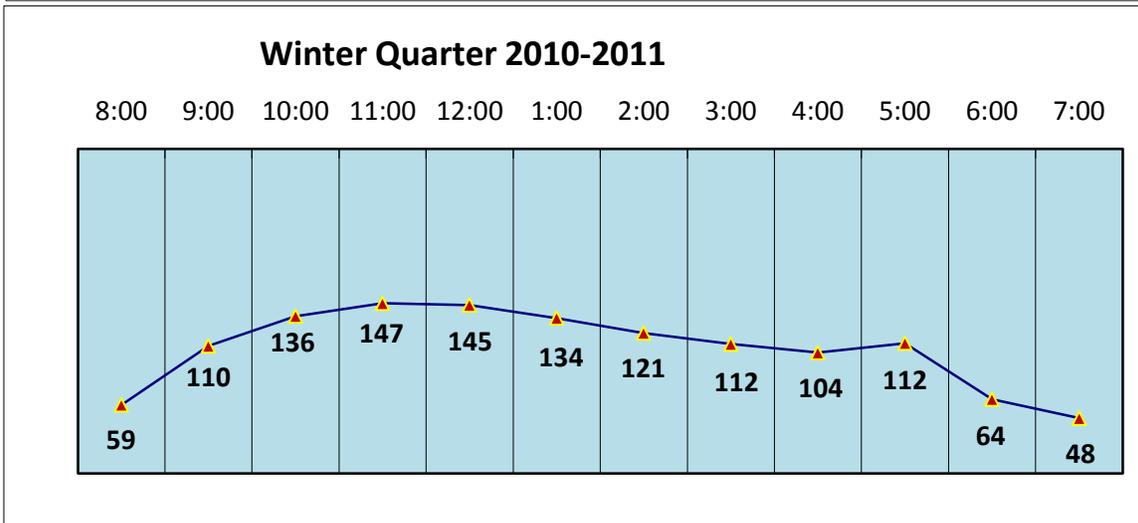
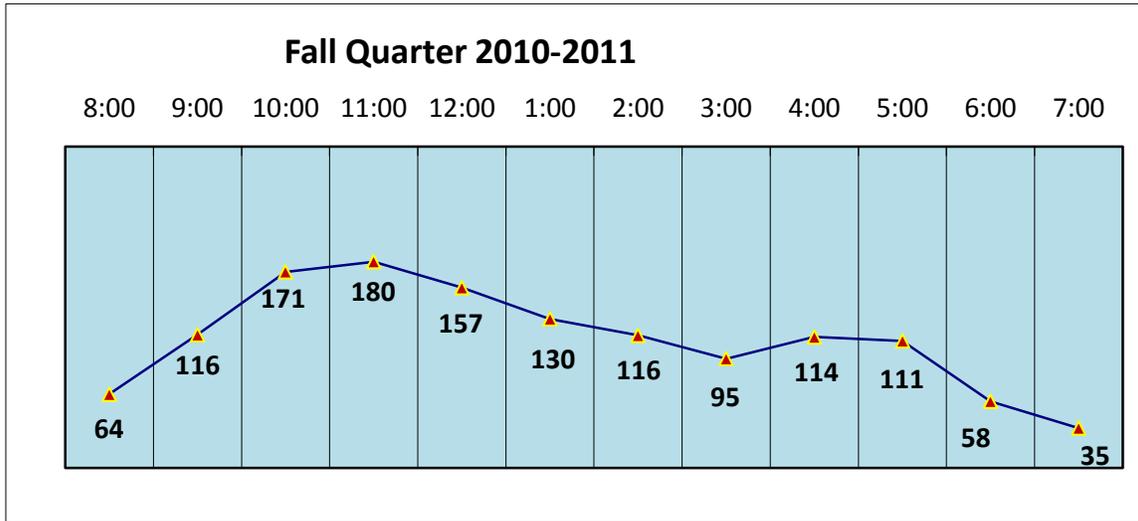
### Library Space: Gate Count

Period	Monday-Friday	Saturday	Total Entries	% Change
2005 - 2006	291,186	4,053	295,239	n/a
2006 - 2007	316,703	4,362	321,065	8.75%
2007 - 2008	346,372	3,581	349,953	9.00%
2008 - 2009	386,530	4,939	391,469	11.86%
2009 - 2010	413,149	4,186	417,335	6.61%
2010 - 2011	410,702	3,936	414,638	-0.65%



# Appendix 2.15

## Library Space: Hourly Patron Counts



## Appendix 2.16

### Demonstration Rooms and Labs

Each contains one Windows 7 computer and a data projector

All have capacity for connecting a laptop to the projector

Room	Elmo?	Projector type	switches	Notes	updated
BE 1114		1925W	2		<b>W12</b>
BE 1129		81P	2	old ASL	
BE 2109		6110i	2	Culinary	
BE 2111		6110i	2	Culinary	
BE 2115		1925W		Culinary demo	
BE 2119		1925W	2	kitchen	<b>W12</b>
BE 2121		81P	2		
BE 2122		81P	2		
BE 2125		81P	2	Opticianry	
BE 2128		81P	2	Opticianry	
BE 2131		81P	2	Opticianry	
BE 2132		1925W	2	Opticianry	
BE 3109	Elmo	1925W	2		<b>W12</b>
BE 3114		81P	2		
BE 3115		81P	2		
BE 3116	Elmo	811P	2		
BE 3117		81P	2		
BE 3118		81P	2		
BE 3119		1925W	2		
BE 3120	Elmo	811P	2		
BE 3132		81P	2		
BE 3133		Panasonic	2	ECASAS	
BE 3138		1925W		BTS lab	
BE 3139		1925W	2	BTS lab	
BE 3140	Elmo	811P	2		
BE 3161		81P	2	LAB!	
BE 3165		81P	2	LAB!	
BE 3167		1925W	2	LAB!	<b>W12</b>
BE 3168		81P	2	LAB!	
BE 3175		1925W	2	LAB!	
BE 3188	Elmo	sanyo bkup	2		
BE 3189	Elmo	1925W	2	no wall plate	<b>W12</b>
BE 3192		81P	2	no wall plate	
BE 3193		811P	2		

## Appendix 2.16

BE 3196		6100i	2		
BE 3199	Elmo	81P	2		
BE 3200		82C	2		
BE 3201	Elmo	81P	2		
BE 3202	Elmo	82C	2		
BE 3203		81P	2		
BE 3209	Elmo	81P	2		
BE 3211	Elmo	81P	4		
BE 3212	Elmo	81P	2		
BE 3214		811P	4	5 stations	
BE 3219	Elmo	81P	2		
BE 3224		SANYO BKUP	4	nursing room	
BE 4105		81P	2	no wall plate	
BE 4106	Elmo	81P	2		
BE 4115	Elmo	1925W	2		
BE 4118		811P	2	no wall plate	
BE 4119	Elmo	81P	2		
BE 4122		1925W	2		<b>W12</b>
BE 4123		1925W	2		<b>W12</b>
BE 4130		811P	2	no wall plate	
BE 4134		sanyo bkup	2		
BE 4135		81P	2		
BE 4136		81P	2		
BE 4137		81P	2		
BE 4138		81P	2		
BE 4140		1925W	2		<b>W12</b>
BE 4143		81P	2		
BE 4144		81P	2		
BE 4148	Elmo	81P	2		
BE 4149	Elmo	1925W	2		
BE 4151		Epson model	2		<b>W12</b>
BE 4156	Elmo	6100i	2		
BE 4159		82C	2		
BE 4160		1925W	2		<b>W12</b>
BE 4166		81P	2		
BE 4167		811P	2	no wall plate	
BE 4168		81P	2		
BE 4171		81P	2		

## Appendix 2.16

BE 4175		811P	2		
BE 4179		6100i	2		
BE 4181	Elmo	6100i	2		
BE 4182		6100i	2		
BE 4183	Elmo	6100i	2		
BE 4184	Elmo	81P	2		
BE 4185		6100i	2		
BPH 101		6100i	2		
FA 125		1925W			
FA 126		1925W	2		
FA 302		81P	2		
FA 402		81P	2		
FA 405		81P	2		
FA 406		81P	2		
SAM 103	Elmo	6110i	4		
SAM 104	Elmo	1925W	4		
SAM 105	Elmo	2+1925W	4		
SAM 200	Elmo	6110i	4		
SAM 201	Elmo	6110i	4		
SAM 202		1925W	4	LAB!	<b>W12</b>
SAM 203	Elmo	6110i	4		
SAM 205		1925W	4		
SAM 206	Elmo	1925W	4		<b>W12</b>
SAM 207	Elmo	6110i	4		
SAM 301		6110i	4		
SAM 302		1925W	4		
SAM 303	Elmo	1925W	4		
SAM 305	Elmo	1925W	4		
SAM 306		1925W	4		
SAM 307		6110i	4		
SAM 400	Elmo	1925W	4		
SAM 401	Elmo	1925W	4		
SAM 403	Elmo	1925W	4		
SAM 405	Elmo	1925W	4		
SAM 406	Elmo	1925W	4		
SMA	2 setups on Bartlett				
Wood	1 in lab				

## Appendix 2.17

### Computer Labs and Clusters

ROOM	USE	HARDWARE	SOFTWARE
BE 1148	ITP lab	26 PC	Special SONY Solo
BE 1150	Apparel Design	20 PC	Main student net
BE 2101	Open lab	20 PC	Main student net
BE 3138	Basic Studies Lab	25 PC	Basic Studies
BE 3139	Basic Studies Lab	25 PC	Basic Studies
BE 3148	Open lab	16 Macs	Mac student net
BE 3148	Open lab	150 PC	SAM net
BE 3214	Classroom	5 PC	Main student net
BE 3133	ECASAS Testing	24 PC	ECASAS special
BE 3151	Comp.Ctr. Classroom	31 PC	Main student net
BE 3156	Comp.Ctr. Classroom	31 PC	Main student net
BE 3161	Comp. Ctr. Classroom	31 PC	Main student net
BE 3165	Comp. Ctr. Classroom	31 PC	Main student net
BE 3167	Comp. Ctr. Classroom	31 PC	Main student net
BE 3168	Comp. Ctr. Classroom	31 PC	Main student net
BE 3173	Comp.Ctr. Classroom	31 PC	Main student net
BE 3174	Comp.Ctr. Classroom	31 PC	Main student net
BE 3175	Comp.Ctr. Classroom	31 PC	Main student net
BE 3180	Hardware lab	PCs/Macs	IT Prog Special
BE 3183	IT Program	30 PC	IT Prog Special
BE 3184	Classroom/lab	24 PC	Main student net
BE 4108	Stud. Pubs (SWAP)	2 iMac 3 PC	Mac student net, Main student net
BE 4151-4158	Classroom	20 PC	Main student net
BE 5104	Mac lab	33 iMac	Mac student net
BE 5124	Design Studio	25 IMac	Mac student net
BE 5126	Design Studio	25 IMac	Mac student net
BE 5128	Design Studio	25 IMac	Mac student net
BE 5140	Design Studio	27 iMac	Mac student net
BE 5142	Publishing Arts	27 iMac	Mac student net
BE 5148	Mac lab	33 iMac	Mac student net
BE 5150	Mac lab	33 iMac	Mac student net
BE 5154	Production lab	8 iMac	Mac student net
BE 5156	Photo studio	12 iMac	Mac student net
DO 100	Film & Video	6 iMac	Film & Video
Library Reference	Library	40 PC	Main student net
Library-Room T	Library	20 PC	Main student net
NP 0008	Publishing Arts	6 iMac	Mac student net
SAM 101	Math lab	16 PC	SAM net
SAM 102	Math lab	16 PC	SAM net
SAM 201A	Geology/Math	16 notebooks	SAM notebook SW
SAM 202	Science/math	31 PC	SAM net
SAM 205	Physics	8 PC	Physics only
SAM 301	Math classroom	16 PC	SAM net
SAM 302	Biology lab	7 PC	SAM net
SAM 305	Biology lab	3 PC	SAM net
SAM 306	Biology lab	13 PC	SAM net
SAM 307	Math classroom	16 PC	SAM net
SAM 401	Chem laptops	24 notebooks	SAM notebook SW

# Appendix 2.17

Wood Lab	Wood students	17 iMac	Wood special
----------	---------------	---------	--------------

## Appendix 2.18

The Teaching Learning Center is dedicated to the development of SCCC's faculty and staff. The TLC exists to provide access to current and emerging technologies and the innovative hands-on technology training, skills, and support needed for use of these technologies. We encourage you to explore options, the use of multiple delivery methods, and to share your ideas and successes with others.

The TLC Open lab provides hands-on assistance and 1x1 training with use of computers, scanners, digital video cameras, Smart boards, Smart Pens, webcams, tablets, recorders and other technologies and web tools to enhance teaching learning and student success. We provide extensive training and user support for all related software.

Visit our websites: <http://seattlecentral.edu/it-services/tlc/index.php>  
<https://sites.google.com/a/seattlecentral.edu/judy-blair/> (Resources page)

### **SCCC ITS TLC Lab Usage**

Year	Winter	Spring	Summer	Fall	Total
2010	1440	1440	760	1680	5320
2011	1420	1280	620	1820	5140

In TLC Training facility holds approximately 30-40 hands-on workshops each quarter. We also provide extensive 1x1 training sessions and special group sessions that target specific needs and help instructors adapt class content to incorporate technology tools and alternate content delivery.

Several examples of topics include: MS Office products, Instructor Briefcase usage/specialized rosters and grading, Web Design, Development, Google Applications, File sharing, Universal Design, Quality Matters, Liquid Office, Accutrack, Camtasia, Tegrity, Collaborate, LMS usage, Blogs, Podcasting, Video, wikis and multiple methods of delivery, Dropbox, Zamzar and sessions to share best practices and how using these technologies effect student outcomes. Additionally we provide access to Lynda.com for 24/7 on-line training options covering hundreds of topics.

The below numbers will include workshops, special group sessions and one-to-one trainings.

<b>Faculty</b>	<b>497</b>
<b>Staff</b>	<b>227</b>
<b>Administrators</b>	<b>64</b>
<b>TOTAL</b>	<b>788</b>

Visit our Technology Training Workshop calendar and information page at:

<http://seattlecentral.edu/faclab/main-cal.html>

## Appendix 2.19

### Calculated Student Computer Replacement Costs

	#Supported	Replace	cost per	Est. Cost	
Dell	1,088	311	\$900	\$279,771	
Apple	315	105	\$1,600	\$168,000	
					<b>\$447,771</b>

Assumes life of 3.5 years for Dells, 3 years for Apple

<b>Actual 2009-10</b>					
	fees	state	total		
Dell	\$192,670	\$123,744	\$316,414		
Apple	\$135,910	\$68,084	\$203,994		
					<b>\$520,408</b>

<b>Actual 2010-11</b>					
	fees	state	total		
Dell	\$158,877	\$119,846	\$278,723		
Apple		\$13,785	\$13,785		
					<b>\$292,508</b>

<b>Anticipated 2011-12</b>					
	fees	state	total		
Dell	\$135,000	\$0	\$135,000		
Apple	\$160,000	\$0	\$160,000		
					<b>\$295,000</b>

<b>3 Year average</b>					
	fees	state	total		
Dell	\$162,182	\$81,197	\$243,379		
Apple	\$98,637	\$27,290	\$125,926		
					<b>\$369,305</b>

#### Actuals

	\$
Cost per Apple student- user	115.42
	\$
Cost per Dell student- user	39.88

## Appendix 3.1

### Seattle Central Community College 2011-2016 Strategic Plan – Goals and Objectives

*[As Approved by President's Cabinet – October 18, 2011]*

**Vision:** Turn Seattle Central into a world class college and a global leader in preparing students to contribute locally, nationally and internationally

#### **Goal 1. Promote student success in achieving their educational goals and personal growth**

Objective A. Offer excellent programs in academic transfer, professional and technical (workforce), basic skills, applied bachelor degrees and continuing education that meet market demands

Objective B. Encourage and support innovation in curriculum, pedagogy and delivery

Objective C. Establish, revitalize and select educational programs to address market changes and emerging opportunities

Objective D. Manage enrollment, increase persistence and completion of certificates and degrees, congruent with the college's core themes

#### **Goal 2. Create a quality, integrated, sustainable and productive educational environment**

Objective A. Sustain a clean and safe environment conducive to learning

Objective B. Advance an engaging online environment that is relevant

Objective C. Recruit and retain excellent faculty and staff, and allocate resources for professional development that results in institutional improvement

Objective D. Promote a culturally diverse campus where all members model civility and tolerance

## **Appendix 3.1**

### **Goal 3. Adopt a responsive, forward-looking educational business model**

Objective A. Broaden and diversify revenue sources to sustain the financial health of the college

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

Objective C. Improve and expand facilities to support college changes and growth by applying innovative approaches to develop state-of-the-art facilities and address deficiencies

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

### **Goal 4. Increase operational efficiencies and effectiveness, and create a culture of assessment at all levels**

Objective A. Assess program quality and effectiveness of teaching and learning regularly to sustain a cycle of improvement

Objective B. Use strategic planning and evaluation at all levels of the college to improve effectiveness and efficiencies

Objective C. Selectively pursue and support educational initiatives to enhance learning and student support

Objective D. Implement and evaluate student support services and processes for efficiency and effectiveness



# PATHWAY TO COMPLETION

## *Building Early Momentum to Achieve Completion*

Funded by **BILL & MELINDA GATES** foundation

### Grant Summary

Prepared by: Carin Weiss, Vice Chancellor

#### **OVERVIEW—Award: \$3 Million for 3 years**

- Many students entering community colleges not college ready
- Students who test into developmental math less likely to progress and complete

Pathway to Completion will result in:

- Increased persistence and completion for students who place into developmental math
- New support tools and curriculum that will benefit all students
- Collaboration among the colleges to develop, implement and scale new student support interventions
- Enhanced partnerships with the Seattle Schools, higher education institutions, government agencies and community-based organizations

#### **TIMELINE—\$850,000 awarded for Periods 1 & 2**

- [January – June 2012] – **Period 1:** Planning Phase
- [July – December 2012] – **Period 2:** Development and Start-up
- [January 2013 – December 2014] – **Periods 3 and 4:** Implementation and Evaluation

#### **THE DATA**

- Almost **two-thirds** of new students referred to developmental math
- **Only 34%** of students complete the developmental math sequence within one year
- **Only 13%** of those who start at the developmental level earn a degree or certificate within three years

#### **GRANT OUTCOMES**

1. Increase progression for students who test into developmental math
2. Align curriculum with Common Core High School Standards to allow seamless transition
3. Develop internal and external capacity for completion reform to scale up best practices

# Appendix 3.2

## PERFORMANCE TARGETS

*for Developmental Math Students*

*Increase by 25% students who:*

- Complete their developmental math sequence within one year
- Complete their first 15 credits within one year
- Complete their first 30 credits within two years
- Complete their first required college level math course within two years

## PREPARE & PROGRESS INITIATIVE

- Mandatory Orientation
- Compass Prep
- Intrusive Advising with Early Alert
- Student Success course
- Advisor Dashboard
- Accelerated Developmental Math

## COMMON CORE ALIGNMENT

- Partnership – with Seattle Public Schools – Articulation Council
- Goal – move seamlessly from high school to college without need for additional assessment
- Common Core – new standards for college and career readiness/assessment tool
- Joint faculty-teacher – work groups will align curriculum
- High school transcript data – to place students

## CAPACITY FOR COMPLETION REFORM

- Internal organizational development
- External partnerships—*Road Map* project, City of Seattle, State Board for Community & Technical Colleges

## PLANNING PHASE – DELIVERABLES

### *Prepare & Progress*

- Mandatory orientation and student success content
- Selection of Early Alert and Advisor Dashboard tools
- Intrusive advising staffing and training plan
- District-wide developmental math alignment
- Common accelerated approach for developmental math
- Sustainability plans

### *Alignment with Common Core*

- Plan for engagement and professional development events
- Strategy for linking to Common Core and SMARTER Balanced Assessment
- Coordination with state-wide Common Core activities

### *Internal & External Capacity for Completion Reform*

- Strategy for College and external community engagement to scale and sustain interventions
- Develop overall project evaluation plan



### **Collaborative Alignment with K-12:**

- Curriculum aligned with Common Core
- Entry-assessment using SMARTER Balanced Assessment

### **Mandatory Student Support Services:**

- Orientations
- Success Courses
- Academic Early Alert system
- Intrusive Advising
- Advisor Dashboard

### **Accelerated Developmental Math Pathways:**

- e.g., *Statway*, contextualized content, modularized instruction

### **Technology Tools to Support Completions:**

- Academic Early Alert System
- Advisor Dashboard

**Internal and external capacity building for completions reform:** *District-wide faculty/staff engagement, CCER regional colleges, and SBCTC*

## Appendix 4.1

SAM and STEM opportunities at Seattle Central Community College

### Science and Math (SAM) and STEM opportunities at Seattle Central Community College:

Prepared by Wendy Rockhill, PhD Interim Dean of Science and Mathematics  
**Funding**

FEDERAL AGENCY	PROGRAM TITLE	PROJECT DESCRIPTION	BUDGET
College Spark and Lumina Foundation	<b>Achieving the Dream</b>	<p>While not under the direct purview of SAM, there are several initiatives from Achieving the Dream in SAM. 1) Developmental Algebra Yearlong Cohort A cohort of students who continue with same instructor throughout their three quarter developmental algebra sequence, which course structure includes student development and additional support, such as supplemental instruction, and a counselor “success coach” designed to foster student retention and persistence. 2) The Math Path - Pre-College Math Facilitated Study Sessions Faculty and peer facilitated developmental math study sessions which provide students supported time on task to assist them in organizing their own study and becoming independent learners. The sessions include outreach, student development and peer mentorship elements. 3) Effective Math Learning Strategies/Pre-College Math Learning Communities Student development courses, taught by math faculty, provide additional content support, study skills and student success strategies specific to the domain of mathematics during students’ concurrent enrollment in a pre-college level math course. Some course sections include a counselor as academic advisor and “success coach.”</p>	Ends in spring 2011
Department of Health & Human Services National Institute of Health	<b>Building Bioengineering Bridges (B3)</b>	<p>Building Bioengineering Bridges (B3) will work with underrepresented minority students from Seattle Community College as they transition to baccalaureate degree programs at the University of Washington (UW) and other four-year universities. The B3 program will focus on how bioengineering and biotechnology can be used to solve global health problems. The B3 program will provide both academic opportunities and mentored research experiences for students and will include workshops and seminars to provide students will experience giving scientific presentations. The program will provide students with the background and experiences necessary to successfully transition from their community college to four-year universities. Through this effort, the partnering institutions will provide a source of outstanding URM students interested in biomedical research to a variety of departments within the UW and other universities. (<b>2 Seattle Central students participated in undergraduate research at the UW summer 2010</b>)</p>	\$54,000 to SCCC per year for 5 years Started in 2010

## Appendix 4.1

SAM and STEM opportunities at Seattle Central Community College

	<p><b>2008-2009 expenditures</b></p> <ul style="list-style-type: none"> <li>• Vernier LabQuest data-acquisition systems for chemistry</li> <li>• Oceanography has used Gates funds to purchase equipment for a new introductory lab class covering navigation, plate tectonics and seafloor structure, water properties, waves and the marine food web.</li> <li>• Agroecology has used Gates funds to purchase soil testing equipment.</li> <li>• Environmental Science and Energy and Resources have used Gates funds to purchase fossil fuel samples, small photovoltaic panels, and a hand driven power generator</li> <li>• Geology and Mathematics combined Gates dollars to purchase 15 wireless laptops used in science and mathematics classrooms currently without computers. These laptops address intermittent computing needs in courses that do not justify "full time" computer installation. The laptops also fit into laboratory classrooms where space is at a premium.</li> <li>• Geology purchased 8 rock and mineral cabinets to implement a different laboratory delivery system and to accommodate new hand-sized specimens.</li> <li>• The Promethean was purchased for a Math classroom, it is a large electronic whiteboard which connects to a computer and projector. The electronic format allows teachers to creatively interact with their computer-based presentations. Students can also interact with the electronic whiteboard from their seats, thus promoting greater active participation in the classroom.</li> <li>• The addition of the Computer lab in SAM 202 has allowed Biology, Computer Science, Engineering, and Physics to share a computer room, enhance current course offerings and align schedules to meet student needs.</li> <li>• Tools for the Physics workshop (lathe, mill, drills, etc.) enable instructors to design lab activities that are specifically designed to enhance student learning. They also have helped with Undergraduate Research opportunities.</li> </ul>	<p><i>Previously \$1M for equipment in Science and Math and new building. Currently \$75,000 with Gates Foundation</i></p>
<p>Gates Foundation Grant, part two (from the Power &amp; Promise District Campaign)</p>	<p><b>Gates Foundation</b></p>	
	<p><b>2009-2010 expenditure</b></p> <p>Laptops for chemistry students to allow students real-time data acquisition and analysis. These laptops connect to data-acquisition systems such as the Vernier LabQuest</p> <p>In collaboration with the University of Washington and 40 other community colleges (two more were added in 2010) in Washington State, Washington MESA Community College Program (WA-MCCP) will address the recruitment and retention of community college students into all calculus-based STEM files and provide a pipeline for underrepresented students into higher education. Providing the next step in the STEM pathway the UW and Washington State University will focus on facilitating successful community college transfers and providing professional and academic development. Collaborations between colleges of engineering, university diversity programs (such as the Louis Stokes Alliance for Minority Participation) as well as industry partners, will provide support services for students.</p>	<p>~\$50,000 per year for 5 years started fall 2009</p>
<p>National Science Foundation</p> <p>STEM Talent Expansion Program (STEP)</p>	<p><b>MESA – Mathematics, Engineering Science Achievement</b></p>	

## Appendix 4.1

SAM and STEM opportunities at Seattle Central Community College

<p>National Aeronautics and Space Administration (NASA)</p>	<p><b>Washington NASA Space Grant Consortium</b></p>	<p>This is collaboration is with the University of Washington and 7 other institutions in Washington State. Funds from this source are to increase the success rate of transfer students and add depth to the science and mathematics programs at Seattle Central Community College (SCCC). Washington NASA Space Grant Consortium (WNSGC) funds support undergraduate research experiences for transfer ready sophomore STEM students at SCCC as well as funding scholarships to support tuition costs <b>(2009-2010: 12 undergraduate researchers and 6 scholarships)</b></p>	<p>Variable depending on WNSGC funds</p>
<p>National Science Foundation: (S-STEM)</p>	<p><b>ONSIGHT Scholarship Project</b></p>	<p>ONSIGHT Scholarship Project supports the costs over a 5-year period for student support infrastructure, project management and scholarships awarded to talented, low-income students pursuing careers or transfer associate degrees in biology, biotechnology, chemistry, computer science, engineering, mathematics and physics. <b>(68 scholarships since 2006 – average scholarship ~\$3500)</b></p>	<p>Funding ends 2011 – see District wide for renewal</p>
<p>National Science Foundation: Scholarship: Science, Technology, Engineering &amp; Mathematics (S-STEM)</p>	<p><b>SCCD -ONSIGHT Scholarship Project</b></p>	<p>The proposed ONSIGHT Collaborative Scholarship project (ONSIGHT Collaborative) will be executed at all three colleges within the Seattle Community College District: Seattle Central Community College (Central), North Seattle Community College (North), and South Seattle Community College (South). This district-wide collaborative proposal requests \$1,200,000 to be used over a 5-year period for 170 student scholarships, infrastructure building for student support services and overall project management. Scholarships will be awarded at all three colleges to talented, low-income students pursuing careers or transfer associate degrees in astronomy, biology, botany, chemistry, computer science, engineering, environmental sciences, geology, nanotechnology, mathematics, oceanography, physics and sustainable agriculture.</p>	<p><i>Funded starting Fall 2010</i></p>
<p>State Board Community and Technical Colleges (sbctc)</p>	<p><b>Open Source</b></p>	<p>Chemistry 161 and 162: Collaboration with Bellevue College to provide low-cost, high-quality resources for our students. This is designed to help address the challenge of increasing student retention and success rates in our General Chemistry programs. Faculty at both of our colleges will develop in-house laboratory manuals for our General Chemistry programs to lower costs and to include experiments designed and adapted specifically for our students to develop effective laboratory skills and master key concepts and calculations.            Biology 241 and 242: The purpose of this proposal is to increase access to high quality Anatomy and Physiology (ANP) learning and teaching tools for students and teachers. All students will benefit from taking an ANP course that incorporates the best open resource ANP content available and uses evidence-based teaching techniques shown to promote knowledge, comprehension and deep understanding of</p>	<p>\$15,000 per class for 2 years.            Starting Spring 2010</p>

## Appendix 4.1

SAM and STEM opportunities at Seattle Central Community College

	materials.	
National Science Foundation	<b>PNWLSAMP Pacific Northwest Louis Stokes Alliance for Minority Participation</b>	Colleges and universities in the three-state region of Washington, Oregon, and Idaho have formed The Pacific Northwest Louis Stokes Alliance for Minority Participation (PNW LSAMP). This Alliance will enable educators and advocates from science centers, pre-college programs, community colleges and four-year institutions to leverage their resources, establish new relationships and strengthen existing relationships to increase the number of degrees earned by underrepresented minority (URM) students in science, technology, engineering and mathematics (STEM) majors. (Seven Seattle Central students participated in undergraduate research summer at the UW 2010)
STEM Talent Expansion Program (STEP)	<b>Stokes Alliance for Minority Participation</b>	No specific budget for Seattle Central
National Science Foundation	<b>READY! SET! TRANSFER! (RST) Project</b>	The three colleges of Seattle Community College District VI request \$2,000,000 to create complementary support structures across each campus with the express goal of increasing the number of science, technology, engineering and mathematics majors who earn associate degrees and successfully transfer to baccalaureate institutions.
STEM Talent Expansion Program (STEP)		The district colleges [North Seattle CC (North), Seattle Central CC (Central) and South Seattle CC (South)], have collaborated to create an integrated program to support students throughout their early STEM academic careers — typically beginning in developmental mathematics (READY!), through first-year core science and mathematics sequence courses (SET!), and on to a successful transition to baccalaureate institutions (TRANSFER!). The READY! SET! TRANSFER! (RST) Project builds upon the expertise and strengths of the participating colleges and leverages that expertise to create Science and Math Academies at each campus to serve and support the success of 980 STEM students over five years.
Carnegie Foundation and the Dana Center at Austin	<b>STATway</b>	The Carnegie Foundation for the Advancement of Teaching and the Charles A. Dana Center at the University of Texas at Austin propose a new initiative to strengthen the pathways to and through college mathematics in America's two-year community colleges ending in college level and transfer credit..
STATway – alternate pathway through		STATway is a network of faculty, researchers, community colleges, and other professional organizations to develop a statistics pathway that will provide a challenging alternative to the current developmental mathematics sequence. This new pathway would replace the current sequence that takes multiple years, IF students persist through the sequence. A group of dedicated faculty from various mathematics professional organizations has been meeting since December 2009 to conceptualize of the learning outcomes for STATway. These outcomes have since been reviewed for validation by the national mathematics and statistical professional organizations. The result of their deliberations provided the basis for the development of the STATway course outline. To date there are letters of support from the various
		Carnegie funding started in August 2010a; Y1 = \$50,000, Y2 = \$35,000, Y3 = \$10,000

## Appendix 4.1

SAM and STEM opportunities at Seattle Central Community College

<p>national mathematical associations. The Statway learning experience will be quite different from existing courses—a melding of mathematics and statistics. The essential mathematical concepts will be developed in the service of statistics content, building understanding and relevance for students.</p>		<p>SCCC = \$106,000 for 2 years</p>	
<p>National Science Foundation Course, Curriculum and Laboratory Improvement</p>	<p><b>Collaborative Research: Six Short Weeks: A Classroom Strategy for Supporting Undergraduate Research in Mathematical Biology</b></p>	<p>A team of researchers from Seattle Central Community College and Dartmouth College are developing a mathematical biology course, text, and supporting interactive software that will succeed across these diverse institutions. The course and the materials are aimed at STEM students with only one term of calculus preparation and a strong interest in premedical/STEM studies. All course materials lead to modeling problems of current medical or ecological interest in Sub-Saharan Africa. The goal for the complete course is that students should be able to read the research literature after six weeks of instruction and conduct their own research. In addition, we are designing materials so that they may also be integrated into existing calculus courses. A formative evaluation of student response at all institutions will ensure that the materials are revised to meet the needs of a diverse student body. <b>(Supported one section of MATH 238 spring 2010)</b></p>	<p>\$50,000 ends in 2011</p>
<p>National Science Foundation ATE - Advanced Technological Education</p>	<p><b>Sustainable Agriculture Education (SAGE)</b></p>	<p>The Seattle Central Community College Sustainable Agriculture Education (SAGE) Program aims to address the ecological, environmental, socioeconomic, political and cultural issues related to sustainable food systems within and beyond the Puget Sound bioregion through experiential education, collaborative research, institutional partnerships and professional training. The genesis of SAGE stems both from an understanding of the imperative action that we as a global society must take to steward our natural resources in concert with securing the basic needs of our local populations and the recognition that community colleges play a pivotal role in the advancement of such action via community education, research and development..</p>	<p>\$150,000 for 2009-2011. Submitted letter of intent for \$900,000 for 2011-2016</p>

**Undergraduate Research:** Since fall of 2008 we have offered a one quarter “Introduction to Research” course for students interested in pursuing Undergraduate Research (UGR) at Seattle Central. During this course potential UGR’s learn how to distinguish scholarly information from other types of information available for research and identify when it is needed, identify possible sources of scholarly communication, apply search strategy to research databases to locate research articles on a specific topic, and use information responsibly by applying sound evaluation criteria and by citing and incorporating sources according to academic convention. Through the assistance of the Undergraduate Research Program at the University of Washington (UW), students participate in discussions on how to understand research, how it is done, what it entails; how to read primary literature in science and math; how to create a usable bibliography; distinguish between qualitative and quantitative methodologies; present scientific

## Appendix 4.1

SAM and STEM opportunities at Seattle Central Community College

publication to peers; write a research proposal; and understand the ethics of research. Upon completion of the fall course, students are placed with research mentors from Seattle Central faculty, UW faculty, post-docs, or graduate students for winter and spring quarters of the academic year. In 2007-2008, there were 11 UGR's, 4 were under represented minorities (URM), and 4 were women. All have continued in school, three have entered graduate school in a STEM field and 7 still working on their bachelor's degrees – all in STEM fields. Of the 7, three intend to enter medical school. In 2008-2009, there were 8 UGR's. We had a decrease in NASA funding, decreasing the number of student we were able to serve. Of the 8, one was an URM, one was a first generation college student, and one was an Iraqi war veteran. All but one are currently enrolled in a four year university (mostly at the UW), all of those enrolled are in STEM majors. For 2009-2010, there were 19 URM's of which 18 presented 10 posters at the UW Undergraduate Research Symposium. Of the 19, 7 are women – one is first generation college student, three are URM's.

We intend to grow the number of UGR's though Ready!, Set! Transfer! and other initiatives listed below in the funding section.

### Student activities in Science and Math

- Rocket Club – we have sent three teams to launch student constructed rockets at the Utah Salt Flats
- Human Paper Powered Vehicle – we have had 2-3 teams compete each year in this state competition
- Service Learning – Students in Environmental Science and Global Health have participated in Service Learning Projects for the past three years.
- Teaching assistants – each quarter, students enhance their learning as teaching assistants in STEM courses.
- Independent projects – each quarter, students work with faculty on individual projects in STEM fields.
- WoMen in Science and Engineering student (WISE) club – students participate in local and regional events
- Pre-medical society student club – plan blood drives, assist with tutoring, tour facilities, volunteer at Seattle Central events, etc

### Science and Math and the Community

- Tutoring –learning support network in Science & Math - assisting students needing help and enhancing the education of the tutors.
- Math Path – getting students through pre-college math
- Work-study graders – STEM students learn through grading in Science and Math
- Science Olympiad – we hosted the Northwest Regional Science Olympiad in 2010 where 577 middle and high school students from 13 schools participated in a day-long event.

### Biology Initiatives

- Research based experiences in many courses as well as information literacy
- Alignment of courses with Health and Humans Services Programs
- Plant Science Lab construction summer 2010

## Appendix 4.1

SAM and STEM opportunities at Seattle Central Community College

- Hybrid lab courses for anatomy and physiology
- Global Health Degree option
- Standardized laboratory notebook and report protocols
- New laptops for data acquisition
- Administer American Chemical Society General Chemistry Exam and track student success in subsequent courses
- Vernier LabQuest systems for laboratory data acquisition and analysis

### **Earth and Environmental Science and Sustainable Agriculture (SAGE) Initiatives**

- Quantitative reasoning in the Geology Labs
- SAgE: AA, AAS with Direct Transfer Agreement

### **Math Initiatives**

- Technology: WAMAP, graphing calculators, Mathematica integrated across the curriculum
- Offering more sections of Math 238 (Differential Equations) with a biology emphasis

### **Physics, Engineering, Computer Science and Astronomy Initiatives**

- Physics Education Group's Tutorial for labs and homework
- Nearly all physics laboratory and engineering projects are done in teams
- Capstone projects in both physics and engineering courses require team oral presentations

## Appendix 4.2

### Seattle Central Student Leadership Boards

**Associated Student Council (ASC)** - a team of 12 students that serve as the official student government of Seattle Central. The ASC is responsible for representing student interests to the college administration and for facilitating the organization of a broad range of student committees that work to address issues and concerns and promote services that enhance students' experience at Seattle Central.

**College Activities Board (CAB)** – a team of eight students who develop and organize events and activities on campus that celebrate the diversity of our community, promote student involvement and foster collaboration among student organizations.

**College Outreach and Recruitment Team (CORT)** – a team of six students who represent, promote and recruit all community members to Seattle Central. This team participates in student panels, campus tours, college fairs and campus events as Seattle Central “role models”.

**Intercultural Activities Board (IAB)** – a team of three students that provide local activities and other opportunities for involvement to all students at Seattle Central. This team also strives to maximize interaction between domestic and international students, assists with international student orientations, and coordinates the Conversation Partners program.

**Student Ambassador Corps** - a team of seasoned student leaders serving three primary constituencies: the student body, the college, and currently engaged student leaders. They are responsible for encouraging the success of their fellow students by informing them of resources and opportunities available at Seattle Central. They serve the college as the “campus readiness task force” by assisting any campus departments with programs and/or initiatives that arise throughout the academic year. The corps members also mobilize their fellow student leaders in ambassador-related duties.

**Student Organizations Resource Council (SORC)** – a team of six students who facilitate the organization of Seattle Central's club life. This team helps clubs access the information, resources and training available to them through the Student Leadership Office.

**Student Website and Publications Team (SWAP)** – consists of 10 students who are committed to fair, accurate, and inclusive reporting of news and events on campus. This team develops and maintains online and print productions – all of which highlight issues most relevant to student life.

**Tournaments and Games Team (TAG Team)** – a team of four students who organize and facilitate recreational activities that promote student involvement, fair play and physical activity. The team works under the aegis of Student Leadership in conjunction with the Mitchell Activities Center (MAC) to promote the many health and wellness resources available at the MAC to all Seattle Central students.

## Appendix 4.2

### Student Leadership Fall Quarter 2010 Leadership Institute

**October 5**                    **Getting to Know Seattle Central's Structure**

We are all part of the mission and day-to-day life of Seattle Central. But how is this large institution of higher education structured? How are decisions made? How do students engage as leaders in the work of the college? These questions and more will be answered by workshop facilitators Gina Nakamura, Outreach Coordinator and Jessica Anciu, Assistant Director of Student Leadership. Attendance = 15

**October 12**                    **Why Suffer Through Horrible Meetings? Make Meetings Matter**

This workshop, facilitated by Lexie Evans, Dean of Student Life and Engagement, will provide specific strategies and guidelines for how to plan, facilitate and participate in club, board, or committee meetings that are productive, satisfying, and support the mission of the group and the college. Attendance = 18

**October 19**                    **Got Goals? Write 'em Down!**

The ability to establish and achieve meaningful goals is critical to success in education and leadership. In this workshop, Jessica Anciu will share the basics of writing clear goals and objectives that provide a roadmap to plan and measure your progress in classes, leadership responsibilities, or your career path. Attendance = 22

**October 26**                    **Need a Little More Time?**

This session will address a common challenge for all leaders – time management. Jessica Anciu will lead a discussion to identify strategies for organizing and balancing our goals and responsibilities in order to be more successful students, more productive team members, and more effective human beings. Attendance = 19

**November 2**                    **Creating Change!**

We all have different passions but we all can create change! In this workshop, Sam Chesneau, Events and Activities Coordinator, will lead a discussion to explore ways to making change in your community by identifying each of your personal goals for change in the community. Learn how to build momentum and see results! Attendance = 26

**November 9**                    **Personal Statement Writing Workshop**

Your personal statement is often a required component of applications for scholarships, transfer schools, committees, etc. It gives you the opportunity to introduce yourself and gives readers the context to better understand the rest of the information you've provided in your application. Seattle Central Alumni will facilitate this workshop and help you begin writing a clear and effective personal statement. Use the Student Leadership Guide for Biographical Statements (available in the Student Leadership Office) to help you prepare for this workshop. Attendance = 55

**November 16**                    **Effective Listening Skills in a Multicultural Environment**

Effective listening skills are essential leadership tools and using these tools in a multicultural environment is essential to creating meaningful human connections. Logic Amen, a Seattle-based writer and educator, will guide group activities designed to teach effective listening skills that promote understanding and can help prevent and resolve conflicts. Attendance = 30

**November 23**                    **Acknowledging Effort and Expressing Appreciation**

This moment, just prior to the Thanksgiving holiday, is set aside to assess and reflect on what we have accomplished and learned this quarter and to offer acknowledgement and thanks to our teammates who have assisted and inspired us in our journey thus far. Attendance = 12

**November 30**                    **Student Development Transcript**

## **Appendix 4.2**

Kari Mills, Student Leadership Office Manager and the SORC Legacy Officer will provide timely instruction and guidance on how to complete the Student Development Transcript worksheets to officially record your leadership accomplishments for Fall Quarter 2010. Attendance = 19

## Appendix 4.2

### Student Leadership Winter Quarter 2011 Leadership Institute

#### **January 11**                    **A New Commitment to Your Goals**

A new year inspires many resolutions! Sometimes they are new goals and some are a recommitment to goals previously set. In this workshop, you will be asked to reflect on goals you set last quarter, share new goals you've set and reconnect with your plans for achieving them. Attendance = 20

#### **January 18**                    **Identifying Your Values: Making Choices For A Reason**

As student leaders, you are faced with many decisions in your life. Where to transfer? What scholarships should I apply for? What major should I pursue? You have several choices available, so how do you make the best choices for yourself? In this workshop, Jessica Anciu and Jose Chi will guide you in a conversation that identifies and connects your values with the many choices you will need to make. Attendance = 17

#### **January 25**                    **Conflict Happens – How Do You Resolve It?**

Conflict is an inevitable part of working with others and your ability to deal with conflict is an important part of leadership. In this workshop, you'll learn about five conflict-handling modes and which one you tend to use most often. Jessica Anciu will then guide you in a conversation to learn when and how to employ the other modes to improve your conflict resolution skills! Attendance = 25

#### **February 1**                    **A Conversation with President Killpatrick – Part 1 of 2**

Dr. Paul Killpatrick, President of Seattle Central, will share stories of his own leadership development and his vision and goals for the college. He will also talk about his personal leadership philosophy and how it inspires his work every day. Attendance = 29

#### **February 8**                    **Facebook or Face-to-Face? Communication Tips for Wired Leaders**

In today's wired world, we have many ways to communicate. But as leaders, choosing the right communication tool at the right time is critical for effective leadership. Come to this workshop and learn when it's most effective to phone, send an email, a text, post a message on Facebook or speak to someone face-to face. Attendance = 22

#### **February 15**                    **A Conversation with President Killpatrick – Part 2 of 2**

Dr. Paul Killpatrick, President of Seattle Central, will share stories of his own leadership development and his vision and goals for the college. He will also talk about his personal leadership philosophy and how it inspires his work every day. Attendance = 25

#### **February 22**                    **Creating Change in our Communities**

We all have different passions but we all can create change! Last quarter, Sam Chesneau, Events and Activities Coordinator, helped student leaders to identify their own dreams for change in their community. In Part 2 of this series, this workshop will build upon ideas presented last quarter by sharing strategies to hold yourselves and your community accountable to creating the change that we seek. Attendance = 30

#### **March 1**                    **Stress Management for Student Leaders**

It's almost the end of the academic year and you may be feeling the stress! Come to this workshop to learn tips and tricks to improve physical flexibility and strength by using common resources at hand – like your desk and chair! These exercises can be used to alleviate stress while sitting in the classroom or studying for finals. The facilitator, Chris Mogadam, Director of Physical Education, presents this workshop in conjunction with the quarterly Student Leadership Institute. Attendance = 31

## Appendix 4.2

### Student Leadership Spring Quarter 2011 Leadership Institute

#### **April 12      How To Apply for a 2011-2012 Student Leadership Board**

Experienced student leaders who have served on ASC, CAB, COURT, IAB, SORC, SWAP and TAG Team will talk about their leadership experiences and offer advice and assistance to students in the process of applying for positions in the upcoming year. Attendance = 80

#### **April 19      Pass It On: Helping and Inspiring Next Year's Student Leaders**

This year, student leaders in clubs, committees and boards have worked hard to organize projects, events and organizations...so keep the momentum! This workshop will provide strategies to compile and pass on meaningful records of activities, posters, budgets and assessment documents for future leaders. We will also share strategies to help outgoing leaders identify and inspire new individuals to carry the light of this year's accomplishments to the next! Attendance = 16

#### **April 26      Completing the Circle: The Role of Philanthropy in Leadership**

Lexie Evans and Jessica Anciu will lead a group discussion of the art of philanthropy, public-spirited generosity and how it informs and enriches our leadership decisions and strengthens the legacy we leave behind. Attendance = 18

#### **May 3          What Leadership Skills Are In Your Bag?**

Practical leadership skills, inspiring habits and examined values are some of the things you will take with you when you leave Seattle Central. But how do you clearly articulate all you have learned for inclusion on your resume and to share with future employers, colleagues and collaborators? Jessica Anciu will lead a discussion that will help you take inventory of the skills you have developed as a Seattle Central Student Leader so that you can pack these skills up, take them with you and apply them with confidence in your new endeavors. Attendance = 16

#### **May 10        Speak Up: Your Leadership Responsibility**

As a Seattle Central Student Leader, you have developed your leadership skills in an institution that values diversity in action and promotes educational excellence in a multicultural environment. With this education comes responsibility to share your skills of multicultural understanding with others, to speak up when there is injustice and to lead by example. This workshop, led by Sam Chesneau and attendees of the 2011 Students of Color Conference, will lead a discussion on some of the topics and themes that were addressed at this year's conference. Attendance = 31

#### **May 17        Using Social Networking to Get Internships and Jobs**

Social media tools like Facebook, LinkedIn and Twitter can help you find a great internship or job. Why? Because the best way to find a job or internship is by getting help from people you know – whether they work where you want to or they know someone who does. In this workshop, you'll learn strategies to market yourself successfully via social media tools. You'll also learn tips and tricks on what you shouldn't do with social media as they may come back to haunt you! Attendance = 15

#### **May 24        Montlake Bridge Project: Transfer with Confidence**

Seattle Central Student Leadership Alumni who have successfully transferred to the University of Washington, Seattle University and other schools will share their wisdom by telling their own transfer stories. They'll share strategies to help you make a smooth transition to a new school, to navigate a new system, to get involved on your new campus and to help you to create connections for continued success! Attendance = 22