

SEATTLE CENTRAL COMMUNITY COLLEGE



REGULAR INTERIM REPORT

Presented to
The Northwest Commission on Colleges and Universities

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Seattle Central Community College
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Seattle Central Community College: Regular Interim Report

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INTRODUCTION

The Northwest Commission on Colleges and Universities conducted a full-scale comprehensive evaluation visit of Seattle Central Community College in April 2005. The Evaluation Committee concluded its visit with five general commendations and six recommendations (see below).

As instructed by the Commission, the college submitted the following documents in response to the recommendations:

1. A Progress Report in April 2006 to address general recommendations two, four, and five
2. A Focused Interim Report in October 2006 to address general recommendations one, three, and six and hosted a focused interim visit
3. A Progress Report in April 2008 to address three additional recommendations (see below) following the focused interim visit by a commission representative

The Commission notified the college in August 2006 and August 2008 that it had accepted the progress reports and was satisfied with the progress that was made.

April 2005 Full-Scale Visit -- General Commendations and Recommendations

Commendations

1. The Evaluation Committee commends the faculty and staff for creating and maintaining a learning-centered environment that fosters student success.
2. The Evaluation Committee commends the faculty and staff for maintaining the academic integrity and quality of its programs despite declining resources and recent budgetary rescissions.
3. The Evaluation Committee commends the institution for embracing cultural diversity among all the college's constituencies.
4. The Evaluation Committee commends the institution for the breadth of its professional, technical and academic programs and for the commitment of the administration and the faculty in maintaining program diversification.
5. The Evaluation Committee commends students for their passion, initiative and participation in the shared governance of the institution.

Recommendations

1. The Evaluation Committee recommends that SCCC provide documentation that its evaluation and planning activities are used to set institutional priorities, influence resource allocations and improve college programs and services. [1.B, E.R. 17]

2. The Evaluation Committee recommends that SCCC document that financial planning for the future of the institution is a strategically guided process. [7.A.2]
3. The Evaluation Committee recommends that SCCC document that its educational programs are based on regular and continuous program assessment in light of the needs of the disciplines, the fields or occupations for which programs prepare students, and other constituencies of the institution. [2.B, E.R. 12 and Policy 2.2]
4. The Evaluation Committee recommends that SCCC identify and publish the expected learning outcomes for each of its degree and certificate programs of 45 quarter credits or more. [E.R. 12, 2.B.2]
5. The Evaluation Committee recommends that sufficient professional health care, including psychological health and relevant health education, is made available at the Seattle Vocational Institute. [3.D.12]
6. The Evaluation Committee recommends that SCCC provide regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. In addition, the Evaluation Committee recommends that SCCC policies, regulations and procedures provide for the evaluation of all faculty on a continuing basis consistent with Policy 4.1 *Faculty Evaluation*. [4.A.5, Policy 4.1]

October 2006 Focused Interim Visit -- Commendations and Recommendations

Commendations

1. The evaluator commends the institution on the progress made and the processes developed to assess its educational programs and to identify and disseminate the expected learning outcomes for each of its courses.
2. The evaluator commends the work of the Assessment Matters Team and Curriculum Review Committee as they collaborate on the development of a meaningful review process and the training of faculty and administrators.
3. The evaluator commends the college on the development of the PAVS program and the completion of PAVS reports.
4. The evaluator commends the college on the progress made on the post-tenure review process and implementation.

Recommendations

1. It is recommended that Seattle Central Community College identify effective processes to communicate the evidence of its institutional effectiveness to its public [Standard 1.B.9].

2. It is recommended that SCCC continue to address the learning outcomes for each of its degree and certificate programs and document that students who complete the degrees or certificates have achieved those outcomes [Standard 2.B.2].
3. It is recommended that the College continue to address methods to ensure that all part-time and priority part-time faculty are evaluated to ensure their teaching effectiveness [Standard 4.A.5].

OVERVIEW

Located in Seattle's Capitol Hill neighborhood, a vibrant urban center for the city, Seattle Central Community College is one of three colleges in the Seattle Community College District. 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 the 2008-2009 academic year, a total of 19,306 students enrolled at the college, of whom 71 percent were state-supported and 57.5 percent were students of color.

Demographic and Economic Changes Since 2005

Since 2005, significant demographic and economic changes have caused major impacts on college enrollment. Because of the rising cost of housing in the college's immediate neighborhood and service areas, middle and lower income populations and new immigrants have gradually relocated to more affordable suburban areas outside of the City of Seattle. From 2004-2005 to 2008-2009 the college experienced a declining growth trend in state-funded enrollment. However, as a result of rising local unemployment rates, enrollment has increased since summer 2009. This trend will likely help the college to surpass the state-supported FTES allocation target for 2009-2010 by six percent.

During the last three years, the state revenues and appropriations for higher education decreased while tuition increased considerably. The college took a major budget reduction for 2009-2010, and further budget cuts are anticipated for 2010-2011 and the next biennium. As a result, the college is facing the challenge of increasing enrollment with a reduced budget. Enrollment changes during the last 10 years are shown in Appendix A (Student Headcount and FTES, 1999-2000 to 2008-2009).

While the state-funded enrollment growth rate decreased for five years from 2005 through 2009, enrollment in International Education Programs (IEP) reached its height in 2008-2009, helping offset some of the operating budget shortfall during that time. IEP enrollment is now projected to start declining from 2009-2010 due to the slow recovery of the global economy.

Major Initiatives Since 2005

Program Analysis and Viability Study (PAVS)

Applying Robert Dickeson's model,¹ in 2005-2006 the college began the PAVS process to evaluate every college program using consistent sets of criteria across Instruction, Student Services, and Administrative Services. The templates and reports for 2005-2006 and the 2008-2009 updates are posted in the college public folders in the e-mail system for open access by faculty and staff. Since

¹ Dickeson, Robert C. *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. San Francisco: Jossey-Bass, 1999. Print.

fall 2006, PAVS reports have become essential supporting documents for curriculum planning and program reviews as well as for budget allocation and other planning activities. Although originally intended to be updated every two years, PAVS is conducted every three years (Exhibit A – Program Analysis and Viability Study (PAVS) Reports, 2005-2006 and 2008-2009 Updates).

Achieving the Dream (AtD)

As part of a national initiative, in 2007 Seattle Central was selected as one of six colleges in the state to receive an AtD grant of \$400,000 over four years from the Lumina Foundation and College Spark. The grant focuses on improving persistence and progression of the targeted student populations enrolled in gatekeeper developmental math and English courses (Math 098, English 101 and 102). The grant also provides funding for professional development via CLIP (Communities of Learning, Inquiry and Practice) projects to allow faculty to conduct research related to the goals of the grant (Exhibit B – Achieving the Dream (AtD) Reports and CLIP Reports).

Strategic Enrollment Management (SEM) Plan

In 2007-2008, the college president formed a SEM Committee charged with developing a SEM plan to improve enrollment by setting enrollment goals and identifying short- and long-term strategies. The plan involves analyses of various enrollment related data and trends and uses specific indicators to measure the achievement of goals. This plan is a key element of the college's *Strategic Plan 2006-2011*, which is reviewed and updated regularly (Exhibit C – *Strategic Enrollment Management Plan, 2008-2011*).

New Bachelor in Applied Science Degree Program (BAS)

Over the period 2007 to 2009, the college sought and received approvals from the State Board for Community and Technical Colleges (SBCTC), the state Higher Education Coordinating Board (HECB), and NWCCU to offer a bachelor's degree in Applied Behavioral Science. A program description of the bachelor's degree and related documents are available at <http://seattlecentral.edu/bas/index.php>. The college completed the implementation preparation in 2008-2009, and the first group of students enrolled for fall 2009. Seattle Central is one of seven colleges in the state Community and Technical Colleges (CTC) system that offer bachelor's degree programs. The new degree program requires the college to be accredited as a four-year public institution, and the comprehensive evaluation visit is scheduled for April 2012 (Exhibit D – *Proposal for a Major Substantive Change: Bachelor's Degree in Applied Behavioral Science*).

Learning Outcomes Assessment Model

In 2007, the college officially adopted the learning outcomes assessment model developed by Ruth Stiehl and Les Lewchuk². This model provides a framework for the college's efforts in

² Stiehl, Ruth, and Les Lewchuck. *The Outcomes Primer*, 3rd 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.

assessing learning outcomes at both program and course levels. During 2007-2008, faculty received training and attended work sessions to review and update program learning outcomes and to create program curriculum maps and program outcomes guides (POG). With these documents in place, they began reporting program learning outcomes achievements on a regular basis.

Curriculum Coordinating Council (CCC)

Seeking to further integrate all the curriculum related functions, the college established a new council in winter 2009, an organizational change that improved communications and connectivity amongst the Program Review Committee, Course Approval Committee, Instructional Assessment Committee, Learning Communities Committee, Achieving the Dream, and the Honors Program. The committees now share information about their activities and work together to resolve issues and problems relating to curriculum, course changes, and learning outcomes assessment. Because of the high volume of new course proposals and revisions, the original Curriculum Review Committee (CRC) became two committees: one to conduct program reviews and one to approve courses (Exhibit E – Curriculum Coordinating Council, Meeting Minutes and Committee Reports).

New College-Wide Student Learning Outcomes

Under the leadership of the Instructional Assessment Committee and with college-wide participation, the college successfully developed a new set of college-wide student learning outcomes in fall 2009 to replace the old ones which had been in place for more than 15 years. The new learning outcomes begin with the following headings: think, collaborate, communicate, connect, and continue learning. These outcomes are intentionally broad in order to apply to all instructional programs. Included in the new learning outcomes are “Possible Instructional Activities” as shown in Exhibit F (College-Wide Student Learning Outcomes). The new student learning outcomes, though developed prior to the two AAC&U publications in early 2010 regarding essential learning outcomes, encompass and reflect the goals of the AAC&U statement for college attainment³.

Facilities Improvement

During the last three biennia, the college has received state appropriations for seven major capital projects that contribute to the significant improvement of instructional space affecting many instructional programs.

- The Science and Math (SAM) Building was completed in 2006.
- Graphic Design, Commercial Photography, and Publishing Arts moved into the renovated fifth floor of the Broadway Building in winter 2009.

³ Association of American Colleges and Universities. *The Quality Imperative: Matching Ambitious Goals for College Attainment with an Ambitious Vision for Learning*. Washington D.C.: AAC&U, 2010. Print.

Hart Research Associates. *Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn*. Washington, D.C.: AAC&U, 2010. Print.

- The third floor of the North Edison Building was renovated to provide new space for the Information Technology Programs and offices for Information Technology Services in fall 2009. This project also provided new space for the Seattle Culinary Academy on the second floor, which was completed in March 2010.
- Construction of a new plant sciences facility next to the main parking garage is expected to start in 2010.
- Construction of new facilities to replace most of the old buildings at the satellite site for the Wood Construction Program will begin in 2010.
- Building of finger piers and restoration of the bulkhead at the satellite site for the Seattle Maritime Academy were completed in 2009.
- New facility design to replace the old portables and barge at the Seattle Maritime Academy began in 2009.

Supporting Documents for Overview and Parts A and B

Once a given exhibit is introduced, it retains the same exhibit number throughout the report. Exhibits A through F were referenced in the Overview; exhibits G through J will be referenced in the body of the report.

Appendix

Appendix A Student Headcount and FTES: 1999-2000 to 2008-2009

Exhibits

Exhibit A Program Analysis and Viability Study (PAVS) Reports, 2005-2006 and 2008-2009 Updates

Exhibit B Achieving the Dream (AtD) Reports and CLIP Reports

Exhibit C *Strategic Enrollment Management Plan, 2008-2011*

Exhibit D *Proposal for a Major Substantive Change: Bachelor's Degree in Applied Behavioral Science*

Exhibit E Curriculum Coordinating Council, Meeting Minutes, and Committee Reports

Exhibit F College-Wide Student Learning Outcomes, 2010

Exhibit G *Progress Report, April 2006*

Exhibit H *Focused Interim Report, October 2006*

Exhibit I *Progress Report, April 2008*

Exhibit J *Strategic Plan 2006-2011, Updated for 2009-2010*

PART A: ACTIONS TAKEN REGARDING RECOMMENDATIONS

General Recommendation One

The Evaluation Committee recommends that SCCC provide documentation that its evaluation and planning activities are used to set institutional priorities, influence resource allocations and improve college programs and services. [1.B, E.R. 17]

Focused Interim Recommendation One

It is recommended that Seattle Central Community College identify effective processes to communicate the evidence of its institutional effectiveness to its public [Standard 1.B.9].

Introduction

The responses to these recommendations were included in the *Focused Interim Report*, October 2006, pages 1-8 (Exhibit H), and *Progress Report*, April 2008, pages 1-8 (Exhibit I). Shortly after the full-scale evaluation visit in April 2005, the college embarked on a planning process to create a multi-year strategic plan beginning with the review of the college mission and values and the identification of strategic goals. The resulting *Strategic Plan 2006-2011* (Exhibit J) has been the key guiding document for setting institutional priorities and allocating resources.

Annual Strategic Planning and Evaluation Process

In addition to the *Strategic Plan 2006-2011*, the college has developed and updated several planning documents. The planning and evaluation processes involve wide participation from faculty, administrators, staff, and students through annual and special retreats; forums; regular meetings of councils, committees, and divisions; President's Day programs; quarterly In-Service Day programs; and ad hoc committees. The following additional documents play a role in the college's continuous planning and evaluation efforts. They provide direction for the college's annual budget planning process and resource allocation for programs and services:

- A revised college Mission and re-affirmed Values (Appendix A.1.1, Exhibit A.1.1 - College Mission and Values and Student Learning Outcomes: Posters)
- Program Analysis and Viability Study (PAVS) Reports (Exhibit A)
- *Strategic Enrollment Management (SEM) Plan* (Exhibit C)
- *10-Year Capital Plan Summary, Updated 2009* (Exhibit A.1.2)
- *Strategic Facilities Plan, Updated 2007* (Exhibit A.1.3)
- *Information Technology Plan 2010* (Exhibit A.1.4)

The major administrative planning groups are heavily involved in the various planning processes and efforts. These groups include the President’s Cabinet, Executive Cabinet, and College Leadership Council; the divisions^a and departments^a under each administrative unit; the College Council^c; the Instructional Council; the Student Development and Services Council; the Administrative Services Planning Council; the Strategic Enrollment Management Committee^c; the Curriculum Coordinating Council^a; and Information Technology Council^c.

^a Includes faculty members; ^b Includes student members; ^c Includes faculty and/or staff, and student members.

The college has a clearly defined annual process, which involves faculty, administrators, staff, and students, to evaluate and report achievements, review and update the strategic plan for the new academic year, and communicate the achievements and changes to the college community.

Annual Assessment of Strategic Plan Achievements

The process for evaluating and reporting strategic plan accomplishments takes place at multiple levels. Each year, programs and departments evaluate the strategies and activities they used to carry out goals and objectives and report to their respective vice presidents using a standard template provided by the Office of Strategic Initiatives and Institutional Research (SIIR). Each administrative unit may discuss its strategic plan achievements at regular meetings or hold special work sessions. The unit achievement reports are merged and integrated into an annual strategic plan progress report with a progress rating for each strategy/action plan under each objective (Exhibit A.1.5 –*Strategic Plan 2006-2011 Progress Report Summary, April 2008*). The progress report for 2008-2009 includes a summary by administrative units (Exhibit A.1.6 –*Strategic Plan 2006-2011, Progress Report for 2008-2009 and Summary*).

Annual Review and Update of Strategic Plan

Each administrative unit (Instruction, Student Services, Administrative Services, and the President’s Office) conducts its review and update of the strategic plan separately at its regular meetings, annual planning retreats, and special retreats during the year as necessary. The college-wide strategic planning retreat(s) usually are held in the summer. The collaborative retreat environment allows participants evaluate college-wide achievements and revise or update the strategic plan for the new academic year, creating a plan consistent with the multi-year strategic directions and goals. For example, in the review and update process for 2008-2009 and 2009-2010, the college revised two goals and added a sixth goal; it later added a new objective in goal six for 2009-2010 (Appendix A.1.2 – Strategic Plan 2006-2011, Goals and Objectives for 2006-2007 and 2009-2010).

	As of 2006-2007	Initiated in 2008-2009	Initiated in 2009-2010
Goal 2	Involve the college community in developing and carrying out a comprehensive enrollment management plan to attract and retain students	<u>Revised:</u> Increase enrollment, retention, persistence and completion of certificates and degrees, congruent with the mission and values of the college	

Goal 4	Develop additional state-of-the-art facilities that support a positive learning and working environment	<u>Revised:</u> Develop and sustain state-of-the-art facilities that support a positive learning and working environment	
Goal 6		<u>New:</u> Strengthen and align instructional programs, curricula and teaching to be responsive to students and community educational goals and market demands	<u>Added:</u> A new objective 6.4: Embed current technology into the pedagogy and curriculum

Expanded Communication and Involvement

The college uses various methods to communicate strategic plan achievements, changes, and new initiatives to the college community. It posts documents related to annual strategic plan progress and updates in e-mail folders for employee access and uses e-mail messages to alert faculty and staff of the availability of these reports and documents. In 2008, the college included a summary of the strategic plan progress report in the college’s employee newsletter, *The Communiqué* (Exhibit A.1.7 – *The Communiqué*, April 2008) and held a public forum. In 2009, *The Communiqué* was replaced by CBlog, a searchable online blog, giving the college community access to quick and efficient communication about the college.

Some communication channels involve faculty and staff participation, such as workshops, discussion sessions, and focus groups, which serve as ways to provide information to college constituents while engaging them in discussing issues and developing recommendations. The following list summarizes the major opportunities for communication and collaboration:

College-Wide Level

- President’s Day (annually) – often includes workshops (Exhibit A.1.8 – President’s Day Programs)
- Public forums on special topics (as needed) – such as budget and student learning outcomes (Exhibit A.1.9)
- In-Service Day (quarterly) – always includes planning and discussion sessions, for example, summary of PAVS reports (Exhibit A.1.10 – In-Service Day Reports)
- Special workshops or retreats (Exhibit A.1.11 – College Council Retreat, October 5, 2009)
- CBlog (daily)
- E-mail folders (24/7)
- Special announcements and various links on college Web site (24/7)
<http://seattlecentral.edu>

Councils and Committees

By serving on college-wide councils and committees, faculty, staff, administrators, and students receive information and become familiar with the latest initiatives and issues.

External Community

The college Web site (24/7) provides public access to the college's latest accreditation reports, progress on recommendations, mission and values, strategic plan, new initiatives, information on instructional programs, and services.

Participation in Achieving the Dream has provided a platform for sharing information about initiatives underway at the college with the other approximately 100 participating institutions nationally, and via state-level AtD initiatives. In May 2010, the college will be hosting the third of this year's series of State Board sponsored meetings to share AtD information and findings and to support collaboration and adoption of evidence-based improvements.

Supporting Documents for General Recommendation One:

Appendix

- Appendix A.1.1 Revised College Mission and Re-affirmed Values
- Appendix A.1.2 Strategic Plan 2006-2011, Goals and Objectives for 2006-2007 and 2009-2010

Exhibits

- Exhibit A Program Analysis and Viability Study (PAVS) Reports, 2005-2006 and 2008-2009 Updates
- Exhibit C *Strategic Enrollment Management Plan, 2008-2011*
- Exhibit H *Focused Interim Report, October 2006*
- Exhibit I *Progress Report, April 2008*
- Exhibit J *Strategic Plan 2006-2011, Updated for 2009-2010*
- Exhibit A.1.1 College Mission and Values and Student Learning Outcomes: Posters
- Exhibit A.1.2 *10-Year Capital Plan Summary, Updated 2009*
- Exhibit A.1.3 *Strategic Facilities Plan, Updated 2007*
- Exhibit A.1.4 *Information Technology Plan 2010*
- Exhibit A.1.5 *Strategic Plan 2006-2011 Progress Report Summary, April 2008*
- Exhibit A.1.6 *Strategic Plan 2006-2011, Progress Report for 2008-2009 and Summary*
- Exhibit A.1.7 *The Communiqué, April 2008*
- Exhibit A.1.8 President's Day Programs
- Exhibit A.1.9 Public Forums
- Exhibit A.1.10 In-Service Day Reports
- Exhibit A.1.11 College Council Retreat, October 5, 2009

General Recommendation Two

The Evaluation Committee recommends that SCCC document that financial planning for the future of the institution is a strategically guided process. [7.A.2]

Introduction

State funding, which is based on student FTES, is allocated biennially to the Seattle Community College District VI (SCCD). The district determines the FTES allotments for each of its three colleges, a process that defines the college's enrollment targets for the next two years. In 2005-2006, the state appropriation was approximately 64 percent of Seattle Central's total operating budget. The balance of funds came from tuition and fees (24 percent) and other local funds (12 percent), such as indirect costs from grants and contracts and revenues from the International Education Programs and Running Start (accelerated high school program). In 2009-2010 the breakdown of the operating revenues is 63 percent from state appropriation, 21 percent from tuition and fees, and 16 percent from local funds. The changes in these ratios demonstrate the trend of declining funding support from the state and local tuition.

Financial Planning Documents and Principles

The college's financial planning and budgeting process is documented in several regularly updated college plans. The college uses these plans and six financial principles to guide all aspects of planning, including the management of enrollment changes, minor and major capital projects, and planning for equipment purchases and replacement.

Planning Related Documents

- *Strategic Plan 2006-2011* – the original plan, updated in 2008-2009, includes two strategic goals to guide multi-year financial planning:
 - 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
 - Goal 4. Develop and sustain state-of-the art facilities that support a positive learning and working environment
- The college updates and improves the strategic goals and objectives regularly based on strategic plan achievements and changing needs.
- *Strategic Enrollment Management (SEM) Plan, 2008-2011* (Exhibit C) – includes analyses of enrollment data, marketing and recruitment strategies, and evaluation indicators
- Annual operation budgeting materials – includes planning instructions, presentation schedule, and forms (Exhibit A.2.1 – Preliminary Budget Request Packets for 2008-09 and 2009-2010).
- Revenue and Expenditure Projections, 2005-2006 to 2010-2011 and 2010-2011 to 2014-2015 – provides a multi-year perspective to aid planning (Exhibit A.2.2)
- *10-Year Capital Plan Summary, Updated 2009* (Exhibit A.1.2)

- *Strategic Facilities Plan, Updated 2007* (Exhibit A.1.3)
- *Information Technology Plan 2010* (Exhibit A.1.4)
- *Equipment Replacement Schedule* (Exhibit A.2.3)

Financial Principles

The college adheres to the following six financial principles that guide planning and decision making:

1. Develop balanced budgets that reflect anticipated costs
2. Make decisions based on projected revenue and enrollment targets
3. Base budget development on available resources
4. Justify funding in the context of the college's 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

Strategically Guided Financial Planning Process

Since 2005, the college has taken actions to ensure that the financial planning process is strategically guided. In addition to the actions described in the *Progress Report, April 2006*, pages 1-7 (Exhibit G), the college has taken further actions described below.

Integrated Financial Goals and Planning in the College's Strategic Plan

The following table shows a minor modification of goal one and related objectives of the *Strategic Plan 2006-2011*.

		As of 2006-2007	Initiated in 2008-2009
Goal 1		Develop and implement a financial plan that sustains the financial health of the college and aligns with the college's mission and strategic direction	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
Objectives	1.1	Build both restricted and unrestricted reserves to a minimum of 5% of the operating budget	Build restricted reserves to 5% of the operating budget
	1.2	Increase budget sustainability by diversification of local funding	Build unrestricted reserves for the operating budget
	1.3	Build an operating budget that anticipates and responds to fluctuations in the economy	Diversify and increase local funding
	1.4		Build an operating budget process that anticipates and responds to fluctuations in the economy

Developed Multi-Year Projections of Financial Resources and Expenditures for Realistic Budgeting

The revenue and expenditure projections made in 2005 for 2005-2006 to 2010-2011 are shown in Exhibit A.2.2. The actual revenues and expenditures for 2007-2008 and 2008-2009 turned out to be significantly different due to unexpected state budget reductions and the fact that the college's state-supported enrollment did not meet the FTES allocation targets. (See section on Impact of Enrollment Trend and State Budget Reduction in Part B, Standard Seven). Because the college anticipates state appropriations will continue to fall after 2008-2009, it has used scenario planning to project revenues and expenditures for 2010-2011 to 2014-2015.

Strengthened the Role of the College Council and Improved Faculty and Staff Involvement in the Budget Planning Process

The college revised the bylaws of the previous Planning Advisory Council (PAC) and changed its name to College Planning Council (CPC) in 2005-2006; the name was changed again to College Council (CC) in 2007-2008 (Exhibit A.2.4 – College Council Bylaws). In order to increase faculty and staff involvement in the budget planning process, the College Council created a Budget Advisory Committee (BAC), which has become an integral part of the annual budgeting process. This committee is chaired by the vice president for administrative services and (for the 2009-2011 biennia) comprises of five faculty, two classified staff, and three administrators. BAC has the following duties and responsibilities:

- Review all financial resources available to the college
- Review and recommend funding requests and allocations
- Review and recommend, based upon budget presentations, fiscal budgets that are consistent with annual budget priorities, strategic goals and objectives, and the college's mission
- Present those recommendations to the College Council for that body's deliberations and subsequent recommendations to the president and President's Cabinet for approval
- Maintain a level of confidentiality, particularly concerning personnel related issues
- Operate in an impartial and objective capacity. Committee members are not representing themselves or their individual areas or divisions; they are serving for the benefit of the overall college community

Set Budget Planning Priorities

Based on annual achievements of the college's strategic plan, projection of enrollment and state funding, other internal and external factors, and input from the College Council and other constituent groups, the president together with the three vice presidents (President's Cabinet) sets priorities for the budget planning process. For example, for the 2009-2011 biennium, the college adopted three college-wide priorities to be used as decision-making aids throughout the budgeting process:

1. Recruitment – attainment of enrollment targets
2. Retention – promoting student success

3. Facilities appearance – providing and maintaining the physical aspect of the learning environment

Established “Financial Principles” to Guide the Annual Operating Budget Development Process:

The allocation of resources will:

- Support the overall mission and values of Seattle Central
- Support the strategic goals of the college
- Support the annual priorities of the college
- Maintain high quality instruction, learning, and support services
- Support established enrollment targets
- Be consistent with resources available
- Be justified in the context of the college’s strategic plan
- Limit the use of local fund revenue to a sustainable level
- Meet all accreditation, legal and contractual obligations of the college

The budget planning process shall adhere to the following principles:

- The budget should be realistic, reflecting the actual amount of necessary expenditures
- The budget should support the core mission of the institution
- The budget should be directly tied to the college’s strategic directions
- All fund sources and their allocation should be reviewed
- Any reductions and reallocations should be targeted rather than across the board
- Any reductions and reallocations should be part of a long-term strategy to achieve financial stability and growth
- Communications should be as frank and direct as possible, without any “sugarcoating”

Since 2005, these changes have greatly improved the college’s financial planning and budget development processes which are strategically guided based on sound principles and open communications with constituents. Faculty and staff involvement in the budgeting process was expanded by including budget forums, division level planning, the Budget Advisory Committee, College Council, and college-wide budget presentations.

Annual Operation Budget Development Process

Briefly, the annual operation development process includes the following activities:

- President and vice presidents (President’s Cabinet) meet to discuss budget process, establishing priorities for the coming year.
- The Business Office prepares budget development instructions and documents.

- President and/or vice president for administrative services meet regularly with the College Council to discuss budget development process and update the council on evolving budget issues.
- Business Office distributes operating budget planning sheets, timeline, schedules, and the president's budgeting instructions to the departments.
- Faculty, staff, and administrators from each department discuss budget requests using the planning documents and the budget planning requests form.
- Department heads present their requests to the Budget Advisory Committee (BAC) and President's Cabinet.
- President's Cabinet meets to discuss and finalize unit budget submittals to College Council.
- President and vice presidents present their unit budget requests to College Council.
- College Council reviews and discusses BAC suggestions and makes recommendations to the president.
- President makes final decisions on operating budget.
- College Council presents the operating budget for the coming year at an open college-wide forum.
- The operating budget is presented at a district-wide public hearing.
- The District Office submits the district-wide budget to the Board of Trustees for approval.

Capital Budget Planning

The State Board coordinates state capital funding requests, accepting biennial capital project proposals in December and minor project requests in April. The categories of capital projects are growth, replacement, renovation, and matching projects.

Facility planning is a key requirement for all capital proposals. The college develops multi-year capital plans that guide capital project requests. Prior to the biennial requests, the college's Facility Committee carefully reviews the plans and evaluates project options, current building conditions, and changes in program demand. The Facility Committee then makes recommendations to the President's Cabinet.

The college conducts continuous planning for facilities. The college's *Strategic Facilities Plan* (Exhibit A.1.3) was last revised in 2007. The *10-Year Capital Plan Summary*, updated in 2009 (Exhibit A.1.2) provides a snapshot of the latest plan. Currently, the college is in the process of developing a new comprehensive facility master plan. The process started in 2009 with initial review of the main campus boundaries (Exhibit A.2.5 – *Campus Expansion Charrette, May 15, 2009*) and a space needs analysis of the instructional programs (Exhibit A.2.6 – *Campus Program Summary, December 15, 2009*). The State Board conducts a *Facility Condition Survey* (Exhibit A.2.7) of each college campus every other year. The resulting reports help colleges develop plans for biennial major capital, repairs, and minor project requests. Since 2003, the college's capital

planning efforts have enabled the college to obtain nearly \$100 million in state and local appropriations for several major capital projects (see details in Part B, Standard Eight).

Equipment Purchase Planning

The college allocates funds for both computing and non-computing instructional equipment to instructional programs through a competitive review process. Individual departments are also responsible for their own priorities and plans for all instructional equipment. The college regularly updates a college-wide Information Technology Plan. Because technology changes are ongoing, planning is a continuous process. The annual computing equipment fund allocation process requires each division to provide justification that is consistent with the division's technology plan (Exhibit A.2.8 – Computing Equipment Request Instructions and Forms). The college has a computing equipment replacement schedule (Exhibit A.2.3) which shows the funding source and replacement cycles for computers and related equipment

Integrative Financial Planning Cycle

For further explanation of the college's integrative financial planning process, see also the college's calendar for "Annual Strategic Planning, Evaluation, Reporting, and Resource Allocation," which includes the budget planning cycle described in Part B, Standard One and a detailed description of the annual "budget planning and development process" in Standard Seven.

Supporting Documents for General Recommendation Two

Exhibits

Exhibit C	<i>Strategic Enrollment Management Plan, 2008-2011</i>
Exhibit G	<i>Progress Report, April 2006</i>
Exhibit A.1.2	<i>10-Year Capital Plan Summary, Updated 2009</i>
Exhibit A.1.3	<i>Strategic Facilities Plan, Updated 2007</i>
Exhibit A.1.4	<i>Information Technology Plan 2010</i>
Exhibit A.2.1	<i>Preliminary Budget Request Packets for 2008-09 and 2009-2010</i>
Exhibit A.2.2	<i>Revenues and Expenditures Projections, 2005-2006 to 2010-2011 and 2010-2011-2014-2015</i>
Exhibit A.2.3	<i>Equipment Replacement Schedule</i>
Exhibit A.2.4	<i>College Council Bylaws</i>
Exhibit A.2.5	<i>Campus Expansion Charrette, May 15, 2009</i>
Exhibit A.2.6	<i>Campus Program Summary, December 15, 2009</i>
Exhibit A.2.7	<i>Facility Condition Survey 2009</i>
Exhibit A.2.8	<i>Computing Equipment Request Instructions and Forms</i>

General Recommendation Three

The Evaluation Committee recommends that SCCC document that its educational programs are based on regular and continuous program assessment in light of the needs of the disciplines, the fields or occupations for which programs prepare students, and other constituencies of the institution. [2.B, E.R. 12 and Policy 2.2]

Introduction

The college's earlier response to this recommendation is detailed in the *Focused Interim Report*, October 2006, pages 9-18 (Exhibit H). During the last four years, the college has made significant changes that improve the process of continuing program review and assessment. Under the leadership of the original Curriculum Review Committee (CRC), which is comprised of faculty only, the college has completely reviewed and revised committee structure, program review approaches and processes, documentation, and involvement of industry constituencies.

Major Improvements in Program Assessment

Since the full-scale evaluation visit in 2005, the college revised the program review process by increasing its frequency and integrated program evaluation with learning outcomes assessment, the course approval process, and the PAVS cycle. All of these changes strengthen program quality and improve curriculum design and student learning.

Changes in Curriculum Related Committee Structure

From 2006 to 2009, the college revised committee structures to facilitate coordination among instructional committees that have responsibility for curriculum-related activities. The following table shows the evolution of the current organization structure.

Former Committee Name	Interim Committee Name	Current Committee Name
Curriculum Review (CRC), prior to 2009		Program Review (PRC), as of winter 2009
Course Approval, part of CRC		Course Approval (CAC), as of winter 2009
Assessment Matters Team (AMT), 2004 to 2006	Instructional Assessment Taskforce (IAT), 2007 and 2008	Instructional Assessment (IAC), as of winter 2009
		Learning Communities (LCC), as of winter 2009

Faculty form the membership and chair the current committees, except for IAC which includes a program director. As of winter 2009, these four committees are the standing committees of a newly created Curriculum Coordinating Council (CCC). The council membership includes the

vice president for instruction as chair, three instructional deans, the faculty chair of the Honors Program Committee, and the executive director of SIIR who oversees the Achieving the Dream (AtD) grant. The function of CCC is to improve coordination and communication among these committees and to address curriculum related issues together. CCC committee reports and meeting minutes are shared with the Instructional Council.

The original Curriculum Review Committee (CRC) conducted program reviews and reviewed proposals for new and revised courses. When workforce education (professional and technical) programs were added to the CRC's responsibilities, the number of programs and courses requiring review increased dramatically. To manage this workload, CRC was split between two committees: the Program Review Committee (PRC), which aims to review three to four instructional programs each quarter; and the Course Approval Committee (CAC), which reviews course proposals as received; in 2009, it reviewed about 30 courses per quarter. This committee structure has enabled the college to maintain a four-year program review cycle while providing timely responses to course proposals (Exhibit E - Curriculum Coordinating Council, Meeting Minutes, and Committee Reports).

Changes in Program Review Approaches

Previously, programs were required to produce a report for the purposes of program review. Programs no longer spend time producing this document because all of the required information can be found in other documents. Eliminating this report reduces redundancy and saves time. Program reviews now use the PAVS reports of 2005-2006 and the 2008-2009 updates (Exhibit A) along with the baseline program learning outcomes assessment document sets, annual learning outcomes assessment reports, and other documentation for the program review process. A multi-year program review schedule and the review status are available for access on the college Web site <http://seattlecentral.edu/users/crc/Program/prcmain.htm>, and the completed reports are posted in the e-mail folders (Exhibit A.3.1 - Program Review: Overview, Forms and Instructions, and Resources).

New Learning Outcomes Assessment Model

From fall 2007 to winter 2008, the original Instruction Assessment Taskforce (IAT) provided 29 assessment training workshops for 284 faculty and administrators and completed its work in assisting each degree and certificate program in developing a baseline program learning outcomes assessment document set (Exhibit A.3.2 - Baseline Program Learning Outcomes Assessment Document Sets) which comprises the following documents:

- Program Learning Outcomes Assessment Summary Report
- Program Outcomes Guide (POG)
- Program Curriculum Map
- Program Assessment Inventory
- Program Learning Outcomes

These document sets have been available since March 2008 on the Instructional Assessment Web page <http://seattlecentral.edu/users/crc/Assessment/assessmentmain.htm>. This page also provides the 2008-2009 annual program learning outcomes assessment reports (Exhibit A.3.3) as supporting documents to demonstrate each program's continuing assessment efforts. The new Instructional Assessment Committee (IAC) provides support and learning outcomes assessment training for faculty. During 2008-2009, 279 faculty, staff, and deans on the main campus and 49 faculty at the Seattle Vocational Institute (SVI) attended at least 24 assessment workshops, work sessions, meetings, and retreats.

Integration of Program Review, Course Approval, Learning Outcomes Assessment, and PAVS

The Instructional Assessment Committee (IAC) works with programs before they are scheduled for review to help faculty prepare for their program reviews by evaluating program learning outcomes assessment efforts. The Course Approval Committee (CAC) refers faculty to IAC for assistance in developing and articulating course-level learning outcomes and assessment strategies in their course proposals or revisions. The ad hoc committee convened to revise PAVS report templates sought input from these committees because learning outcomes and assessment are part of the PAVS criteria. Under the coordinating umbrella of the Curriculum Coordinating Council (CCC), these committees work closely together recognizing that their roles and functions are part of the total effort to improve instructional program quality and student learning. In order to increase the effectiveness of this integrative approach, faculty are encouraged to gain experience by serving on multiple committees over time (Exhibit A.3.4 -Curriculum Coordinating Council, Standing Committees Membership).

The following figure illustrates the interrelationships of the different assessment processes at the college.



Assessment at Seattle Central

Faculty work together to develop appropriate and effective assessment plans. These assessment activities are all pieces of the larger picture.

Mission: 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.

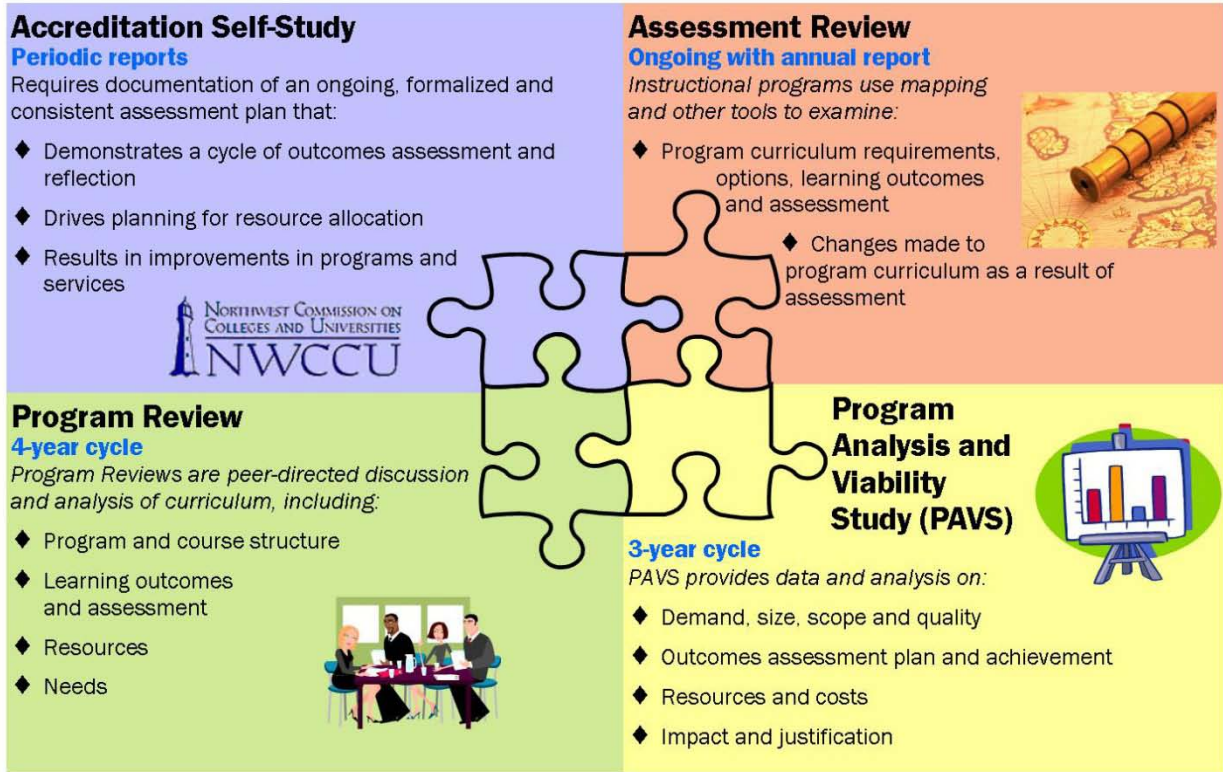


Figure 1 – Assessment at Seattle Central

Changes in Program Review Cycle and Process

Prior to 2006, the program review cycle was long: the time between reviews for some instructional programs extended as long as 10 years. Each quarter, the Curriculum Review Committee (CRC) conducted one intensive program review that required extensive preparation. At that time the CRC did not conduct reviews of workforce education (technical and professional) programs. In fall 2005, the CRC revised its program review cycle and included the workforce education programs. CRC had originally planned to use a three-year review cycle, but after one year the committee found it necessary to change to a four-year cycle in order to accommodate all the workforce education programs.

As compared with the previous process, some of the benefits achieved from the new program review process include:

- Programs can use the existing relevant documentation (program learning outcomes assessment reports and PAVS reports) which greatly reduces the time a program needs to prepare for the program review.

- Instructional Assessment Committee (IAC) takes a proactive approach, assisting programs in advance to prepare for the program review as achievement of learning outcomes assessment is an essential aspect of the review.
- The process of updating the required data and information for the reviews gives programs the opportunity to identify changes and evaluate their meaning and applicability for curriculum change or other action plans.
- The new process allows the PRC to conduct more program reviews each quarter with a similar number of committee members.
- The review process has generated positive, enjoyable, and meaningful discussion and often leads to fruitful interaction between PRC and faculty in the program.

As a separate unit, the Course Approval Committee (CAC) is able to handle the high volume of new and revised courses each quarter in a timely manner (Exhibit A.3.5 – Course Approval: Overview, Forms and Instructions, and Resources). The strong collaboration of the PRC, CAC, and IAC is tied together with a shared purpose and goal which is to improve program quality and student learning.

External Reviews for Workforce Education Programs Technical Advisory Committees (TAC)

The advisory committees play an integral role in program assessment. TAC members are from related business, labor, and industries. They help strengthen professional and technical programs by providing expert input on program structure, curriculum, technology, and student preparation and provide valuable information to aid programs respond to local labor market needs (Exhibit A.3.6 – Technical Advisory Committee Handbook and Committee Meeting Minutes).

External Specialized Accreditations

Several workforce education programs undergo specialized program accreditation regularly as required by their respective external accreditation agencies. The specialized accreditation process complements program reviews for these programs. The accreditation cycles and requirements vary with the programs (Exhibit A.3.7 – Sample Specialized Accreditation Self-Study Reports). From 2006 to 2009, programs with specialized accreditation processes included Culinary Arts, Dental Hygiene, Nursing, Respiratory Care, Surgical Technology, and two Seattle Vocational Institute programs (Dental Assistant and Medical Assistant).

Supporting Documents for General Recommendation Three

Exhibits

Exhibit A	Program Analysis and Viability Study (PAVS) Reports, 2005-2006 and 2008-2009 Updates
Exhibit E	Curriculum Coordinating Council, Meeting Minutes, and Committee Reports

Exhibit H	<i>Focused Interim Report, October 2006</i>
Exhibit A.3.1	Program Review: Overview, Forms and Instructions, and Resources
Exhibit A.3.2	Baseline Program Learning Outcomes Assessment Document Sets
Exhibit A.3.3	Annual Program Learning Outcomes Assessment Reports, 2008-2009
Exhibit A.3.4	Curriculum Coordinating Council, Standing Committees Membership
Exhibit A.3.5	Course Approval: Overview, Forms and Instructions, and Resources.
Exhibit A.3.6	Technical Advisory Committee Handbook and Committee Meeting Minutes
Exhibit A.3.7	Sample Specialized Accreditation Self-Study Reports

General Recommendation Four

The Evaluation Committee recommends that SCCC identify and publish the expected learning outcomes for each of its degree and certificate programs of 45 quarter credits or more [E.R.12, 2.B.2]

Focused Interim Recommendation Two

It is recommended that SCCC continue to address the learning outcomes for each its degree and certificate programs and document that students who complete the degrees or certificates have achieved those outcomes [Standard 2.B.2]

Introduction

The April 2006 *Progress Report*, pages 9-12 (Exhibit G) and the *Progress Report, April 2008*, pages 9-18 (Exhibit I) documented that the college has established program learning outcomes for all instructional programs that offer the degrees and certificates listed below. These program learning outcomes have been accessible since 2006 on the college Web site <http://seattlecentral.edu> under each program name as part of the program information provided.

- Associate of Arts (AA) degree
- Associate of Science (AS) degree
- Associate of Applied Science (AAS) degree
- Associate of Applied Science-Transfer (AAS-T) degree
- Certificates (mostly workforce education programs with requirement of 45 credits or more)

Two new associate degrees have been added since fall 2007:

- Associate in Elementary Education (AEE) degree
- Associate in Math Education (AME) degree

These two new degrees are designed for students transferring to a four-year institution to pursue a bachelor's degree in elementary education or math education. Except for one to two required courses in education, courses for these degrees are selected from the offerings for AA and AS degrees.

Program Learning Outcomes

The district-wide AA degree learning outcomes were revised in 2004 and published in the biennial district college catalogs and on the college Web site http://seattlecentral.edu/transfer/aa_degree.php. The college maintains separate learning outcomes for the AS degree, which are published in the district college catalog and the college Web site as well.

Since 2006, some programs, especially those in workforce education (technical and professional) programs, have revised their program learning outcomes because of the evaluating process, such as:

- Developing a baseline program learning outcomes assessment document set for each program, a process that involves reviewing learning outcomes and the mapping of courses
- Undergoing program review
- Submitting courses for review and approval
- Reviewing assessment results for course learning outcomes
- Receiving feedback from students and TACs
- Engaging in self-study for specialized accreditation and/or subsequent recommendations
- Preparing PAVS reports

Examples of programs that have revised their learning outcomes are Apparel Design, Culinary Arts, and Interpreter Training. At present, the Seattle Vocational Institute (SVI) programs have posted their program learning outcomes on the SVI Web site <http://sviweb.sccd.ctc.edu>. In addition to Web pages, programs often use other media to publish their learning outcomes. These media include program student handbooks, program brochures and other program publications (Exhibit A.4.1). The program learning outcomes for the bachelor's degree in Applied Behavioral Science are available at <http://seattlecentral.edu/bas/index.php>.

Assessment of Program Learning Outcomes

Learning Outcomes Assessment Model

Seattle Central recognizes the importance of regular assessment of student learning and achievements. The college has learned from its work over the past four years that institutional effectiveness demands full integration of learning outcomes assessment with the program review process and other program assessment activities.

As an ongoing effort to enhance assessment and improve student achievement, the college has implemented the Stiehl and Lewchuck outcomes assessment model, which provides a framework for mapping the curriculum. This process integrates curriculum design, program learning outcomes, and assessment and resulted in program curriculum maps that provide visual representations of programs from the student perspective. These views of programs help planners see gaps and refine sequencing. The mapping process requires each degree and certificate program to:

- Identify, review, or revise program learning outcomes
- Create a Curriculum Map and a Program Outcomes Guide (POG) that show the program entry requirements, core courses, general education requirements, pathways and options, related and elective courses, and assessment tasks. These documents also make it possible to link program assessments to learning outcomes

- Provide regular program reports that summarize learning outcomes assessment, including the demonstration of learning outcome achievements, external evidence, and actions taken based on findings from assessment activities
- Identify assessment strategies and methods used with supporting documentation (Stiehl and Lewchuck, 2007a, 2005, 2007b)

Implementing this model has created a positive environment and momentum for the college's learning outcomes assessment process. The model provides faculty with a very useful visual tool and a process to discuss program curriculum and course revision, review learning outcomes, and assess student achievements. The process has resulted in new insights and innovative ideas among the faculty.

Baseline Program Learning Outcomes Assessment Document Sets

Though curriculum mapping does not constitute assessment by itself, it serves as a valuable assessment tool which illuminates the relationships between learning outcomes assessment and curriculum changes, thereby enabling the faculty to:

- Engage deeply in the assessment process and identify the connection between curriculum planning and learning outcomes assessment
- Gain a global and visual understanding of the program curriculum, including the pathways and options, core and elective courses, and the connections between the courses and program level learning outcomes
- Identify related courses in other disciplines, internal and external support services, and partnerships
- Determine key courses, capstone projects, and other assessment tasks to evaluate student achievement and progress in the program and demonstrate the achievement of learning outcomes

As a result, each degree and certificate program has developed a baseline program learning outcomes assessment document set, comprised of the following documents (Exhibit A.3.2 - Baseline Program Learning Outcomes Assessment Document Sets, <http://seattlecentral.edu/users/crc/Assessment/assessmentmain.htm>)

1. Program Learning Outcomes Assessment Summary Report: demonstration of learning, external evidence, findings, actions taken, and actions planned
2. Program Outcome Guide (POG): prerequisites, courses, assessment tasks, and intended outcomes
3. Program Curriculum Map: a graphic presentation of the POG
4. Program Assessment Inventory: a list of assessment strategies used
5. Program Learning Outcomes: required if abbreviations of learning outcomes are used in the curriculum map and POG

In fall 2009, the Instructional Assessment Committee revised the template for Program Learning Outcomes Assessment Document Set with the following changes (Exhibit A.4.2 – Revised Program Learning Outcomes Assessment Document Set Template):

- Added an “Assessment Schedule,” showing identified learning outcomes assessed in the current year and the selected learning outcomes to be assessed next year
- Made “Evidence of Learning” a separate column in the section for demonstration of learning on the Annual Program Learning Outcomes Assessment Summary Report
- Replaced “prerequisites” with “concepts and issues,” and “courses” with “skills” on the POG

The Curriculum Map and the Program Assessment Inventory form were unchanged.

Program Learning Outcomes Assessment Reports

Program Learning Outcomes Assessment Reports, 2008-2009

In addition to the 2007-2008 Program Learning Outcomes Assessment Summary Reports in the baseline document sets, programs have submitted their annual program learning outcomes assessment reports for 2008-2009 in December 2009 (Exhibit A.3.3 – Annual Program Learning Outcomes Assessment Reports, 2008-2009). These reports are accessible at:

<http://seattlecentral.edu/users/crc/Assessment/assessmentmain.htm>.

The Instructional Assessment Committee members reviewed the 2008-2009 assessment reports and discussed their observations and findings at the in-service day on February 9, 2010 (Exhibit A.4.3 – In-Service Day, February 9, 2010). The meeting was opened to the whole college community and most of those who participated were faculty. The committee plans to work with programs that need further assistance in assessing learning outcomes and will continue to provide training workshops to support faculty.

Demonstrative Program Learning Outcomes Assessment Projects

Four programs received assessment mini-grants in 2008-2009 to conduct demonstrative program learning outcomes assessment projects. Projects were required to include collaboration of at least two faculty members and substantial work that exceeds the scope of normal annual assessment planning and reporting required of each program (Exhibit A.4.4 – 2008-2009 Demonstrative Program Learning Outcomes Assessment Project Proposal Guidelines and Reports). The four programs presented their learning outcomes assessment results at a workshop on the President’s Day on September 24, 2009. The projects involved 28 full- and part-time faculty from the following areas:

- Apparel Design – Professional presentation rubric
- Dental Hygiene – Evaluation forms to assess student learning outcomes
- English as a Second Language (ESL) – Writing rubrics for ESL Levels 1-6
- Sociology 101 and 102 – Integrated learning outcomes and assessment tool

In 2009-2010, another four programs have received funding to work on demonstrative program learning outcomes assessment projects involving 12 full- and part-time faculty from the following areas:

- Apparel Design – Assessment of the efficacy of ADS 096, 098 and 100
- Chemistry – Assessment of student performance in CHEM 161, 162 and 163
- CSP 250– Integrative assignments in Anthropology, English, and Sociology
- Microcomputer 101 – Assessment of foundational skills proficiency and efficacy of instruction in MIC 101

Other External Grant Funded Program Learning Outcomes Assessment Projects

During spring and summer 2009, six English faculty participated in a project to create a rubric to assess the information literacy learning outcomes in English 096, 101, and 102. Two faculty tested the rubric in their classes in summer 2009 (Exhibit A.4.5 – LSTA Grant Project Reports) and the reports are available at a statewide Web site

<http://informationliteracywactc.pbworks.com/Seattle-Central-Projects>. The project was supported by a statewide LSTA grant for the CTC libraries. Further development and testing of this rubric will continue as additional funding becomes available in spring 2010.

New College-Wide Student Learning Outcomes

In 1994, a set of college-wide student learning outcomes were developed collaboratively by faculty. As standards for assessment have changed, it became clear that although this document identifies key areas for learning, the outcomes were not stated in currently accepted form. These outcomes did not lend themselves well to the process of assessment. Therefore, an effort to develop new college-wide student learning outcomes for all instructional programs began in fall 2008.

Through wide participation of faculty, staff, and deans in workgroups, workshops, and forums for more than a year, the college confirmed a new set of college-wide student learning outcomes in fall 2009. A student competition, concluded in winter 2010, resulted in two designed posters to present the college mission and values and the newly articulated student learning outcomes (Exhibit A.1.1 – College Mission and Values and Student Learning Outcomes: Posters). The college plans to frame and hang the new posters in classrooms and offices on campus in summer 2010. Starting spring 2010, there will be a transition period for programs to update their program learning outcomes to align with the new college-wide student learning outcomes which cover five key areas:

- 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

In addition, the learning outcomes workgroups further articulated the meaning of each learning outcome and provided “Possible Instructional Activities” as shown in Exhibit F. The new student learning outcomes will be published in the 2010-2012 district-wide college catalog.

Supporting Documents for General Recommendation Four

Exhibits

Exhibit F	College-Wide Student Learning Outcomes, 2010
Exhibit G	<i>Progress Report, April 2006</i>
Exhibit I	<i>Progress Report, April 2008</i>
Exhibit A.1.1	College Mission and Values and Student Learning Outcomes: Posters
Exhibit A.3.2	Baseline Program Learning Outcomes Assessment Document Sets
Exhibit A.3.3	Annual Program Learning Outcomes Assessment Reports, 2008-2009
Exhibit A.4.1	Sample Student Program Handbooks and Program Brochures
Exhibit A.4.2	Revised Program Learning Outcomes Assessment Document Set Template
Exhibit A.4.3	In-Service Day, February 9, 2010
Exhibit A.4.4	2008-2009 Demonstrative Program Learning Outcomes Assessment Project Proposal Guidelines and Reports
Exhibit A.4.5	LSTA Grant Project Reports

General Recommendation Five

The Evaluation Committee recommends that sufficient professional health care, including psychological health and relevant health education, is made available at the Seattle Vocational Institute. [3.D.12]

The 2008-2009 student profile at Seattle Vocational Institute (SVI) shows that 71 percent of the students are female, 83 percent are students of color, and 95 percent of them attended programs full-time. Prior to 2006, faculty and staff provided informal counseling to students, and some students received counseling from external agencies through Temporary Aid for Needy Families (TANF), a federal welfare program. In January 2006, SVI established a counseling center to offer students professional mental health counseling, information and referral, guidance counseling, and advising. .

The center's staff includes a permanent part-time director with a M.S.W. degree who works 15 hours per week, and several graduate practicum students, mostly from the University of Washington's School of Social Work. Each intern works 16-20 hours weekly. In addition, practicum students from other colleges and universities also serve as interns at the center. These students come from the Social and Human Services and Chemical Dependency programs of the main Seattle Central campus, the Multicultural Studies Program of Evergreen State College, and the Graduate Institute of California in collaboration with Lutheran Family Services. The center's hours vary each quarter depending on the number of practicum students available. During winter 2010, the center has been open Monday to Friday 27 hours per week, (Exhibit A.5.1 - Counseling Center Flyer and Exhibit A.5.2 - Practicum Students at SVI).

Most recently, the center has formed a partnership with the Multicultural Counseling Services (MSC), Ltd., a Seattle-based not-for-profit agency, to provide onsite drug and alcohol counseling and referral services effective winter 2010 (Exhibit A.5.3 - MSC Flyer and Memorandum of Understanding).

To promote the understanding of mental health-related services and issues at SVI, the center co-sponsors with Student Affairs quarterly in-service workshops and forums for students and staff on topics such as depression, handling winter stress, post-traumatic stress disorder and crisis interventions (Exhibit A.5.4 - Workshop Flyers). The service addresses students holistically by collaborating with tutoring services as well as the learning specialist who provides some case management to help improve student learning and attendance.

The center serves approximately 20 students per week who schedule appointments or drop in during regular quarters. When the mental health needs of a student extend beyond the scope of the counseling center, the counselors refer the individual to appropriate third-party agencies, for instance, the Seattle Mental Health Services, Harborview Medical Center, or the Seattle Indian Health Clinic. The center uses an evaluation form to get feedback from students who use the service (Exhibit A.5.5 - Counseling Evaluation Form and Results).

Supporting Documents for General Recommendation Five

Exhibits

- Exhibit A.5.1 Counseling Center Flyer
- Exhibit A.5.2 Practicum Students at SVI
- Exhibit A.5.3 MSC Flyer and Memorandum of Understanding
- Exhibit A.5.4 Workshop Flyers
- Exhibit A.5.5 Counseling Evaluation Form and Results

General Recommendation Six

The Evaluation Committee recommends that SCCC provide regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. In addition, the Evaluation Committee recommends that SCCC policies, regulations and procedures provide for the evaluation of all faculty on a continuing basis consistent with Policy 4.1 Faculty Evaluation. [4.A.5, Policy 4.1]

Focused Interim Recommendation Three

It is recommended that the College continue to address methods to ensure that all part-time and priority part-time faculty are evaluated to ensure their teaching effectiveness [Standard 4.A.5].

Introduction

The ratio of full-time to part-time faculty in fall 2008 is 1:1.58 (158 vs. 250), and roughly 40 percent (approximately 110) of the part-time faculty have priority hire status. Evaluating faculty is a major time commitment for 11 of the instructional deans. However, it is vital for the deans to conduct faculty evaluations in an effective and meaningful way to assure quality instruction and encourage professional development.

Faculty Evaluation Policies and Procedures

The Seattle Community College District has well established policies and procedures that apply to all three colleges in the district for evaluating the different categories of full-time and part-time faculty. The latest *Agreement [between] Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers Local 1789, July 1, 2007–June 30, 2010* (The Agreement, Exhibit A.6.1), describes these policies and procedures as they apply to all faculty in the college district, including faculty at Seattle Central. The applicable sections regarding faculty evaluation in the Agreement are:

- 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

When the current Agreement was adopted, three substantial changes were added to promote and enhance faculty teaching effectiveness through formal evaluations and observations as well as informal faculty interactions. The Agreement requires regular faculty evaluation, but it does not define all of the evaluation methods. This flexibility allows deans and faculty to choose the most effective evaluation models, instruments, and criteria.

The three substantial changes in the latest *Agreement* are:

- 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.
- Professional development (A.3.a, page 63-64) – To receive salary increments, faculty must submit an Annual Experience, Educational, and Experience Development Report by June 30 each year.

Improvement Actions since Fall 2005

For the purpose of establishing consistency in the evaluations of different categories of faculty, the instructional deans have developed a faculty evaluation schedule as a checklist. This evaluation schedule covers student evaluation, administrative review of student evaluations, administrative evaluation, peer observation, and a professional development plan.

Definitions of Faculty Categories

The frequency and timing of faculty evaluation depends on the category to which they belong.

- Priority Hire Part-Time: Part-time faculty who have been employed at an average of 50 percent time or more for nine of the last 12 quarters (excluding summer quarters) and who have received satisfactory student evaluations during this period.
- Temporary Full-Time: Temporary full-time faculty who are not on tenure track.
- Pro-Rata Part-Time: Faculty who are assigned more than two-thirds but less than 100 percent of the normal weekly workload of their discipline, division, or department for a minimum of eight weeks in a quarter during the regular college year. Faculty in this category are paid according to the full-time salary schedule.
- Tenure Track (full-time): Probationary faculty who are on tenure track.
- Post-Tenure (full-time): Tenured faculty.

The schedule has helped the deans coordinate faculty evaluation efforts and share evaluation models, instruments, and criteria for different types of faculty evaluations. While student evaluation is a key part of the administrative review, other indices are used, including administrator and peer observations, internal and external professional development activities, committee participation, and faculty annual reports or self-evaluations.

Deans' Faculty Evaluation Schedule
Revised Fall 2007

FACULTY CATEGORY	Student Evaluation	Admin. Review of Student Evaluation	Administrative Evaluation (Include Improvement Plan As Needed)	Peer Observation	Professional Development Report
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

Examples of tools and criteria used to evaluate faculty are provided in the following exhibits:

- Exhibit A.6.2 - Sample Faculty Evaluation Criteria and Forms
- Exhibit A.6.3 - Sample Tenure Review Criteria
- Exhibit A.6.4 - Sample Tenure Review Reports
- Exhibit A.6.5 - Post Tenure Administrative Evaluation Form for Full-Time Faculty
- Exhibit A.6.6 - Sample Completed Post-Tenure Evaluations
- Exhibit A.6.7 - District Peer Observation Form

These materials represent some of the approaches that divisions have established for evaluating faculty while following the same established policies and procedures.

Faculty Evaluation Methods

Evaluation methods used for faculty vary depending on faculty employment status. In general, all faculty undergo some form of administrative and student evaluation. All categories of faculty participate in peer observation, both for the purpose of formal evaluation and in order to collect informal feedback to improve teaching effectiveness.

Evaluation Protocols

The sections below describe evaluation protocols used for each category of faculty.

Tenure Track

Full-time tenure-track faculty undergo nine quarters of tenure review with a five-member tenure review committee comprised of one student representative, three peer faculty members from the same or related disciplines, and one administrator. Quarterly, each committee member observes and evaluates the probationer's performance based on a set of criteria approved by the tenure review committee. Committee members produce written reports, which may include suggestions for teaching improvement and professional development. Tenure review committees may recommend extending the probation period or discontinuing the tenure review process if a probationer fails to meet established criteria and does not show improvement within a period of time defined by the tenure review committee. At the end of the probation period, the committee submits the final tenure review packet with recommendation for tenure to the college president, the district chancellor, and the Board of Trustees for final approval. Tenure review committees diligently adhere to the process outlined in the *Agreement*.

Post Tenure

A post tenure evaluation is conducted for each tenured faculty member once every three years. Division deans use additional information to supplement the standardized district-wide post tenure evaluation form (Exhibit A.6.5) to make the evaluations more meaningful and to improve communication between faculty and administrators. The added information may include reports of administrative and peer observations, annual reports, professional and educational development reports, summaries of student evaluations, or evaluation comments. Professional and educational development reports document annual committee participation and leadership, continuing education, publication, presentations, conferences, workshops, and training.

Part-Time

Divisions have adopted various criteria and forms to improve teaching effectiveness. For example, some divisions use selected questions from the district-wide Instructor's Survey of Student Opinion form (Exhibit A.6.8), which evaluates both the faculty and the course. Additional details on part-time evaluation are given below in the section on student evaluations.

Temporary Full-Time and Pro-Rata

Temporary full-time faculty and faculty receiving pro-rata pay are evaluated using a process similar to that used for part-time faculty. For faculty assignments of three quarters or more, the evaluation process for tenure track full-time faculty is used.

Grant and Special Contract

Temporary full-time faculty who are hired for grants or special contracts are evaluated on an annual basis.

Student Evaluations of Faculty and Courses

All faculty are expected to conduct student evaluations for every class section offered. The forms and criteria used vary. Many faculty use a standardized form maintained by the district which has 18 multiple-choice questions and written comments (Exhibit A.6.8 – Seattle Community Colleges. Instructor’s Survey of Student Opinion, FD Form 2001 and Related Materials). These evaluation forms are collected anonymously and forwarded to the district Human Resources Department for scanning. Tabulated results are returned with the forms to the faculty or divisions for review. Some programs, such as those in the Humanities and Social Sciences Division, use a set of pre-selected questions from the district-wide form. Other programs have created their own variations (Exhibit A.6.9 – Sample Student Evaluation and Summary Forms), which they use with their respective dean’s approval. These options for student course evaluation allow faculty to collect information that improves teaching and learning while providing evaluative information about their effectiveness as teachers.

District-wide, faculty may elect to use online student evaluation forms to get anonymous feedback from students regarding their teaching, course evaluation, and other comments. One form is available for onsite classes and another is for online courses (Exhibit A.6.10 – District Online Student Evaluation Forms). After students send in the web-based online forms and grades have been submitted, instructors may view the feedback from their students. For online courses, instructors may use the online student evaluation forms available or created in Angel (the course management system). In addition, faculty may develop their own forms with dean approval (Exhibit A.6.11 – Other Electronic Student Evaluation Forms).

Peer Observation

A “peer observers” section was added on page 26 of the *Agreement* to establish a peer observation process and define how observers are selected and allocated. Since 2007-2008, Seattle Central has had an annual allotment of approximately 55 full-time and priority hire faculty peer observers. Peer observers are to be selected annually by faculty in each division. Each observer receives an annual stipend of \$500 for attending a workshop and conducting up to five peer observations. The district Faculty Development Advisory Committee provided leadership in developing a Peer Observation Program Protocol (Exhibit A.6.12) and conducts training sessions on each campus each year.

Although peer observation is not a formal part of the faculty evaluation process, it helps to promote excellence in teaching on campus. The peer observation protocol promotes discussion among faculty about the quality of teaching and learning in a non-threatening peer-to-peer environment. Peer support contributes to continuous improvement in student learning and teaching effectiveness and helps make faculty evaluation and peer observation positive experiences for all faculty.

Professional Development

Professional development is one of the key indices in faculty evaluations. In addition to sabbatical leave and return to industry leave, the college and the district Faculty Development Office offer various professional development opportunities each quarter, such as workshops, seminars, technology training, and lectures. College and district funds are available for faculty to

attend external professional development opportunities. Probationary faculty are required to maintain annual professional development plans during the tenure review process. Part-time and full-time faculty in workforce education programs may be required to have professional development plans to meet a program's teaching requirements. A professional development plan may also be required for faculty to address performance issues identified in the evaluation process. During the administrative review process for part-time and post tenure faculty, deans may recommend specific professional development activities to strengthen their teaching skills and make other improvements.

The current *Agreement* includes a revised reporting process for faculty professional development activities. Effective 2007-2008, full-time faculty are now required to submit an annual professional development report to the division administrator by June 30 each year in order to be eligible for an annual salary increment for the following academic year (See *Agreement*, Appendix A, section A.3.a, pages 63-64). The report describes relevant professional development activities and discusses how the activities support district, college, and/or division or program goals and objectives. A district-wide form is available for this purpose (Exhibit A.6.13 – Annual Experience, Education, and Professional Development Report, Academic Year 2009-2010).

Peer Mentors

The *Agreement* now includes a provision for full-time faculty with 10 years of service at the college to mentor other faculty (page 64, section A.3.c). In 2008-2009, a total of 87 full-time faculty agreed to serve as mentors. The SCCFT maintains a Web page listing faculty expertise to help match those seeking assistance with potential mentors (Exhibit A.6.14 – Mentor Program Guidelines).

Evaluation Monitoring

The instructional deans are responsible for evaluating faculty. The college requires evaluations to be conducted regularly and consistently in all instructional divisions according to established policies and procedures. During the last several years, instructional deans have been using a checklist to monitor the evaluations of all faculty categories according to the Faculty Evaluation Schedule. When performance issues indicate the need for an improvement plan, the dean and faculty member collaboratively develop a plan and identify timelines for follow-up. Probationary faculty are evaluated extensively during the tenure process. These evaluations are documented in the tenure review reports.

Since 2007-2008, the instructional divisions have made substantial progress in evaluating post tenure, priority hire, and other part-time faculty as shown in the Faculty Evaluation Checklists from the instructional divisions. The checklists list faculty who have been evaluated and those scheduled for evaluation through spring 2010, helping track evaluation status and providing a global view of faculty evaluation activities among the instructional divisions (Exhibit A.6.15 – Faculty Evaluation Checklists).

Supporting Documents for General Recommendation Six

Exhibits

- Exhibit A.6.1 *Agreement [between] Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers Local 1789*
- Exhibit A.6.2 Sample Faculty Evaluation Criteria and Forms
- Exhibit A.6.3 Sample Tenure Review Criteria
- Exhibit A.6.4 Sample Tenure Review Reports
- Exhibit A.6.5 Post Tenure Administrative Evaluation Form for Full-Time Faculty
- Exhibit A.6.6 Sample Completed Post Tenure Evaluations
- Exhibit A.6.7 District Peer Observation Form
- Exhibit A.6.8 Seattle Community Colleges. Instructor's Survey of Student Opinion, FD Form 2001 and Materials
- Exhibit A.6.9 Sample Student Evaluation and Summary Forms
- Exhibit A.6.10 District Online Student Evaluation Forms
- Exhibit A.6.11 Other Electronic Student Evaluation Forms
- Exhibit A.6.12 Peer Observation Program Protocol
- Exhibit A.6.13 Annual Experience, Education, and Professional Development Report, Academic Year 2009-2010
- Exhibit A.6.14 Mentor Program Guidelines
- Exhibit A.6.15 Faculty Evaluation Checklists

PART B: OTHER INSTITUTIONAL CHANGES AND KEY INITIATIVES

STANDARD ONE – INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

Introduction

In summer 2005, the college shifted its planning efforts from structural planning to strategic planning. The college-wide planning effort, involved faculty, staff, students, and administrators through a series of retreats, forums, and meetings of committees and councils. These groups convened over a period of more than a year to revise the college mission and values which formed the basis for creating a strategic plan for 2006 to 2011. Although the process was labor intensive, the result has been rewarding because the multi-year plan provides the college strategic directions and specific goals as well as objectives and performance measures for evaluating achievements and institutional effectiveness.

Institution Mission, Values, and Strategic Goals

The review and revision process affirmed the existing mission and values by changing only one word in the mission statement. Through a similar process, the existing five strategic goals were expanded to include the following goals articulated for 2008-2009:

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

Under each goal, the college has identified objectives and specific strategies/action plans to achieve the objectives. These objectives and action plans include timelines, progress ratings, and performance measures. The plan designates responsibility to administrative units and divisions/departments to carry out the action plans.

Planning and Effectiveness

Evaluation of Planning Cycle

Development of the original *strategic plan 2006-2011* started with two campus-wide retreats attended by representatives of faculty, staff, and administrators from all four administrative units, and current students. After these retreats, the administrative units (Instruction, Student Services, Administrative Services, and the President's Office) held separate planning retreats to further articulate the objectives and strategies/action plans relevant to their areas and assign responsibility for them. For the last two years, some administrative units have found it useful to hold their own planning retreats prior to the college-wide retreats.

Until May 2009, divisions and departments submitted their year-end accomplishments using a report template that includes sections for "progress and achievements" and "progress rating." Administrative units then sent unit reports to the Office of SIIR for the year. The president and vice presidents of the administrative units presented their achievements and discussed related issues at the College Leadership Council (CLC) at the last meeting of spring quarter. For the last two reporting periods, 2006-2008 and 2008-2009, the Office of SIIR merged the administrative units' strategic plan progress reports into one report (Exhibit A.1.5 – *Strategic Plan 2006-2011 Progress Report Summary, April 2008*). The report was then posted in the college's e-mail folders for open access to the college community and announced its availability in the *Communiqué* and the CBlog, the college's online newsletter. The 2008-2009 strategic plan progress report included a summary of each administrative unit's strategic plan achievements (Exhibit A.1.6 – *Strategic Plan 2006-2011, Progress Report for 2008-2009 and Summary*).

Having completed two cycles of planning and reporting, the college has identified improvements in timing of the process to help integrate all parts of the process. In spring, units and administrators are occupied with developing and presenting operational budgets for the following academic year, leaving insufficient time to report strategic plan achievements. Departments and divisions now submit annual strategic plan progress reports in early fall, instead of May, giving them more time to collect and analyze data for the whole academic year. Fall reporting allows the Office of SIIR to merge the reports from the four administrative units into one progress report, in time for the College Council to review it before the start of a new budgeting cycle.

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

The calendar described in the *Progress Report, April 2008* (Exhibit I) was not used for the 2008-2009 planning and reporting cycle, but it has been implemented for evaluating and reporting the strategic plan progress and resource allocation starting with summer 2009. The calendar has been updated as follows:

Calendar	Annual Strategic Planning, Evaluation, Reporting, and Resource Allocation
Summer	Divisions and departments evaluate their strategic plan achievements for the previous academic year. The college conducts annual college-wide strategic planning retreat(s). Administrative unit retreats may take place prior to or after the college-wide planning retreat(s).
September	Divisions and departments submit their strategic plan progress reports to their respective vice presidents, and review the updated strategic plan for the year.
October / November	The president and vice presidents report unit level strategic plan achievements to the College Leadership Council (CLC) and collect feedbacks. After the approval of the President's Cabinet, Office of SIIR posts the updated strategic plan in CBlog and e-mail public folders.
January/ February	The College Council reviews strategic plan achievements. Office of SIIR shares strategic plan achievements with the college community through the use of CBlog and public folders. The college begins budget forecasting process.
February / March	President's Cabinet identifies funding priorities for the new academic year.
March / April	The college begins the budget planning process for the new academic year. Divisions and departments prepare their budget proposals.
May	Divisions and departments present budget proposals to the Budget Advisory Committee of the College Council with the president and vice presidents in attendance. The College Council makes budget recommendations to the president.
June	The College Council and the Vice President for Administrative Services conduct a budget hearing to inform the college community of their budget recommendations for next academic year. The President's Cabinet finalizes the new budget and submits it to the district.

This revised calendar allows the President's Cabinet and the College Council to review the strategic plan achievements of the previous year before the annual budgeting process begins and before priorities are set for the next academic year. The college plans to review this new integrative planning and reporting cycle in the summer of 2011 at the college-wide annual strategic planning retreat and get feedback from the administrative units.

Evaluation of PAVS Results and Process

In 2008-2009, the college conducted an update to the Program Analysis and Viability Study of 2005-2006. The PAVS Ad Hoc Committee helped revise the update process by reducing the study questions from 10 to seven to reduce workload and place emphasis on the most critical questions. New report templates were created for each of the four administrative units, which include administration, administrative services, instruction, and student services.

Prior to completing the update, each instructional program received comprehensive student data for preparing their PAVS update reports, including data reflecting enrollment, demographics,

persistence, and completion (Exhibit A and Exhibit B.1.1 – Sample Program Student Data 2005-2006 to 2007-2008).

The Instructional Council discussed concerns and addressed issues found in reports of instructional programs or disciplines. The College Council reviewed the summaries and findings from the PAVS updates. The college-wide in-service day held in February 2010 offered the opportunity to learn about the latest PAVS result summaries (Exhibit B.1.2 – 2008-2009 PAVS Updates Summary) and solicited feedback from participants about the following group discussion questions:

- What did you learn from the PAVS update report you completed?
- What have you done since the report, to address your findings?
- What plan do you have for program improvement with reference to the Strategic Plan goals and objectives?
- What changes would improve the process of the next PAVS update in 2011-2012?

The college has posted the group responses in the e-mail folders and will use the information to plan for the next PAVS (Exhibit B.1.3 – PAVS Group Discussion Report, In-Service Day, February 9, 2010).

Student Surveys and Focus Groups

In addition to engaging students in college-wide committees and councils, the college conducts student surveys and focus groups to solicit input from students to develop plans and evaluate institutional effectiveness. Examples of these activities include:

- Graduate surveys (Exhibit B.1.4 – Graduate Survey Results, Comparison of Selected Questions)
- Focus groups funded by Achieving the Dream (AtD) and/or those related to Community of Learning, Inquiry, and Practice (CLIP) projects (Exhibit B – Achieving the Dream (AtD) Reports and CLIP Reports). Focus groups covered the following topics: does reading matter?, English composition, alternative class schedule, campus of the future, and service learning.
- General student focus groups on “Overall Campus Climate” (Exhibit B.1.5 – Overall Campus Climate Student Focus Group Report)
- Survey of Entering Students Engagement (SENSE) (Exhibit B.1.6 – SENSE Survey Results)

Supporting documents for Standard One

Exhibits

Exhibit A	Program Analysis and Viability Study (PAVS) Reports, 2005-2006 and 2008-2009 Updates
Exhibit B	Achieving the Dream (AtD) Reports and CLIP Reports
Exhibit I	<i>Progress Report, April 2008</i>
Exhibit A.1.5	<i>Strategic Plan 2006-2011 Progress Report Summary, April 2008</i>
Exhibit A.1.6	<i>Strategic Plan 2006-2011, Progress Report for 2008-2009 and Summary</i>
Exhibit B.1.1	Sample Program Student Data 2005-2006 to 2007-2008
Exhibit B.1.2	2008-2009 PAVS Update Summary
Exhibit B.1.3	PAVS Group Discussion Report, In-Service Day, February 9, 2010
Exhibit B.1.4	Graduate Survey Results, Comparison of Selected Questions
Exhibit B.1.5	Overall Campus Climate Student Focus Group Report
Exhibit B.1.6	SENSE Survey Results

STANDARD TWO – EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

Introduction

Seattle Central continues to offer a variety of degree and certificate programs that are periodically modified in response to changes in community demand. Recently, nine new programs have been added and another nine have been deactivated or terminated. The last four years have featured several major plans and accomplishments related to the quality of educational programs and evaluation of their effectiveness. These accomplishments include:

The Strategic Plan 2006-2011(Exhibit J). The college's instructional goals have been incorporated into this multi-year strategic plan, which aims to improve educational programs as stated in the college-wide strategic goals revised in 2008-2009:

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

Goal 3: Continually improve institutional effectiveness

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

The Strategic Enrollment Management (SEM) Plan, 2008-2011 (Exhibit C). Collaborations between the Instructional Unit and the Student Services Unit produced this plan, which offers strategic directions for enrollment growth improvement and is an integral part of the college's strategic plan.

Institutionalized program learning outcomes assessment. Since 2006, the college has made significant progress in assisting faculty with their responsibility to regularly review, evaluate, and report the results of their learning outcomes achievements.

The Curriculum Coordinating Council (CCC). This council formalizes the relationship among the college's curriculum committees, advancing educational effectiveness and further strengthening coordination, collaboration, and communication for program review, course approval, instructional assessment, learning communities, the Honors Program, and the Achieving the Dream (AtD) initiative (Exhibit E – Curriculum Coordinating Council, Meeting Minutes and Committee Reports).

College-Wide Student Learning Outcomes. From fall 2008 to fall 2009, more than 120 faculty, administrators, and staff were involved in developing new college-wide student learning outcomes that apply to all educational programs. After review and approval by CCC, the Instructional Council, the College Council, the College Leadership Council, and the President's Cabinet, the new student learning outcomes were adopted in December 2009 (Appendix F – College-Wide Student Learning Outcomes). With the learning outcomes completed, instructional programs will begin in spring 2010 to incorporate them into instruction and revise their program-level learning outcomes to coordinate with the new college-wide learning outcomes.

Enrollment

The State Board treats Seattle Vocational Institute (SVI) separately for the purposes of appropriation and data reporting. Separate tables are used for the main campus and SVI in the following sections.

For the main campus, Table B.2.1 shows an enrollment growth trend during the last four years that was failing to meet the state-supported allocation targets. In 2008-2009, the college reduced its enrollment target by 100 FTES. And although the actual 2008-2009 enrollment was higher than that of 2005-2006 by 388, it was still below the enrollment target for the year. Nevertheless, since summer 2009, the enrollment trend has reversed, with a projected over-enrollment of 350 FTES for 2009-2010, about six percent higher than the allocation target for that year. Based on past data, the college anticipates high enrollment for at least two years as the local economy continues to face high unemployment. Because of the variability in enrollment, the college must maintain flexibility in program mix and design. This flexibility will enable the college to address changing market demands with the enrollment management strategies shown in the SEM Plan.

When compared with base year 2005-2006, enrollment by program category for 2008-2009 reveals greater increases in academic transfer and professional and technical programs than in pre-college and basic skills programs.

Table B.2.1 – State-Supported Enrollment Trends*

Program Category	2005-2006	2006-2007	2007-2008	2008-2009	Change Fr. 2005-06	2009-2010 Projected**
Academic Transfer	2,244	2,303	2,319	2,398	154	
Prof. & Technical	1,364	1,436	1,487	1,596	232	
Precollege	427	387	396	399	-28	
Basic Skills	1,054	1,064	993	1,085	31	
Total	5,090	5,190	5,194	5,478	388	5,802
Enrollment Target	5,580	5,580	5,629	5,567		5,452
Over or Below Target	-490	-390	-435	-89		350
% of Target	91%	93%	92%	98%		106%

* Excluded SVI enrollment.

** Projection is based on enrollment increases from summer 2009 to winter 2010 and pre-registration for spring 2010.

Table B.2.1A – State-Supported Enrollment Trends: SVI

Program Category	2005-2006	2006-2007	2007-2008	2008-2009	Change Fr. 2005-06	2009-2010 Projected**
Prof. & Technical	460	495	438	451	-9	
Basic Skills	150	144	415	267	117	
Total	609	640	853	718	109	726
Enrollment Target	424	567	645	712		712
Over or Below Target	185	73	208	6		0
% of Target	144%	113%	132%	101%		100%

** Projection is based on enrollment increases from summer 2009 to winter 2010 and pre-registration for spring 2010.

Table B.2.1A shows that the enrollment of SVI grew considerably from 2005-2006 to 2008-2009 (18 percent). SVI has met the increasing enrollment targets during the last four years and is projected to meet the 2009-2010 target of 712 as well.

Educational Program Planning and Assessment

Since 2005, the college has implemented processes for strategically guided educational planning, program reviews, and learning outcomes assessment for its educational programs. More detail on these processes is provided in Part A, pages 15 to 19 in response to General Recommendation Three from the 2005 *Full-Scale Evaluation Report*.

Strategically Planned Assessment Efforts and Achievements

Institutional Level

The college's efforts to assess and document its educational achievements are addressed in the objectives and related activities of the *Strategic Plan 2006-2011*:

Objective 2.2: Meet the college's annual FTES allocation.

The college achieved only 98 percent of its enrollment target for 2009-2009, but estimates six percent over-enrollment for 2009-2010, particularly in light of the significant enrollment increases from summer 2009 to winter 2010 and pre-registration for spring 2010 (Table B.2.2).

SVI has been meeting its enrollment targets consistently since 2005-2006 (Table B.2.2A). Its enrollment for 2009-2010 is projected to meet the established FTES allocation.

Table B.2.2 – Comparison of Actual Enrollment and Targets

State-Funded Enrollment	Enrollment Target	Actual Enrollment	Over/Below Target	Target % Achieved
2005-2006	5,580	5,090	-490	91%
2008-2009	5,567	5,478	-89	98%
2009-2010 (<i>Projected</i>)	5,452	5,802	350	106%

Table B.2.2A – Comparison of Actual Enrollment and Targets: SVI

State-Funded Enrollment	Enrollment Target	Actual Enrollment	Over/Below Target	Target % Achieved
2005-2006	424	609	185	144%
2008-2009	712	718	6	101%
2009-2010 (<i>Projected</i>)	712	726	0	100%

Objective 2.4: Increase the number of students who achieve state Momentum Points by 5 percentage points.

The college successfully increased this measure of achievement by 1.2 percent in 2007-2008 and by 10.5 percent in 2008-2009, using the initial year of 2006-2007 as a base year for comparison (Table B.2.3).

Although SVI's student achievement points went down four percent in 2007-2008, its achievement points went up 33% in 2008-2009 compared to the base year of 2006-2007 (Table B.2.3A).

Table B.2.3 – Student Achievement (Momentum) Points

BaseYr. = 2006-2007	Basic Skills	Pre- College	1 st 15 Credits	1 st 30 Credits	College Math	Comple- tion	Total Points	Incr. fr. Base Yr.	% of Increase
2006-2007	2,963	2,158	2,286	1,722	1,405	787	11,321		
2007-2008	3,371	2,099	2,297	1,761	1,205	722	11,455	134	1.2%
2008-2009	3,430	2,544	2,588	1,940	1,262	746	12,510	1,189	10.5%

Table B.2.3A – Student Achievement (Momentum) Points: SVI

BaseYr. = 2006-2007	Basic Skills	Pre- College	1 st 15 Credits	1 st 30 Credits	College Math	Comple- tion	Total Points	Incr. fr. Base Yr.	% of Increase
2006-2007	115	-	288	280		149	832		
2007-2008	102		268	243		183	796	-36	-4%
2008-2009	435		243	234		197	1,109	277	33%

Objective 2.5: Increase the number of students who are awarded degrees and certificates, and transfer to baccalaureate institutions, by 2 percentage points.

Table B.2.4 shows that the total number of degrees, certificates, and GEDs awarded in 2008-2009 exceeded the stated objective. However, Table B.2.5 has an inconsistent number of transfers to baccalaureate institutions during the last several years; two factors explain fluctuation in the transfer numbers. From 2004-2005 to 2007-2008, the State Board estimated the annual number of transfers to *independent* (as opposed to state) four-year institutions based on the Fall Mobility Reports only, which reflect an estimate based on transfer numbers for fall quarter. The drop in transfers to public institutions that took place in 2008-2009 can be attributed in part to changes in transfer policies at the University of Washington and to severe cuts in state funding.

Table B.2.4A indicates that SVI has not been able to meet the objective of increasing the number of certificates awarded by two percentage points.

Table B.2.4 – Degrees, Certificates and GEDs Awarded

Degrees/Certificates Awarded	2005-2006	2008-2009	Change (+/-)	% Change
Academic Transfer	598	655	57	9.53%
Professional/Technical	347	304	-43	-12.39%
High School Completion (GED)	90	106	16	17.78%
Total	1,035	1,067	32	3.09%

Table B.2.5 – Transfers to Four-Year Institutions

YEAR	Transfers to Washington Public 4-Year Institutions			Transfers to Washington Independent 4-Year Institutions			Total Transfer to Washington 4-Year Institutions		
		Change	% Change		Change	% Change		Change	% Change
2004-2005	404			161			565		
2005-2006	449	45	11.1%	175	14	8.7%	624	59	10.4%
2006-2007	447	-2	-0.5%	94	-81	-46.3%	541	-83	-13.3%
2007-2008	491	44	9.8%	128	124	131.9%	619	78	14.4%
2008-2009	396	-95	-19.4%	202	74	57.8%	598	-21	-3.4%

Table B.2.4A – Certificates and GEDs Awarded: SVI

Certificates Awarded	2005-2006	2008-2009	Change (+/-)	% Change
Short-Term: Less than 1 year	122	105	-17	-14%
Long-Term: 1 Year or more	141	142	1	1%
Total	263	247	-16	-6%

Program and Course Levels

The *Strategic Plan 2006-2011 Progress Report Summary, April 2008* (Exhibit A.1.5), describes how the college achieved Objective 3.1 of the original strategic plan by changing the program review cycle to four years and including workforce education programs. Since fall 2005, the Program Review Committee (previously Curriculum Review Committee) has reviewed a total of 41 educational

programs. The program review reports are published in college e-mail folders (Exhibit B.2.1 – Sample Program Review Reports). Applications for new courses and course revisions must include course level learning outcomes and assessment strategies (Exhibit B.2.2 – Sample Course Approval Applications).

Objective 6.1: Create and assess programs to ensure that they provide pathways for students to obtain certificates, degrees or employment.

From 2007 to 2009, the following eight programs added multiple pathways to expand opportunities for students to enter workforce education programs: Business Information Technology, Network Design/Development, Application Support, Sustainable Agriculture (SAgE), Social and Human Services, Nursing, Surgical Technology, and Dental Hygiene.

Objective 6.2: Meet the learning outcomes for all programs.

As of December 2009, degree and certificate programs with 45 or more credits had developed, published, and reported their program learning outcomes assessments on the college Web site. The baseline program learning outcomes assessment document sets and the 2008-2009 annual reports are available at <http://seattlecentral.edu/users/crc/Assessment/assessmentmain.htm>. Programs are expected to update and publish their latest learning outcomes. Evaluating the achievement of learning outcomes is a key part of the program review process, which the Program Review Committee (PRC) considers carefully during reviews. Programs also conduct demonstrative program learning outcomes assessment projects and share what they learn at President’s Day workshops and other special meetings (Exhibit A.4.4 – 2008-2009 Demonstrative Program Learning Outcomes Assessment Projects Proposal Guidelines and Reports). In 2008-2009, the Instructional Assessment Committee (IAC) took strong leadership in developing the new college-wide student learning outcomes and provided training for faculty to prepare the assessment section of the PAVS updates.

The initial PAVS Reports of 2005-2006 and 2008-2009 Updates (Exhibit A) have been an integral part of the program review process. Using the PAVS reports has avoided duplication of efforts and greatly reduces the time required to prepare program review reports and related documentation. The program review process now follows a four-year cycle that began in 2006-2007 and prompts program faculty to review learning outcomes achievements with their peers on PRC.

Objective 6.3: Offer more integrative learning experiences.

Seattle Central continues to offer learning communities (especially coordinated studies) programs each quarter that are recognized across the state for their excellence and innovation. Additionally, faculty are exploring an alternate instructional model that uses “integrative learning” and “integrative assignments,” which benefit from creating learning communities without establishing a coordinated studies program that requires quarter-long coordination of at least two whole classes. Integrative learning can be applied in any discipline as coordinated, linked, or even single courses. Consultants from the Washington Center for Improving the Quality of Higher Education have been contracted to provide three faculty training workshops in 2009-2010 with support from the AtD grant. Under the leadership of the Learning Communities Committee (LCC), approximately 50 faculty are participating in this new endeavor. Achieving

the outcome of interdisciplinary learning is a key advantage part of this teaching approach. One example of a successful integrative learning project involved three courses in sociology, psychology and English. The project focused on water as a theme, and students across the three courses collaborated on shared assignments and contributed to a database about personal water use. Some faculty have shared their work on integrative assignments by presenting at statewide meetings (Exhibit B.2.3 – Sample Integrative Assignments and Presentations).

Other Program Planning and Evaluations

In addition to the regularly scheduled college-wide program evaluation processes through PAVS, program review, and annual learning outcomes assessment reporting, educational programs also conduct program planning and evaluations through:

- Monthly meetings, including the deans meeting and Instructional Council, and regular program or division meetings
- Retreats of the instructional unit, divisions, and programs as well as other special program planning meetings
- Technical Advisory Committee (TAC) meetings of workforce education programs
- Formal and informal input from students acquired through program-specific focus groups and student surveys, program exit surveys, and employer surveys (Exhibit B.2.4 – Sample Student Surveys, Exhibit B.2.5 – Sample Program Exit Surveys, and Exhibit B.2.6 – Sample Employer Surveys)
- Student success initiatives, such as the AtD research projects for developmental math in 2008-2009 and English 101 and 102 in 2009-2010 (Exhibit B).

Assessing Achievement at the Beginning, Middle, and End of Programs

Examples shown below demonstrate how instructional programs evaluate student readiness, learning progress, and program outcomes.

Beginning of Program Assessment:

- COMPASS placement test
- ESL CASAS (Comprehensive Adult Student Assessment Systems), a placement test for non-native English speakers
- eWrite for English 101 (evaluating for possible adoption)
- Norming exercises for English 101 and 102
- Test of Essential Academic Skills (TEAS) for Nursing
- Intensive reading and math labs (SVI)
- CPAt test (SVI)

Mid-Program Assessment:

- Completion of sequential courses of the same discipline, such as Math, Chemistry, and English
- Standardized American Society General Chemistry Exams
- State standardized ESL and ABE tests as part of student achievement evaluations
- Evaluation of student achievement and readiness for external certification exams, such as Respiratory Care and Nursing
- Degree audit for meeting program and degree requirements
- Workforce education external internship evaluations
- ATI testing for Nursing
- Practice practical tests (for SVI)

End of Program Assessment:

- Academic transfer programs: capstone projects, examples in biology, physics, engineering, and undergraduate research
- Workforce education programs:
 - Capstone projects and portfolios, for programs including Graphic Design, Apparel Design, Commercial Photography, and Publishing Arts
 - Final program clinical competency skills check-offs for programs including Cosmetology, Dental Assistant, Medical Assistant, and Medical Laboratory Assistant/Phlebotomy
 - Result analysis of students' external standardized certification and licensure exams, e.g., Nursing, Dental Hygiene, Opticianry, Respiratory Care, and Surgical Technology
- Graduate surveys – college-wide and program exit surveys
- Analysis of program completion rates
- External specialized accreditation program evaluations

From 2005 to 2010, seven workforce education programs have undergone external specialized accreditation evaluations and received reaffirmed accredited status. These programs are Dental Hygiene (2008), Nursing (2006), Respiratory Care (2009), Seattle Culinary Academy (2008), and Surgical Technology (2010) at the main campus and Medical Assistant (2006) and Dental Assistant (2010) at SVI (Exhibit A.3.7 – Sample External Specialized Accreditation Self-Study Reports).

Changes to Degree and Certificate Programs Since 2005

New Degree and Certificate Programs Offered Since 2005

Degrees:

- Dental Hygiene (AAS-T) – program started fall 2006
- Associate Degree in Elementary Education (AEE) – program started fall 2007
- Associate Degree in Math Education (AME) – program started fall 2007
- Bachelor's Degree in Applied Behavioral Science (BAS) – program started fall 2009

Certificates:

- Central Supply/Instrument Technician (10 credits)
- Expanded Function Dental Auxiliary Nursing Assistant Certified (14 Credits)
- Management in Human Services (16-17 credits)
- Nursing Assistant Certified (15 credits)
- Prevention Specialist (18 credits)

Degree/Certificate Programs Deactivated or Terminated Since January 2005

Degrees:

- Biotechnology (AAS and AAS-T) – Suspended pending termination
- Corrections Officer training (AAS)
- Graphic Imaging and Printing Tech (AAS) – Inactive status
- Technical Communications (AAS-T)
- Wireless Telecommunications (AAS-T)

Certificates:

- Arts Management
- Cell Culture and Immunological Techniques
- Community Health Advocate
- Marine Steward

Policy Compliance

The *2005 Full-Scale Evaluation Report* indicated that the college was in compliance with policy 2.1 and 2.6 but failed to comply with policy 2.2. After four years and extensive effort and improvement in educational assessment, the college believes that it is now in compliance with policy 2.2 as evidenced in the previous progress reports and further explained in Part A of this report.

Policy 2.1. General Education/Related Instruction Requirement

The college continues to provide substantial and coherent offerings of general education courses in humanities, the arts, the natural and physical sciences, mathematics, and social sciences. General education courses are included in the AA and AS degree program requirements and learning outcomes as shown in the 2008-2010 college catalog (pages 5 and 50). General education and other course requirements for workforce education (professional/technical) programs, are provided in each program description in the district college catalog.

Policy 2.2. Educational Assessment

All degree and certificate programs have updated and published their learning outcomes since fall 2005 and posted assessment reports on the Curriculum Coordinating Council Web site at <http://seattlecentral.edu/users/crc/Assessment/assessmentmain.htm>. Each report provides a learning outcomes assessment plan, assessment methods or strategies used, and the application of assessment findings, which links outcomes assessment to the effectiveness of classroom instruction. Learning outcomes and assessment have become a key focus of the review processes for program planning and course approval, the four-year program review cycle, and the triennial PAVS reports. External specialized accreditation process requires several workforce education programs, including Dental Hygiene, Nursing, and other Allied Health program, to conduct regular course and program outcomes assessment to meet specific standards.

Policy 2.6. Distance Delivery of Courses, Certificate and Degree Programs

As compared to the 2005-2006 base year, 2008-2009 enrollments in distance education have increased significantly in correspondence courses (50 percent), online classes (28 percent), and video courses (15 percent). Enrollments have declined in credit by exam (-58 percent) and Saturday seminar (-23 percent). A total of 106 faculty have accounts in Angel, the college's online course management system; about 85 of these accounts were active in winter 2010. Hybrid and Web enhanced classes have expanded significantly as faculty became more familiar with Angel.

Educational Divisions and Programs: Major Achievements and Changes

Significant changes in educational programs in each instructional division over the past four years are described below.

Academic Transfer Programs

Humanities and Social Sciences (HSS)

Humanities and Social Sciences is the largest instructional division, offering courses in 17 disciplines in support of the Associate Degree of Arts (AA). The 2008-2009 enrollment was 1,339 FTES, an eight percent increase from 2005-2006. The division has long been recognized for its leadership in innovative pedagogies, with an emphasis on creating learning communities, most notably through coordinated studies programs in which faculty collaborate across disciplines and instructional divisions.

Although learning communities cross the boundaries of instructional divisions, humanities and social sciences faculty provide leadership for the Learning Communities Committee (LCC).

Recently, the committee has focused on integrative learning, a pedagogical approach to learning communities that offers more flexibility than traditional coordinated studies programs. They have undertaken this effort in collaboration with the Washington Center for Improving the Quality of Higher Education. In 2009-2010, faculty in this division have also been involved in several AtD CLIP projects. For one CLIP project, a group of English faculty is working on an initiative to offer drop-in tutoring with English faculty to assist students with writing assignments. Other CLIP projects are:

- Service- Learning – explores how service-learning help students complete their first year of college and continue as second year students
- Writing Sample Pilot Study – compares COMPASS eWrite scores of students’ writing samples with faculty assessment of the samples and students’ performance in English 101
- Handbook for English Composition Faculty – explores whether a faculty handbook that defines standards will increase consistency across English 101 sections, and thereby improve student success
- Common Preconceptions African American Males Bring to the Freshman Composition Classroom – evaluates a cohort of these students’ previous educational experiences in terms of preconceptions, concerns, and new understandings related to English composition

Science and Math (SAM)

The SAM division offers programs leading to the Associate Degree of Science (AS) in Science, Technology, Engineering, and Math (STEM) as well as courses to support other associate degree requirements, professional/technical programs, and developmental math. Over the past five years, the number of STEM transfer students has steadily increased. In 2008-2009, the STEM enrollment was 12 percent higher than that of 2007-2008. The division offers courses in Biology, Chemistry, Earth and Environmental Sciences (EES), Math, Physics, Engineering, Computer Science, Astronomy, and Sustainable Agriculture Education (SAGe), a new program established in 2009. SAM has gained national recognition as the only community college with students who participated in the NASA space training program. The division has cultivated partnerships with the University of Washington and Dartmouth College for undergraduate research. In 2008-2009, as part of the AtD grant, faculty piloted a series of math initiatives that included a Developmental Algebra Yearlong Cohort, Precollege Math Facilitated Study Sessions, Precollege Math Learning Communities, and Faculty/Staff Collaborative Inquiry into Student Learning and Success. Faculty initiatives involving study skill courses, undergraduate research, service learning, teacher training and multiple tutoring possibilities help to create a positive and supportive learning environment. Two faculty teams have received funds to develop online teaching materials for BIO 241/242 and CHEM 161/162 as four of the 81 courses of the statewide Student Achievement Initiative “Open Course Library” project sponsored by the State Board.

A new SAM building completed in summer 2006 provides laboratory space with state-of-the-art equipment, classrooms, faculty offices, and a large study area with adjacent tutoring space for students. Each classroom is equipped with a document reader, a computer and a data projector.

One classroom contains a Smart Board. The new facility creates a safer laboratory environment. The college plans to complete the construction of a Plant Sciences Building in 2011 to enrich the programs of Biology, EES, and SAgE.

Workforce Education (Professional/Technical) Programs

Business, Information Technology, and Creative Art (BITCA)

The BITCA division includes Business, Information Technology (IT), Business Information Technology (BIT), Micro-Computing (MIC), Application Support (APP) and the Communications and Design programs, which consist of the Graphic Design (DES), Commercial Photography (PHO), Apparel Design (ADS), Film and Video (COM) and Publishing Arts (PUB) programs, collectively referred to as the “Creative Arts Academy.” Increasingly, the Creative Arts Academy programs have been collaborating on shared curricular content, efforts that involve all academy programs except Apparel Design. The academy plans to add COM to its existing collaborative course, IMC (Integrated Media Course), which involves first year students in DES, PHO and PUB. Because of low enrollment in the AAS program in Publishing Arts, this program has been deactivated in 2008-2009, but certificate courses are still being offered.

Two major renovation projects were completed on the 5th floor (2008) and the 3rd floor (2009) of the Broadway-Edison Building. The newly renovated spaces allow the DES, PHO, PUB, and IT programs to provide new computer labs with state-of-the-art equipment. In 2009, BIT worked with its Technical Advisory Committee (TAC) to develop short-term certificates and revised the courses for its existing one-year certificate and the AAS degree. Enrollment in IT programs has continued to grow strongly over the last four years, from 106 FTES in 2005-2006 to 578 FTES in 2008-2009. The division recently added short-term networking certificates to provide up-to-date training for industry professionals. Since 2007, MIC and APP have joined with the ESL program in the Basic and Transitional Studies Division to offer I-BEST (Integrated Basic Education and Skills Training) classes each quarter.

Health and Human Services (HHS)

The HHS Division is comprised of four allied health programs (Nursing, Dental Hygiene, Surgical Technology, and Respiratory Care), Social and Human Services, Interpreter Training, and Deaf Studies. The most notable addition is the Bachelor’s Degree in Applied Behavioral Science (BAS), which started enrollment in fall 2009.

The Dental Hygiene Program, which was established in 2006, received accreditation from the Commission on Dental Accreditation (CODA) in 2008. In fall 2009, the program added a self-supported 14-credit certificate, the Expanded Function Dental Auxiliary (EFDA). EFDA graduates have advanced placement in the Dental Hygiene Program while graduates of the Dental Assistant Program at SVI qualify to enroll in the EFDA Program. In spring 2008, the program established I-BEST courses (15 credits) to prepare students to become NAC certified. These courses will meet the new NAC credential requirement for the Nursing Program effective fall 2011.

After analyzing board exam results and surveys of graduates and employers, the Respiratory Care Program revised two prerequisite courses and added two required courses. The program also added a 10-credit pathway for Central Supply/Instrument Technician. The Social and Human

Services Program has added an 18-credit Prevention Specialist certificate and a 16-17 credit Management in Human Services certificate.

Seattle Culinary Academy (SCA)

The academy includes two programs: Culinary Arts and Specialty Desserts and Breads. In 2008, the American Culinary Federation (ACF) renewed the academy's accreditation for five years. The SCA facility renovation was completed in March 2010. The academy now has a renovated kitchen for the specialty desserts and breads, scullery, and student lunch room as well as two new dining rooms, an additional exhibition kitchen and classroom, and a private dining/conference/classroom. The improved facility will support curricular improvements.

The program has implemented changes to the required math component of the curriculum based on recommendations from a math focus group. HOS 150, a course that integrates math with culinary content, was developed to replace Math 110. The concept and practice of sustainability is now integrated throughout the program; CUL 251 and 255 bring retired farmers into the program to expose students to food production through required field trips to the farmlands of the nearby Skagit Valley. A practicum rotation model maximizes one-on-one instruction.

Seattle Maritime Academy (SMA)

The academy is located in a satellite site about six miles from the main campus. During the last three years, SMA has initiated and completed several improvements that have strengthened its viability. SMA has successfully eliminated its budget deficit and is now running with enrollment at maximum capacity. SMA received a five-year license renewal from the Coast Guard for seven programs without any corrections or issues raised. The academy received \$1.688 million state appropriation to replace the bulkhead in 2008 and \$18.2 million to replace most of its buildings. Building design began in 2009.

The academy has had outstanding fundraising and donation success, securing one ferry (replacement value at \$28 million), two tug boats, and two vessels with total acquisition values estimated at \$8.9 million. The additional vessels not only will provide a variety of training platforms for students, but they will also produce additional revenue for the academy as surplus vessels are sold.

Seattle Vocational Institute (SVI)

SVI offers ten certificate programs at a satellite location. To meet specialized accreditation requirements, SVI's Medical Assistant Program adjusted its curriculum to include pre- and post-practicum seminar and workshop and acquired new equipment, such as EKG machine and autoclave. The Dental Assistant Program expanded its course content to add depth and scope in competencies and learning experiences in microbiology and dental radiology. This program also implemented objective student evaluation methods. SVI's comprehensive process for new student intake (see detail in Part B, Standard Three), now includes intensive reading and math labs. These labs offer new students free coaching and online tutoring in math, reading assessment, and test taking strategies.

Wood Construction Program (WCP)

WCP offers certificates and AAS degrees in Carpentry, Cabinetmaking, and Marine Carpentry. As of fall 2009, Carpentry has been offering a competency-based, modularized curriculum that enables students to obtain short-term certificates which, in combination, can meet the

requirements of an AAS degree. Marine Carpentry will move from WCP to the Seattle Maritime Academy when the new buildings at SMA are completed.

WCP's TAC actively continues to procure scholarships, review curriculum, present guest lectures, donate equipment, and advocate for faculty to the administration. The student club is also very involved in raising funds for scholarships, supplies, computer equipment, and library resources. The state appropriation of \$27 million awarded in 2007 will replace most of the buildings on the satellite site. The new energy efficient facility will provide state-of-the-art equipment. Construction of this facility will start in 2010.

Basic and Transitional Studies (BTS)

This division covers ESL, ABE, and GED programs. The division implemented a mandatory one-credit orientation for all new students to help them understand the pathways available to them. It also created a "portfolio model of assessment" to help participating students develop a life-long learning plan. In addition to the core ESL or ABE classes, students now can select from several electives, including math for ESL, pre-I-BEST courses, and bridges to health careers. ESL faculty have created a set of rubrics to assess student writing levels. Most reading and writing classes now use extended reading to improve students' reading skills in preparation for college level study.

Students in ESL and ABE classes are required to take tests mandated by the State Board to evaluate progress and calculate the college's student achievement (momentum) points. A contract with the DSHS refugee and immigration assistance program provides revenue to increase tutoring hours for low literacy level immigrants and refugees. The division has extended its articulation efforts with SVI by providing assistance in developing I-BEST programs.

Continuing Education and Distance Learning

This division includes five credit bearing programs, all of which have shown enrollment increase since 2005. However, overall enrollment in the community education program has been declining during the last two years because of the economic downturn. Surveys conducted from 2006 to 2008 indicated high student satisfaction in all programs.

Distance Education and eLearning

The program provides accessible and flexible college credits by offering multiple modes of delivery: online, visual media, correspondence, seminar, and credit by exam courses. It serves approximately 1,200 students per quarter with more than 90 courses. Distance education enrollment reached 5,000 in 2008-2009, an increase of 1,046 FTES (26 percent) over 2005-2006. Many faculty have now been trained in Angel, the college's online course management system; consequently, faculty are increasingly adapting traditional on-ground courses to hybrid modes of instruction and Web-enhanced approaches that offer online resources and encourage online interactions.

Cooperative Education

The program offers students resources and opportunities to participate in internship, volunteer, and international travel/study experiences. In 2008-2009, 641 students enrolled in cooperative education courses, 35 percent more than in 2005-2006.

Parent Education

The program provides parenting information and support to parents and care providers for infants, toddlers, and young children. Its 2008-2009 enrollment of 1,877 was 448 (31 percent) higher than that of 2005-2006.

Service-Learning

The program offers students resources and opportunities to combine community involvement with academic instruction. It serves approximately 300 students per year. In 2008-2009, 109 courses included service-learning components, 27 percent more than in 2005-2006.

Teacher Training/Education Program

The program works with students who are pursuing an Associate Degree in Elementary Education (AEE-DTA/MRP) or an Associate Degree in Math Education (AME-DTA/MRP) for transfer to a teacher education program at a four-year college or university in Washington state. Enrollment for this program was 202 in 2008-2009, an increase of 92 percent over enrollment for 2007-2008 when it first started.

Community Education Program

This self-support program offers non-credit classes onsite and off-campus, including certificates and customized courses. Its 2008-2009 enrollment was 4,185, which is 324 (-7 percent) lower than that of 2005-2006. Data for the last several years suggests that community education enrollment tends to follow the economy.

International Education Programs (IEP)

IEP includes the Seattle Central Institute of English (SCIE) and the International Admissions and Services. During the last four years, IEP has had its highest levels of enrollment. The average fall quarter SCIE enrollment from 1996 to 2005 was 250 students. Between 2006 and 2009, the average fall number grew to 458, an 83 percent increase over the previous average. Total international student enrollment reached a high of 1,173 students in fall 2008, an increase of 607 (107 percent) from 566 in fall 2005. Starting with fall 2009, however, enrollment has begun to decrease as global economic conditions decline.

In winter 2008, the Curriculum Review Committee conducted a program review of SCIE and its updated course learning outcomes. In fall 2009, the American Association Intensive English Programs (AAIEP) approved SCIE's specialized external membership review in good standing. SCIE regularly uses feedback from students and faculty to revise its program requirements and course design. Instructors and advisors apply various testing and assessment methods to track each student's progress from initial placement, to mid-program achievements, to readiness for college-level courses (Exhibit B.2.7 – SCIE Student Success Reports).

A renovation of the South Annex building has greatly improved the SCIE classrooms, computer lab, workroom, and faculty offices. Non-resident tuition revenues from SCIE and International Admissions and Services have become a significant part of the college's operating budget, comprising about 13.7 percent of the whole budget annually.

Supporting documents for Standard Two

Exhibits

Exhibit A	Program Analysis and Viability Study (PAVS) Reports, 2005-2006 and 2008-2009 Updates
Exhibit B	Achieving the Dream (AtD) Reports and CLIP Reports
Exhibit C	<i>Strategic Enrollment Management Plan, 2008-2011</i>
Exhibit E	Curriculum Coordinating Council, Meeting Minutes, and Committee Reports
Exhibit F	College-Wide Student Learning Outcomes, 2010
Exhibit G	<i>Progress Report, April 2006</i>
Exhibit J	<i>Strategic Plan 2006-2011, Updated for 2009-2010</i>
Exhibit A.1.5	<i>Strategic Plan 2006-2011 Progress Report Summary, April 2008</i>
Exhibit A.3.7	Sample External Specialized Accreditation Self-Study Reports
Exhibit A.4.4	2008-2009 Demonstrative Program Learning Outcomes Assessment Project Proposal Guidelines and Reports
Exhibit B.2.1	Sample Program Review Reports
Exhibit B.2.2	Sample Course Approval Applications
Exhibit B.2.3	Sample Integrative Assignments and Presentations
Exhibit B.2.4	Sample Student Surveys
Exhibit B.2.5	Sample Program Exit Surveys
Exhibit B.2.6	Sample Employer Surveys
Exhibit B.2.7	SCIE Student Success Reports

STANDARD THREE – STUDENTS

Introduction

In fall 2006, the renovation of student services areas on the first floor of the Broadway-Edison Building was completed, creating spaces that are inviting to students and the public, while allowing staff to provide effective and efficient student services. The project also increased space for students accessing career services center, testing, cashiering, and registration.

In summer 2008, the Student Services Unit reorganized by consolidating unit functions under one vice president for student services. The unit now has three major divisions led by two deans and one associate dean (Exhibit B.3.1 – Seattle Central Community College Organization Chart). This organizational change has helped further integration, collaboration, and communication among the student services departments.

Two satellite programs—Wood Construction and Seattle Maritime Academy—receive student services from the Student Services Unit, while Seattle Vocational Institute (SVI), also at a satellite location, continues to provide services onsite for its own students. Although the International Education Program (IEP) is located on the main campus, it provides specialized services to support international students.

Recommendation from 2005 Accreditation Visit

General recommendation five indicates that “sufficient professional health care, including psychological health and relevant health education, is made available at the Seattle Vocational Institute.” As described in the *Progress Report, April 2006* (Exhibit G), a new student counseling center was implemented in January 2006 to serve SVI students. A further response is shown in Part A, General Recommendation Five, pages 27 – 28.

Service Improvements and Changes Since 2005

Student Services has significantly enhanced or improved its services during the last several years. The most notable achievements in the various service areas are identified below.

Services for Access and Academic Success

Technology has been a key tool to improve student services. The college Web site (<http://seattlecentral.edu>), which has been redesigned twice since 2006, has greatly simplified and expanded student access to online information, such as the “Seattle Central 101” and “College Alert.” Approximately 75 percent of students now use online registration.

Admissions

Outreach and recruitment have been moved from the Admissions Office to a newly established Outreach and Recruitment Department. This organizational change allows more time to process more than 1,000 online applications each month and assist a similar number of prospective students onsite. The college has been using systematic document imaging since 2000. More

recently in 2008, the college lowered imaging costs by migrating to the Hershey Document Imaging System in collaboration with the other two colleges in the district. The office continues to scan 1,200 to 2,000 transcripts and related documents each month, a system that allows departments in Student Services to access student records instantaneously (Exhibit B.3.2 – Admissions and Registration Survey Form).

Advising

Academic advisors serve students during the entry process and throughout each student's education at the college. Advisors provide short- and long-term planning to help students complete a degree or transfer process, advising both college transfer and undecided students. The office runs an in-person orientation known as STAR (Success Training, Advising, and Registration) with technical assistance from Admissions and Registration. In July 2009, Advising adopted a hybrid system, which includes service by both appointment and drop-in. This system has received positive feedback from students and staff and data show staff have been able to spend more time with each student (Exhibit B.3.3 – Advising Services Statistics and Survey Form).

Career Services Center (CSC)

In 2008-2009, CSC served almost twice as many students and community users as in 2004-2005, a jump from 2,512 to 4,600. CSC is now affiliated with the King County Seattle Workforce Development Council (WDC) through the WorkSource system. This partnership has created a pipeline for valuable information on employment prospects, career trends, and the job market as well as staff training opportunities. By sharing the costs of the job information databases with the other two colleges in the district, the college has improved the efficiency of this service.

College Transfer Center

The center now has more space for the career library, additional study tables, and computer stations for online information searching of baccalaureate institutions and application process. It has also added services for individualized application and admission essay review. The center provides quarterly population-specific transfer workshops to meet targeted student needs.

Counseling

Counselors continue to focus on diverse student needs and on helping students develop educational goals. They use student assessment results and interviews to help students identify learning objectives, develop long-range educational plans, and overcome obstacles to academic progress. In addition, they teach various study skills modules and have recently added a three-credit course, College Survival Skills (HDC102). Enrollment in this course was full for fall 2009 and winter 2010. The department created a Veterans Task Force to assist veterans who are attending the college.

Financial Aid

The office successfully implemented the new FAM (Financial Aid Management) system in 2009 after using the Coco-Safers system to administer financial aid to students for over 30 years. The web-based FAM system is based on newer technology. Along with enrollment growth since summer 2009, the number of students seeking financial aid has doubled to about 67 percent of the current FTES. The office continues to host College Goal Sunday in collaboration with 20 other local colleges. The College Success program, which began in the Financial Aid Office, now serves one of the largest populations of former foster youth attending colleges in the state.

Outreach and Recruitment Services (ORS)

As a separate office since 2008, ORS applies various recruitment strategies to improve enrollment. Its successes are reflected in the growing number of applicants as well as increases in outreach activities, including outreach to community agencies, daily campus tours, campus events, and off-campus events. Additional staff allows ORS to respond more quickly to prospective students through Web, email, mailings, telephone, and in-person communications.

Registration and Records

Implementing an online version of STAR system has reduced the waiting time for students to access the online registration system thereby allowing a greater number of students to enroll. During 2008-2009, a total of 3,546 individuals, or 81percent of new students, took their orientations through online STAR. Since fall 2008, students have been able to register for most open classes online until the third day of the quarter without obtaining faculty signatures (mathematics courses are excluded from online registration). This procedural change was well received by students and staff because it has helped to reduce waiting time in the Registration area during the first three days of each quarter. Students are using this service in growing numbers: 427 students registered online during the first three days of fall 2008, and 1,211 students did so in fall 2009 (Exhibit B.3.4 - Admissions and Registration, Survey Form and Statistics).

Testing Center

The center serves students who take the COMPASS exams and GED tests and provides proctoring services. In 2008, the center administered COMPASS exams for 7,000 students, while its counterparts at North Seattle and South Seattle did so for 3,551 and 4,000 students respectively. The center has adopted eCOMPASS as of winter 2010. The eCOMPASS version provides better research and reporting capabilities to track the effectiveness of the exams. In 2008, the Comprehensive Adult Student Assessment Systems (CASAS) test was moved from the center to the Basic and Transitional Studies Division to allow the center to focus on administering COMPASS and other services.

Student Affairs and Student Life

Seattle Central is well recognized at state and national levels for its student diversity and high level of student involvement in shared governance (Exhibit B.3.5 - *New York Times, Education Life, Section 4A: The Two-Year Attraction, April 22, 2007*). In addition to the strong student leadership in many campus activities, the number of active student clubs has grown from 40 to about 60 over the last four years.

Art Gallery

The M. Rosetta Hunter Art Gallery is highly valued in the community because its exhibits display work from a broad spectrum of cultural expression. About one-third of the artwork shown in the gallery is from Seattle Central students. Other works come from local and regional artists and touring exhibits.

Childcare Center

The center serves children of about 50 students each quarter during the academic year. In 2009, it began offering its services during summer quarter. Working with parents, staff recently improved the nutritional content of food served to the children.

Mitchell Activity Center (MAC)

In addition to providing two-credit physical education classes and recreational activities, the center offers a wide variety of services to students, including information about local and community-based resources, such as mental health services and medical services. MAC provides one-on-one fitness/wellness program assessment and nutritional guidance to students, faculty, and staff. In collaboration with Student Leadership, MAC also offers workshops and seminars on wellness related topics, such as stress management. When enrollments were lower during the last four years, MAC cut operational costs and has been able to operate effectively in spite of the drop in annual revenue (Exhibit B.3.6 – MAC Demographic Data).

Student Leadership

Student Leadership coordinates a variety of activities related to student life. The core of Student Leadership is the Associated Student Council, and several new programs have been established in the last two years. Most significant of these are three new boards: the Intercultural Activities Board (IAB), the College Outreach and Recruitment Team (CORT), and the Student Website and Publications Team (SWAP). IAB is a group of local and international students who work together to promote cross-cultural understanding and communication by serving as liaisons to student groups and assisting in student orientations. Students who are trained as ambassadors work closely with the CORT director and academic advisors and assist with in-person STAR orientations. The SWAP is responsible for the campus student newspaper and other student led publications. The office offers a “Leaders among Leaders” program to provide advanced leadership development training for those involved in Student Leadership activities. The college encourages and records student involvement in extracurricular and leadership activities through a student development transcript, which reflects contributions based on the number of activities and attendance levels (Exhibit B.3.7 – Student Leadership Survey and Program Outcomes Assessment).

Tutoring Center

This college-wide tutoring program provides vital and free tutoring to all students who need academic assistance. In 2008-2009, 2,872 students took advantage of this service for a total of 8,509 contacts with tutors. The center’s 30 to 35 tutors include advanced Seattle Central students, students from the University of Washington, and qualified individuals from the community. The center is open from 9:00 a.m. to 8:00 p.m., Monday-Thursday; 9:00 a.m. to 5:00 p.m. on Fridays, and 9:00 a.m. to 2:00 p.m. on Saturdays. The center also offers satellite services in the ASL Lab and Apparel Design. This satellite concept may be expanded to other areas if it proves to be successful in helping a wider audience of students. Tutoring is also available from the Science and Math Division and the Basic and Transitional Studies Division.

Support for Special Populations

Seattle Central’s student body reflects the spectrum of ethnic, intellectual, socio-economic, gender, and religious diversity in the larger community. The following programs demonstrate the college’s commitment to address the needs and characteristics of its students.

Disability Support Services (DSS)

DSS continues to provide eligible students with accommodations that include interpreting, assistive technology, exam modifications, and academic assistance. A new staffing configuration has streamlined workload efficiencies while reducing overall staffing cost.

Multicultural Services

Current program services and activities include:

- Offering scholarship and retention workshops for targeted students of color. In 2007-2008 and 2008-2009, 46 to 50 percent of the students who attended the workshops submitted scholarship applications.
- Gathering input from the Dialogues with Diverse Communities Forums for institutional consideration. Four of the six planned forums conducted so far are with Native American, Latino/Hispanic, African Diaspora, and Pacific Islander communities.
- Targeting outreach to new students, especially Latino/Hispanic and African American students who indicate intent of transfer, workforce education, or Running Start status. In fall 2009, the office reached 175 new students, of which 131 were African American/Black and 44 were Latino/Hispanic.

Running Start

The number of high school students earning college credits at the college has been stable, with 581 (287 FTES) in 2005-2006 and 552 (302 FTES) in 2008-2009. The office provides individual advising for educational planning and counseling to address difficulties in or out of school that may interfere with college success. To improve program effectiveness, the office responds to student feedback collected from surveys, questionnaires, and verbal communications (Exhibit B.3.8 – Running Start Orientation Evaluation, Feedback Form and Results). Recently added services include conducting automatic degree audits for students with 45 credits or more, holding information sessions for the AA degree and the University of Washington admissions, and working with high school completion students during academic breaks and summer quarters.

Student Academic Assistance Center (SAAC)

The center is part of the federally-funded TRIO program. Its purpose is to promote student success for first generation, low income, and/or disabled students with academic needs. SAAC has a contractual agreement to increase the completion and transfer rates for 350 eligible students. In fall 2009, the center installed a new student success database to track student progress efficiently and generate organized quarterly and annual reports.

Women's Programs

This office provides outreach and support services to address barriers, such as poverty, parental responsibilities, domestic violence, and sex-role stereotypes that can prevent women from reaching economic self-sufficiency in desired professional or vocational fields. The office typically assists approximately 3,000 students annually, but in 2008-2009, it served 4,220 students, a 71 percent increase over prior years. This increase can be attributed to several initiatives: the WorkFirst Study Lab; collaboration with Worker Retraining and Opportunity Grant offices, the Life Skills programs, and Basic Computer Skills training; and piloting the Bridges to Engagement Program with ESD and DSHS. Funding totaling \$344,000 from Basic Food Education and Training (BFET) provides students with resources, including but not limited to tuition, books,

supplies, and transportation. In an effort to leverage funds, the office has partnered with SVI to provide WorkFirst Life Skills and Basic Computer Skills programs for WorkFirst students. The office recently developed and administered a survey to assess student needs and to assure quality delivery (Exhibit B.3.9 – Women’s Programs Survey Form).

Workforce Education Intake

The college created a manager position in 2006 to provide information to incoming students on professional and technical degrees. This manager serves up to 6,000 students through onsite, email, and telephone communications. The new intake procedure simplifies the process for incoming students to receive approval and advice regarding academic requirements, prerequisites, and admissions to their chosen professional and technical programs.

Seattle Vocational Institute (SVI)

In addition to establishing the student Counseling Center (see response to General Recommendation Five in Part A, pages 27 – 28), SVI has implemented a revised comprehensive intake process for new students to more accurately and appropriately place students in ABE, ESL, GED, and vocational programs. This model allows multiple opportunities for students to enter programs by providing direct and “loop-back” strategies to reach their readiness goals (Exhibit B.3.10 – SVI Student Educational Planning Process, and CASES/CPAt Score Outcomes and Conditions for Enrollment in Vocation Programs). The following testing and support modules are integrated into this model to help improve the intake process:

- CASAS (Comprehensive Adult Student Assessment System) eTests
- Intensive Reading and Math Labs to provide free coaching and online tutoring in math and reading assessment, and test taking strategies
- CPAt test
- Free 12-hour workshop

International Education Programs (IEP)

IEP has its own office to provide support for students at the International Student Center (ISC). Because enrollment increased during the last four years, the program added admission and advising staff. Other new services include:

- Establishing an Intercultural Activities Board (IAB) under college-wide Student Leadership
- Offering free tutoring to SCIE’s College Bridge (levels 4-6) through the college-wide Tutoring Center; free tutoring for levels 1-3 continues to be offered at ISC
- Expediting the application process by providing an online payment option for application and express mail fees

Regular Publications for Students

The following publications are regularly updated and available to students (Exhibit B.3.11 – Sample Publications for Students):

- College catalog – district-wide and published biennially, available in print and online

- Class schedules – quarterly by campus, available in print and online
- Student handbook – published biennially by Student Leadership
- Program profile brochures – updated regularly by instructional divisions and the Public Information Office
- Online course syllabi – arranged and posted online by Student Leadership, available at <http://seattlecentral.edu/course/class-schedule.php>.
- Student Newspaper – published in print and online and managed by Student Leadership with assistance from a professional journalist advisor. The newest edition is slated for publication in spring 2010.

Supporting Documents for Standard Three

Exhibits

Exhibit G	<i>Progress Report, April 2006</i>
Exhibit B.3.1	Seattle Central Community College Organization Chart
Exhibit B.3.2	Admissions and Registration Survey Form
Exhibit B.3.3	Advising Services Statistics and Survey Form
Exhibit B.3.4	Admissions and Registration, Survey Form and Statistics
Exhibit B.3.5	<i>New York Times, Education Life, Section 4A: The Two-Year Attraction, April 22, 2007</i>
Exhibit B.3.6	MAC Demographic Data
Exhibit B.3.7	Student Leadership Survey and Program Outcomes Assessment
Exhibit B.3.8	Running Start Orientation Evaluation, Feedback Form and Results
Exhibit B.3.9	Women’s Programs Survey Form
Exhibit B.3.10	SVI Student Educational Planning Process, and CASES/CPAt Score Outcomes and Conditions for Enrollment in Vocation Programs
Exhibit B.3.11	Sample Publications for Students

STANDARD FOUR – FACULTY

Introduction

Seattle Central has a well qualified faculty of full- and part-time instructors with outstanding credentials that meet or exceed academic standards and required credentials for the disciplines they teach. The names and degrees of full-time and selected priority hire faculty are listed in the college catalog.

The district intranet provides an online “Document Center” for faculty to access all personnel policies and procedures, salaries and benefits, and the latest information regarding individual earnings and leave balances. Job announcements and applications are available online, and the district maintains a pool of applicants who are interested in part-time faculty positions. The selection processes for full- and part-time faculty are clearly stated in the college district’s personnel procedures and the faculty contract, the *Agreement* (Exhibit A.6.1 – *Agreement: Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers Local 1789, July 1, 2007 – June 30, 2010*). The *Agreement* governs workload, salary provisions, hiring procedures for full-time and part-time faculty, evaluation of faculty and programs, academic freedom, rights and professional obligations, and professional development.

Changes in Faculty Salaries

All faculty received COLA increase of 1.2 percent in 2006-2007, 3.7 percent in 2007-2008, and 4.4 percent in 2008-2009. Because of state budget reductions, faculty did not receive COLA increases for 2009-2010. Other salary-related improvements include:

- Non-instructional days: The new contract added two non-instructional days, extending the regular annual contract to 172 days and increasing salaries proportionately. Instructional days remain at 165 (*Agreement: 11.2*).
- Peer observation: As of 2007-2008, up to 125 peer observers district-wide receive an annual stipend of \$500 each. Seattle Central’s allotment of peer observers is about 55 each year. Sixty-one Seattle Central faculty received training in 2008-2009 and 53 in 2009-2010.
- Peer Mentoring: Starting in 2007-2008, full-time faculty with 10 years of full-time service can receive a \$1,000 increase in their permanent salaries by agreeing to serve as peer mentors. As of fall 2009, Seattle Central has a total of 87 peer mentors.

Faculty Characteristics (Profile)

Faculty profile changes in terms of terminal degrees and ethnic makeup are detailed in the tables below.

The 2008-2010 college catalog lists terminal degrees of the 234 full-time and priority-hire faculty (excluding SVI). The college reported a similar distribution of terminal degrees in the *SelfStudy 2005*, page 134 (Exhibit B.4.1), although that report included full-time faculty only. Each program describes faculty qualifications, including teaching and related experience in question

number five of the 2008-2009 PAVS updates for instruction. Approximately 71 percent of the faculty have 10 or more years of experience in their respective disciplines or industries.

Table B.4.1 – Terminal Degrees of Faculty

Terminal Degrees	Number	Percentage
Doctoral	38	16%
Master	151	62%
Bachelor	44	18%
Professional Certificates	10	4%

The proportion of faculty and students of color continues to exceed averages for the state community and technical colleges (CTC) as a whole. Although the college has the third highest percentage of students of color (including SVI), the college ranks number one for faculty of color in the CTC system.

Table B.4.2 – Race and Ethnic Background, Fall 2008

	Seattle Central	CTC System
Faculty of Color	28.5%	12.7%
Students of Color	54.1%	35.2%

In fall 2008, the FTEF ratio of permanent full-time to part-time faculty remains unchanged from 2005 at 58:42, after adjusting for temporary fill-in of full-time positions by part-time faculty (excluding SVI). SVI's full-time to part-time faculty ratio is 38:62.

Faculty Performance Evaluations

During the last four years instructional deans have adopted procedures to perform consistent and regular administrative faculty evaluations. These procedures cover full-time tenured faculty, priority-hire and regular part-time faculty, as well as probationary faculty on tenure track. Part A of this report provides complete details (see the response to General Recommendation Six from the 2005 full-scale visit and Recommendation Three of the 2006 focused interim visit), Supporting documents include the evaluation schedule for all faculty categories, division faculty evaluation checklists for 2006-2008 and 2008-2010, and sample faculty evaluation forms (Exhibits A.6.2 to Exhibit A.6.13).

Governance and Academic Planning

Many college councils and committees include faculty members. Key among these are the College Council, the Budget Advisory Committee, the Strategic Enrollment Management Committee, and ad hoc committees for planning of PAVS and the strategic plan. Faculty chair and form the majority of the membership of all curriculum-related committees, including the committees for Program Review, Course Approval, Instructional Assessment, Learning Communities, and

Honors Program. Faculty also have opportunities at open forums, planning retreats, workshops, and group discussions at In-Service Days and the President's Day to provide input and suggestions (Exhibit B.4.2 - *Administrative Structure at Seattle Central Community College*).

Professional Development and Faculty Support

From 2007-2008 to 2008-2009, the Instructional Assessment Taskforce/Committee provided a total of 31 workshops and work sessions on learning outcomes assessment and curriculum mapping. A total of 301 faculty and administrators attended these events (some individuals attended multiple sessions). The college provides multiple sources of funding for professional development. The major sources include the President's Fund (\$20,000 annually, Seattle Central), the district Faculty Development Fund (\$53,000), and approximately \$41,000 per year from the college's Lockwood Foundation Endowment, which became available in 2008 for faculty to attend conferences and training.

In 2008, faculty began to use a new annual reporting form for their professional development activities. They submit this report annually to be eligible for increases in salary increments when state funding is available. This new form has greatly simplified the reporting process for faculty (Exhibit A.6.13 - Annual Experience, Education, and Professional Development Report, Academic Year 2009-2010).

The recently redesigned college Web site improves access to online college resources for faculty with attractive features, such as e-mail systems, desktop virtualization, access to grades and student rosters, curriculum and assessment resources, and more, available through <http://seattlecentral.edu/employee/index.php>. Most recently added is a new online *Faculty Handbook* at <http://seattlecentral.edu/employee/empresources.php> (Exhibit B.4.3).

Supporting documents for Standard Four

Exhibits

- | | |
|----------------|--|
| Exhibit A.6.1 | <i>Agreement: Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers Local 1789, July 1, 2007 – June 30, 2010</i> |
| Exhibit A.6.13 | <i>Annual Experience, Education, and Professional Development Report, Academic Year 2009-2010</i> |
| Exhibit B.4.1 | <i>Self-Study 2005</i> |
| Exhibit B.4.2 | <i>Administrative Structure at Seattle Central Community College</i> |
| Exhibit B.4.3 | <i>Faculty Handbook</i> |

STANDARD FIVE - LIBRARY AND INFORMATION RESOURCES

Introduction

The first part of this section discusses noteworthy progress in library services and resources during the last several years, and the second part focuses on the important improvements in information technology and support services to students, faculty, and staff.

PART 1: LIBRARY AND MEDIA SERVICES

Practicing User-Centered Services

As the second decade of the 21st century unfolds with dynamic changes in the information landscape, Seattle Central's professional librarians and support staff remain firmly committed to providing outstanding library programs, collections, and services. The library has updated its mission to include: "to promote the value of the library as an essential resource for academic excellence."

Reference

The reference desk at the college's library is one of the busiest in the state CTC system, handling 16,174 questions in 2008-2009, an increase of 38 percent over 2007-2008. Student research questions often reflect basic information literacy skills and tend to be complex requiring, a high level of one-on-one instruction from reference staff.

In January 2009, the library joined QuestionPoint, a national cooperative reference service that provides enhanced e-mail and live chat reference service for students and staff. Online help requests through QuestionPoint from January to June 2009 totaled 184.

Improved Circulation and Media Service Support

In January 2009, the library moved most media services to the circulation desk, consolidating two service points to improve student access to equipment and resources and making more efficient use of staff time. Media and circulation staff now provide seamless service at a single desk where media equipment checkout transactions for students are on the rise. Print circulation in 2008-2009 was 40,730, a 14 percent increase over the 2005-2006 circulation of 35,740.

Circulation staff coordinate an active course reserves collection with support from Student Leadership, which provides funds for about 20 percent of the textbooks. The library recently revised the reserves policy to improve overall service. A higher fine structure and new replacement charges deter students from retaining items beyond the due date. Reserve items account for more than half of all circulation transactions, with 23,857 in 2008-2009, a 10 percent over the previous year.

For statistical data of various library and media services, see Exhibit B.5a.1 (Statistics by the Numbers).

Integrating Information Literacy

Promoting information literacy (IL) is at the core of the mission of the library. Materials included in Exhibit B.5a.2 (Information Literacy Happenings) provide a snap shot of IL activities and projects the library has conducted.

Credit Courses

With the exception of Research for the 21st Century (LIB180), a five-credit online course which serves WAOL (Washington Online) students, enrollment in credit classes has been low during the past few years. The main reason is that these classes are transferable as elective courses only. In response, librarians transformed SSC187, a seldom taught course, to fulfill the AA degree distribution requirement for social sciences, calling the revised course Information, Knowledge, and Power. Even with revision, SSC187 faced low enrollment in both spring 2006 and fall 2007. A hiatus was declared on face-to-face courses which were replaced with Info in Action (INFO102-106), a series of five one-credit hybrid courses. Since spring 2009, up to 30 students have completed these courses which offer more flexibility, and librarians are confident that active promotion to students, faculty, and advisors as well as word-of-mouth student success stories will maintain this upward trend. The library has won a Gates Foundation grant to develop online teaching materials for LIB 180 as one of the 81 courses of the statewide Student Achievement Initiative “Open Course Library” project sponsored by the State Board.

Student Workshops

Most IL instruction takes place through workshops that are in high demand by programs across the college curriculum. Some faculty now schedule multiple workshop sessions because their students need more in-depth instruction as they progress through the quarter. Anecdotal discussion suggests that faculty-led information literacy instruction outside the library is on the rise. Librarians attribute this trend to frequent professional development events whose overarching goal has been to create a campus culture of information literacy. Table B.5a.1 shows that librarians taught 43 more student workshops in 2008-2009 than in 2005-2006, a 20 percent increase, while faculty supervised research sessions remained the same. The library offers significantly more library workshops than peer institutions.

Table B.5a.1 – Student Workshops

	Librarian-Led Workshops		Faculty Supervised Research		Totals	
	Sessions	Students	Sessions	Students	Sessions	Students
2005-2006	211	5,118	128	2,730	339	7,848
2008-2009	254	6,000	129	2,965	383	8,965

Professional Development for Faculty and Staff

Quarterly professional development opportunities showcase new library resources and services and help faculty and staff deepen their own information literacy skills. Librarians have developed a popular open-house format that is easy to plan and supports working relationships with faculty.

In 2005-2006, 67 faculty attended six workshops; in 2008-2009, these figures increased to 120 faculty participating in eight workshops.

Instructional Support

In 2008, librarians incorporated feedback from student focus groups and faculty brainstorm sessions to substantially redesign the library Web site. New features include Reflect-Learn-Connect (visual research model) and a subject directory of research databases.

Librarians replaced the online textbook they had created to support information literacy courses with a locally loaded version of IRIS (Information and Research Instruction Suite), an interactive tutorial developed by and for Washington community and technical college libraries. IRIS supports INFO 102-106 and LIB180, all of which use the Angel web-based learning platform.

Librarians use classroom response devices and other interactive tools to boost student engagement and help reinforce concepts. By the end of spring 2010, the information literacy content will migrate from the current Web site to the LibGuides platform, a robust, interactive Web 2.0 tool for creating and sharing library information and information literacy instruction. LibGuides will also be used to manage, revise, and update over 50 locally-developed research guides.

Grant Projects for Promotion of Information Literacy

Since 2005, the information literacy instruction program has moved increasingly into the campus spotlight by taking advantage of various federal and state-sponsored grants awarded to the library for marketing, curriculum development, and authentic assessment.

In summer 2006, the librarians across the Seattle Community College District collaborated to offer an Information Literacy Immersion program for faculty. This rewarding district-wide event instilled awareness of information literacy as an integral piece of student learning, and helped kick off an LSTA marketing grant the library received in 2006-2007. The marketing grant increased the library's visibility dramatically, particularly with the launch of the colorful logo and related research model image displayed on the Web site, posters, and bookmarks since fall 2007 (Exhibit B.5a.3 - Identity and Outreach). The research model has garnered positive recognition from academic librarians in the region, out-of-state, and overseas. In 2009, a statewide demonstrative project adopted this model to integrate information literacy into precollege programs with support from a multi-year LSTA grant for community and technical colleges.

The library received a State-Board-sponsored Learning Communities grant for information literacy that supports faculty development activities for 2009-2010. The Learning Community held discussion forums to engage faculty in deeper reflection on information literacy issues and quarterly open house events. The grant also provides travel funding for faculty to attend the Pacific Northwest Higher Education Assessment, Teaching, and Learning Conference in April 2010.

At present, the library uses funding from a statewide LSTA grant to focus on collaborative efforts among librarians, English faculty, and ESL/ABE faculty to create a master rubric of sequential information literacy learning outcomes that will support students at multiple reading and writing levels.

Offering Diverse Collections and Viewpoints

Librarians and staff began extensive weeding of the print collections in 2005-2006. Table B.5a.2 shows figures for withdrawn items, including a 26 percent reduction of the book collection from 2004-2005. In winter and spring 2009, librarians weeded the media collection and moved most of the video collection to open shelving where students can browse and check out titles for offsite viewing. This service enhancement generated a 71 percent increase in videos checked out by students.

Courses for the Bachelor of Applied Science (BAS) degree in Applied Behavioral Science began in fall 2009. For over a year prior, two librarians collaborated as liaisons with program faculty to build a collection that would meet the research needs of the higher level curriculum. The library foresees additional impact on other library services such as instruction and technical processing.

The library has long advocated for a permanent acquisitions budget for print and online resources that meets curriculum needs and keeps up with inflation. Despite modest increases earmarked for the BAS program, the budget of \$62,550 for 2009-2010 is barely adequate, and statewide budget cuts put recent gains at risk.

Table B.5a.2 – Collections and Resources

Collection Size	Book Volumes	Print Periodical Subscriptions	AV Media Items	Ebook Titles	Online Databases
2005-2006	60,214	317	7,197	15,012	29
2008-2009	45,169	225	4,957	16,634	29

* Though the number of online databases remains the same, the actual coverage of online resources is expanded.

Since 2007-08, the library has participated in cooperative purchasing among regional libraries and national consortia such as BCR and the Orbis Cascade Alliance to save costs for essential research databases. Access to online databases grew by 40 percent from 232,197 in 2005-2006 to 324,046 in 2008-2009.

Rethinking Space

A major weeding project lasting from summer 2005 to fall 2007 addressed student demand for more study space and improved access to up-to-date and relevant books in the collection. By removing approximately 16,000 dated and worn library books, a significant number of back-issues of periodicals, and 53 periodical subscriptions, the library replaced 25 percent of its shelving with additional space for 56 chairs at 14 new study tables. Plans are underway to deselect closed periodical titles and the unused microform collection to make way for more desperately needed study space.

Fall 2007 brought major improvements to the library's entrance and reference area. Old railings and turnstiles were replaced with a new security gate, eliminating a physical barrier and greatly reducing the traffic backup at the library's single point of entry and exit. The gate count grew by 33 percent from 291,186 in 2005-2006 to 386,527 in 2008-2009.

By consolidating three librarians' offices into one space over the 2008 summer break, the library added a group study room and gained a small staff meeting room. Use of group study rooms

remained steady for 2008-2009 with 5,668 students using the spaces for group collaboration and audiovisual recording of class assignments. Librarians observe an ongoing need for additional study rooms, especially those with equipment for collaborative computing.

To accommodate students' desperate need for a noise-free space, the library has designated one of its two classrooms as a silent study zone unless it is scheduled for workshops or meetings. More and more students are using this rare quiet space.

After a series of thefts of personal belongings in 2009, the library met with Campus Security and installed security cameras throughout the library. The new security system has helped recover lost belongings and discourage thieves from preying on students who are engrossed in research and study.

Creating Access Pathways that Serve

The high demand and long wait times for the library's 25 reference area computers led librarians to open the instruction lab to give students access to 16 additional computer stations whenever the lab is not scheduled for workshops.

In spring 2007, 17 wireless laptop computers were purchased for students to use in the library to help relieve demand for cable networked PC stations. Circulation of these compact devices averages 400 transactions per quarter; librarians plan to replace these aging laptops by requesting funding from the Universal Technology Fee Committee, which funded the original laptops.

In fall 2008, Information Technology Services (ITS) implemented user logins for all library reference computers to limit use by community users who sometimes monopolized computers that students need for research. By the end of fall 2009, ITS resolved a major problem with extremely slow Internet connections for users trying to access the library's subscription databases for research. Librarians are pleased to have a computer specialist to serve as a library liaison to maintain open lines of communication concerning software and hardware issues.

Collaborating for Excellence

Seattle Central benefits from an excellent and well-respected team of professional librarians who continue to engage in collaborative campus initiatives, such as serving as committee chairs of curriculum/program review and instructional assessment, and participate as members of various college-wide committees and tenure review committees. One librarian is currently on leave for two years to serve as the faculty development coordinator for the college district.

From 2005-2008, the library served on the leadership team for a statewide LSTA information literacy grant awarded to CTC libraries. Beginning in February 2009, the library assumed responsibilities of project administrator and coordinator for a similar LSTA grant of \$190,150 in 2009 and \$217,472 for 2009-2010 from the Washington State Library.

Continuing Planning, Assessment, and Policy Update

The library has always been active in planning, using various strategies to measure the achievement of its goals, as well as regularly updating and revising its operational policies (Exhibit B.5a.4 – Planning, Assessment, and Policies).

Conclusion

The library is a unique multifunctional entity of the college that plays a vital role in the intellectual life of the campus community. Of utmost importance is the library's ability to provide an integrated whole that combines access to high-quality print and digital collections with reconfigured physical space to serve all students. Despite instructional, budget and facility challenges, the library remains firmly committed to student success.

PART 2: INFORMATION TECHNOLOGY AND COMPUTER LABS

Response to Suggestions from 2005 Full-Scale Evaluation Report

Separation of IT Services and IT Instruction

IT Services director manages IT Services and supervised the Information Technology Programs when they were first established. The *2005 Full-Scale Evaluation Report* suggested that the college investigate moving IT instruction to one of the instructional divisions. When the instructional unit was reorganized in 2007, IT instructional programs were moved to the Business, Information Technology, and Creative Arts Division (BITCA), freeing ITS staff to work on campus-wide hardware, software, network, and support issues.

Communications

The Administrative Computing and Instructional Computing Advisory Committees which existed in 2005 have been replaced with one college-wide Information Technology Council (ITC) chaired by the vice president for instruction. The council has six standing committees, an organizational change that helps place instruction at the center of IT planning and decisions and improves communication and cooperation (Exhibit B.4.2 – *Administrative Structure at Seattle Central Community College*). The IT Council has successfully recommended changes in policy and procedures to the appropriate cabinet levels.

Since 2005, ITS placed major emphasis on improving communication about its services and policies. This effort has included presenting exhibits and workshops on President's Day at the start of each quarter, having the director attend division faculty meetings, surveying faculty and students (Exhibit B.5b.1 – Sample Lab Survey), and holding small, informal information sessions for faculty and staff to introduce new technology and to determine their interest in it. For example, ITS acquired six sets of iClickers (student response devices) for classroom use. Recently, a dedicated ¼ time technician was assigned to the Science and Math division to work closely with faculty regarding their instructional computing needs. Although this arrangement had improved

communication and service, funding for that position was lost in the 2008 budget reductions. The Basic and Transitional Studies Division and International Education Programs have been able to provide funding for dedicated technicians to enhance support for their technology needs.

The new college Web site includes revised content for ITS, such as a newsletter blog-ITS Central-which will be used to further improve communication and to solicit comments and suggestions regarding all aspects of information technology at the college.

Equipment Funding and Timely Software Installation

The student Universal Technology (UT) Fee continues to fund computing equipment, software and support for students. The level of student equipment and support has increased as the funds generated by this fee have grown (Exhibit B.5b.2 - Universal Technology Fee Projects). In 2009, students voted to increase UT fees to 18 credits. Currently student computing hardware is on a three-year replacement cycle. UT Fee funds have helped extend open lab hours and continue to fund a 20 station open lab in the library. These funds have also allowed ITS to maintain modern infrastructure for the student network, including costly equipment such as network switches and servers.

At the time of the 2005 visit, ITS lacked sufficient staff for software installations. By shifting one technician's responsibilities from desktop support to student software support, IT staff are now able to meet quarterly requests from faculty for student instructional software. Faculty request the software they need prior to each quarter to ensure that ITS staff have enough time to install all required upgrades, new software, and textbook software for the following quarter. In order to improve technical support efficiency, all ITS technical staff members now have office computers corresponding to models in use on the student network.

Directions and Improvements Since 2005

The new IT Council provides a forum for discussion of all IT related issues. This council works through a set of committees to study concerns and make recommendations for technical support, classroom support, IT planning, computing equipment purchases, administrative computing, and the college Web site.

In 2008 a remote desktop was installed for faculty and staff to enable them to store and access documents on a central server. Later in 2009, this system was converted to the desktop virtualization system, Citrix. Desktop virtualization optimizes the use of technical staff time, because most software can be added or upgraded once on the Citrix servers for all users. Citrix allows faculty and staff to access college software and their own data files from anywhere an Internet connection is available. The Citrix system is backed up centrally with redundancy protection. The efficiencies of Citrix allow ITS to dedicate more staff time to faculty requests for student software each quarter.

For many years, ITS staff had very limited work space and offices. As of fall 2009, capital projects have provided new space for technical staff on the same floor as the student computer center and the IT Services division offices.

Expansion of Computer Labs

A new five-story Science and Math Building was completed in 2006. This project added over 150 computers and the related networking infrastructure. ITS has assumed support responsibility for the equipment, software, and network.

The fifth floor of the Broadway-Edison Building, which was renovated in fall 2009 for the Creative Arts Academy, contains nearly 300 Macintosh computers, four student computing labs, state-of-the-art output devices, a new IDF (Intermediate Data Facility), and related infrastructure. The support and maintenance for this equipment have significantly increased ITS' workload. In addition, new Gates Foundation grant funding has been awarded for IT instructional equipment for an American Sign Language (ASL) lab and a music composing lab. Both labs will require extensive support.

Challenges

Recent budget cuts for 2009-2010 reduced ITS staff by four full-time equivalent positions. Although ITS has made significant changes that allow the department to offer more services with fewer people, providing basic services with the reduced staff continues to be a challenge. Funds are frequently supplied in the form of windfalls and one-time equipment grants. ITS stretches further whenever the college adds equipment without designating funding for personnel, as has been the case in Science and Math, IT Instruction, and especially the new ASL and music labs.

Statewide initiatives are underway to promote efficiencies and consolidations. Such consolidations can be financially efficient, but inevitably move support further from the affected faculty and staff. Achieving financial efficiency and providing adequate support to consumers of IT resources is a very challenging goal.

Supporting documents for Standard Five

Exhibits

Exhibit B.4.2	<i>Administrative Structure at Seattle Central Community College</i>
Exhibit B.5a.1	Statistics by the Numbers
Exhibit B.5a.2	Information Literacy Happenings
Exhibit B.5a.3	Identity and Outreach
Exhibit B.5a.4	Planning, Assessment and Policies
Exhibit B.5b.1	Sample Lab Survey
Exhibit B.5b.2	Universal Technology Fee Projects

STANDARD SIX – GOVERNANCE AND ADMINISTRATION

Introduction

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 five-member Board of Trustees whose members are appointed by the Governor. The district chancellor reports to the board and the president of each college reports to the chancellor.

District Level Leadership and Governing Board

Although the governing structure has not changed since 2005, the district has undergone several major administrative changes in recent years. In 2009, the district appointed Dr. Jill Wakefield as the new Chancellor, Dr. Kurt Buttleman as the new Chief Financial Officer, and Charles Sims as the new Human Resources Officer.

The membership of the Board of Trustees has changed since 2005. Their current terms are as follows:

Donald Root, Chair	10/2005 to 09/2010
Dr. Constance Rice, Vice Chair	10/2008 to 09/2013
Tom Malone	10/2007 to 09/2012
Gayatri Eassey	10/2009 to 09/2014
Jorge Carrasco	10/2009 to 09/2011

College Leadership and Management

Organization

At Seattle Central, key administrative and organization changes are listed below (Exhibit B.3.1—Seattle Central Community College Organization Chart):

- From 2006 to 2009, the college appointed three new instructional division deans and the executive dean for workforce education, to fill existing positions. In 2007, the college reviewed the organization of the Instruction Unit to rationalize the divisions and balance workloads. Information Technology Programs were moved from Information Technology Services to the Business, Information Technology, and Creative Arts Division (BITCA); and the World Languages Programs were moved from the Health and Human Services Division to the Humanities and Social Sciences Division.
- In 2008, major reorganization took place in the Student Services Unit after the vice president for student development retired. The reorganization placed the unit under one vice president instead of two and established two dean positions and one associate dean with significant reporting changes within the unit. A new dean for student services was hired at SVI in 2009.

- In 2005, in Administrative Services, the college created a coordinator position to manage major capital projects made possible by state funding.
- In the President’s Office, newly appointed staff hold positions as executive director for development, the director for communications, and the executive director for strategic initiatives and institutional research (replacing the director for planning and research).

The college uses a self-study process, PAVS (Program Analysis and Viability Study), to regularly review all instructional and administrative divisions and departments.

Leadership

President Mildred Ollée went on family leave as of March 15, 2010, and she plans to retire in June 2010. Gary Oertli is serving as interim president until September 2010. A college-wide presidential search committee has been appointed with the intent of hiring a new president by September 2010. Dr. Ron Hamberg, Vice President for Instruction retired on March 31, 2010. An interim vice president will be appointed to serve until the new president is in place.

Councils and Committees

During the last several years, some governing cabinets and councils have been renamed, but governance and reporting channels have not changed.

Previous Name	Changed To
College Planning Council (CPC)	College Council (CC)
President’s Cabinet	College Leadership Council (CLC)
Kitchen’s Cabinet	President’s Cabinet (PC)

Following an advisory model, the governance structure at Seattle Central consists of seven main governing cabinets and councils (Exhibit B.4.1 – *Administrative Structure at Seattle Central Community College*).

- President’s Cabinet (PC) – comprised of vice presidents and the president, it is the primary advisory group to the president.
- Executive Cabinet (EC) – comprised of all senior administrators, selected deans, and directors who provide leadership and direction to the college.
- College Council (CC) – comprised of selected faculty, students, and staff, this group represents the college community. The council has a Budget Advisory Committee that plays a key role in the annual budgeting process. The committee is present for all budget review presentations and ensures that budget requests are tied to the college’s priorities and strategic plan. The council’s role is to advise the college president.
- College Leadership Council (CLC) – includes the members of the Executive Cabinet, plus all deans, directors, and managerial and professional staff.

- Instructional Council (IC) – comprised of all instructional deans, directors, and a representative from Student Services, the council provides leadership and direction for instruction.
- Student Development and Services Council (SDSC) – comprised of all student services deans, directors, managers, and a representative from Instructional Council, it provides leadership and directions for student services.
- Administrative Services Planning Council (ASPC) – comprised of all directors who are responsible for administrative services operations.

The above councils meet once or twice a month and more often if warranted. The College Council meets frequently during spring quarter for budgeting and planning. The Executive Cabinet regularly schedules presentations from different areas of the college at its meetings. These presentations focus on new initiatives, updates on ongoing projects, or status reports for informational purposes.

Other college-wide standing groups provide leadership and represent different stakeholders at the college, such as:

- Curriculum Coordinating Council (CCC)
- Achieving the Dream (AtD) Committee
- Honors Program Committee
- Information Literacy Committee
- Faculty Senate
- Classified Development Advisory Committee (CDAC)
- Safety/Security Committee
- Student Academic Appeals
- Universal Technology Fee Committee

Faculty and Student Involvement

Faculty and students can participate in college governance by joining various standing councils and groups that consist of faculty and student representatives. Most notably among these is the College Council. Faculty chair some groups, such as the 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 other committee members.

Supporting documents for Standard Six

Exhibits

- Exhibit B.3.1 Seattle Central Community College Organization Chart
- Exhibit B.4.2 *Administrative Structure at Seattle Central Community College*

STANDARD SEVEN - FINANCE

Introduction

As one of the 30 college districts in the state, the Seattle District VI is subject to the policies and procedures of the State Board for Community and Technical Colleges (SBCTC). The State Board monitors the compliance of legislative mandates and acts as the conduit for state appropriations, receiving and distributing state funds to the college districts. In District VI, the formula by which funds are distributed to each college falls under the purview of the district chancellor.

Financial Planning Changes Since 2005

Within District VI, Seattle Central has the responsibility and significant autonomy to allocate resources, deliver educational offerings, and manage its own operations in a manner to meet its stated mission, goals, and priorities. Its financial functions align with the district-wide support functions, including budgeting, accounting, purchasing, payroll, and human resources services. The level of autonomy for financial planning and budgeting enables the college to develop a collaborative and strategically guided budgeting process.

Immediately after the full-scale evaluation visit in 2005, as indicated in the *Progress Report, April 2006* (Exhibit G), the college incorporated financial planning into the *Strategic Plan 2006-2011* (Exhibit J). As detailed in the response to General Recommendation Two in Part A of this report, the most significant changes during the last several years are as follows:

- Integrated financial goals and planning into the college's strategic plan
- Developed multi-year projections of financial resources and expenditures for realistic budgeting
- Strengthened the role of the College Council and improved faculty and staff involvement in the budget planning process
- Set budget planning priorities
- Established financial principles to guide the annual operational budget development process

Budget Planning and Development Process

Budget planning occurs both at the district and the college levels. Because the timing of the final allocation from the State Board prevents these from being sequential processes, some overlap and duplication is inevitable.

As part of the budget planning process, the President's Cabinet reviews the college's mission and strategic goals in consultation with College Council and other constituent groups to set priorities for budgeting.

Budget Development

Budget planning and development at Seattle Central begins in the fall with a comprehensive data-driven review of the financial state of the college. The college uses the current permanent level budget and any data and/or information received from the State Board coupled with enrollment information to produce a preliminary budget forecast for the succeeding fiscal period. This forecast provides as complete a picture as possible regarding the current and projected enrollments, revenues, expenditures, and state allocations; and is prepared jointly by the Business Office and the Office of Strategic Initiatives and Institutional Research (SIIR). In January the president and vice presidents (President's Cabinet) meet to discuss the implications of the budget forecast for the college's approaching budget planning cycle. The cabinet also reviews progress towards the strategic plan and begins to formulate college priorities for the upcoming year. In February, the president and/or vice president for administrative services begin to meet with the College Council regarding the budget. With input from the council and other constituent groups, the President's Cabinet finalizes the college priorities and the desired outcomes of the budget planning process, ultimately increasing, reducing, or redistributing the budget as necessary.

Budget Request Process: Seattle Central

Once the budget forecast, priorities, and desired outcomes have been finalized, the Business Office prepares Preliminary Budget Requests packets (Exhibit B.7.1) for the administrative units: President's Office, Instruction, Student Services, and Administrative Services (including college-wide budgets). These packets include a message from the president explaining the forecast (absent the final figures from the legislature and district) and indicating whether a budget reduction or increase is planned. Other packet materials include the priorities of the budget planning process; a Preliminary Budget Requests form with instructions; and any other required supporting documentation. The form and content of the budget requests form may be modified each year according to the desired outcomes of the budget planning process. At present, it offers a summary of the budget at the departmental level.

Divisions and departments present their budget requests to the Budget Advisory Committee (BAC) with the President's Cabinet members in attendance. BAC's role in the budget planning process is to analyze the operating budget at the departmental level and summarize its overall findings and recommendations to the council and the president. In order to increase involvement and representation, BAC includes members who are not part of the College Council. The vice president for administrative services chairs the BAC, whose membership includes faculty, staff, and administrators. BAC is charged with the following duties and responsibilities:

- Review all financial resources available to the college
- Review and recommend funding requests and allocations
- Review and recommend, based upon budget presentations, fiscal budgets that are consistent with annual budget priorities, annual strategic goals and objectives, and the college mission

- Present those recommendations to the College Council for that body's deliberations and subsequent recommendations to the president and President's Cabinet for approval
- Maintain an appropriate level of confidentiality, particularly concerning personnel issues
- Operate in an impartial and objective capacity. Committee members are not representing themselves or their individual areas or divisions; they are serving for the benefit of the overall college community

Subsequent to the departmental budget presentations to BAC, the vice presidents present unit level budgets to the entire College Council. These presentations highlight any significant changes over the previous year's budget and their justification.

Budget Request Process: District

Once the State Board makes its final allocation to District VI, the Business Office prepares and distributes the district Budget Planning Sheets. These official forms used throughout the district for budget requests are typically available late in the budget planning process, which necessitates the separate internal planning process described above. Although somewhat duplicative, the detailed district Budget Planning Sheets complement the campus information summarized in Preliminary Budget Requests forms.

Budget Recommendations and Finalization

Using the college priorities and desired outcomes as a guide, the College Council makes broad budget recommendations to the president. While the council's method for formulating its recommendations is not prescribed, it must be documented and submitted along with the recommendations. The president takes these recommendations, together with those of the vice presidents, under advisement when finalizing the budget.

The president presents the final budget to the council. The council in turn sponsors an open budget forum during which the budget is presented to the entire college community. The college may hold other budget-related public forums as needed through the year.

Washington state appropriation is a biennial process. Strategic planning and budgeting processes are structured around the initial biennium allocation; the college must modify its budget whenever the legislative process produces changes that affect the budget. With the exception of funding from new enrollments, additional allocations are most often targeted to specific programs and/or initiatives or are pass-through's (such as for health benefits) that contribute little to general college operations. During an enrollment downturn, the college receives little benefit from new enrollment allocations to the district. When enrollment exceeds the annual enrollment FTES target, the college may benefit from additional tuition revenues.

Impact of State Appropriation Reduction and Enrollment Trend Changes

The national economic crisis has had and will continue to have a significant impact on the college's operations. In spring 2009 the college's budget process addressed a \$1.739 million reduction. The college is facing another round of budget cuts for fiscal year 2009-2010. The

legislature is currently working on a final or “conference” budget. At present, the Senate is proposing a CTC system cut of \$36.616 million while the House is proposing a much more favorable cut of \$20.703 million. Before taking into consideration an approved seven percent local tuition increase, these proposals translate to an estimated additional reduction of \$1.327 million (Senate version) or \$750,000 (House version) for Seattle Central.

During the budget development process for 2009-2010 in spring 2009, requests for new or continued funding and decisions for reductions were measured against established priorities. No department was allowed to request additional funding and all were asked to demonstrate how they would reduce their budget. The goal was to protect the core mission of instruction; therefore, the college decided to make greater proportional cuts in administrative and student services and the president’s office. The reductions are shown below in dollar amounts and as a percentage of each unit’s budget.

Table B.7.1 – 2009-2010 Budget Reduction

Administrative Unit	Amount	%
President’s Office	\$ 91,000	(6.7%)
Instruction	\$1,195,000	(5.1%)
Administrative Services	\$ 239,000	(7.5%)
Student Services	\$ 300,000	(8.0%)
Reserve	\$ 86,000	
Net Reduction	\$1,739,000	

Because budgets in all units are already lean, this magnitude of reduction required very difficult decisions. The college shifted some positions to self-support and/or grant funding, did not fill most vacant positions, and cut nine permanent positions.

The college’s enrollment growth trend from 2005-2006 to 2008-2009 was not meeting enrollment targets established and increased annually. The declining enrollment trend required the college to reduce its annual FTES target by 100 beginning with 2008-2009, and the associated revenue loss was \$500,000. If the enrollment trend had continued to decline for the next two years, scenario planning called for reducing the FTES target by 129 in 2010-2011 and another 100 FTES for 2011-2012. Such enrollment reduction scenarios coupled with the further expected state appropriation cuts could have had a significant financial impact on the college. Fortunately, since summer 2009, the enrollment trend has reversed and annual enrollment for the current year is expected to surpass the FTES target by over six percent or 350 FTES for 2009-2010. Maintaining enrollment stability is a critical factor in the college’s budget.

Other Financial Planning

Debt Services

The cost of servicing existing debt is included in the college's annual planning processes. The Business Office maintains complete amortization and expected repayment schedules. The college finances investments in equipment and real estate that enhance the quality of educational offerings. Such investments are made only after careful analysis shows that the required debt-servicing obligation will not adversely affect program offerings during the repayment term. In April 2008, the college purchased a 7,200 GSF building contiguous to its southern boundary. In the short term, the property will be used as surge space as the college completes major capital renovation and replacement projects. The debt for this acquisition is being serviced with savings realized from the payoff of buildings similarly acquired in the early 1990s (Fine Arts and South Annex) and from rental income generated by commercial tenants on the property.

Capital Budget Planning

The capital budget planning process is also strategically guided according to a 10-year capital plan that is updated annually (Exhibit A.1.2 - *10-Year Capital Plan Summary*). The college receives funds for minor projects and miscellaneous repairs based on a state formula. During the last three biennia, the college has successfully secured state capital appropriations for four replacement projects, a matching project, and two renovation projects. The total major capital appropriation is approximately \$100 million from 2003-2005 to 2009-2011 (Exhibit B.7.2 - *Major Project Status Reports*). Details of the capital projects, locations, and affected programs are discussed in Part B, Standard Eight. Unfortunately, as part of the state's plan to address a nearly \$2.8 billion revenue shortfall, the state has placed a moratorium on major capital projects (growth, replacement, and renovation) for 2011-2013. Only matching, repair and minor project funding is available.

For several years, the college has successfully secured appropriations for major capital projects in the statewide competition process among the 34 CTC colleges. Its success can be largely attributed to its capital facilities planning. This planning is tightly tied to the college's mission and strategic goals. Goal four of the college's *Strategic Plan 2006-2011* (Exhibit J) directs the college to "develop and sustain state-of-the-art facilities that support a positive learning and working environment."

In spring 2009, as part of the college's strategic action to continue the facilities master planning effort, the college engaged an architectural firm to review the long-term plans for campus boundaries and, later in the fall, to identify the facility needs of instruction programs (See Exhibit A.2.5 and Exhibit A.2.6 referenced in General Recommendation Two in Part A).

Adequacy of Financial Resources

Seattle Central has a record for managing its resources efficiently and making difficult financial decisions proactively. Over the last several biennia, the total of state support and tuition revenue declined. Table B.7.2 below shows the changes in the college operational funding sources.

Table B.7.2 – Operating Budget Funding Sources

YEAR	2005-2006	2009-2010
State appropriation	64%	63%
Student tuition	24%	21%
Local funds	12%	16%
Total	100%	100%
State appropriation plus Tuition	88%	84%

The college has been conservative in its budget allocation process, balancing state cuts with local revenue increases and minimal reductions to instructional offerings. The college has maximized all sources of revenue, while keeping increases in student fees to a minimum. For example, the college:

- Allocates a portion of custodial and maintenance personnel and operations to Auxiliary Services (Food Services and Parking)
- Annually, on a district-wide basis, reviews and increases student lab fees and other fees where appropriate to more accurately reflect the true cost of instructional programs
- Offers new financial options for students including a deferred tuition payment plan
- Provides more inexpensive used textbooks

Additionally, the college regularly pursues grants, contracts, and partnerships with businesses and other funding agencies. These grants and contracts have become increasingly important in helping the college meet the educational demands of its students. The Seattle Central Community College Foundation is also active in raising external funding on behalf of the college.

The college has more than adequate reserves in each of its major funds to offset individual account budget deficits. These reserves are meant to enable the college to withstand significant fluctuations in revenue sources with minimal impact on the operations. The college addresses deficits in compliance with the Seattle Community College District Policy 608 (Exhibit B.7.3). Reserves are established from existing balances and/or by creating surpluses in a fiscal year.

Recent Development in Fundraising

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. As of December 31, 2009, the foundation held endowments in the amount of \$5,127,981. Over the past five years, it has awarded 860 scholarships totaling approximately \$1.7 million. During the same period, the foundation has also contributed \$99,000 to the college's childcare center and \$211,000 to support its tutoring program.

On January 1, 2006 the Seattle Community College District, with the participation of the college foundations, launched its *Power and Promise* Campaign with \$25 million fundraising target. Culminating in December 2009, the campaign had exceeded its target by over \$9 million. As part of this campaign, in May of 2007 Seattle Central received an initial share of \$1 million toward a \$5 million Gates Foundation Grant. In December of 2009, the foundation procured an additional \$819,084 for instructional equipment and student funding from the Gates Foundation.

Supporting documents for Standard Seven

Exhibits

Exhibit G	<i>Progress Report, April 2006</i>
Exhibit J	<i>Strategic Plan 2006-2011, Updated for 2009-2010</i>
Exhibit A.1.2	<i>10-Year Capital Plan Summary, Updated 2009</i>
Exhibit B.7.1	Preliminary Budget Requests Packets
Exhibit B.7.2	Major Project Status Reports
Exhibit B.7.3	Seattle Community College District Policy 608

STANDARD EIGHT - PHYSICAL RESOURCES

Introduction

The college has received funding for several major capital projects and some essential facility repairs since 2003, totaling approximately \$105.7 million. These projects have helped address space needs and improve the facility to support instructional programs and services. During the last three biennia (2005-2007 to 2009-2011), the college successfully secured state appropriations for seven major capital projects with total construction investment of about \$94 million. To meet the State Board's requirement for current facility plans to support major capital project proposals, the college is in the process of developing a new facilities master plan. The college's physical resources are a key element of the college's Strategic Plan. The table below shows an excerpt of the strategic plan that addresses facilities.

Changes of Physical Resources Planning in Strategic Plan

The college reviews and updates its *Strategic Plan 2006-2011* regularly. In 2008-2009, the college revised goal four and the objectives as follows:

		As of 2006-2007	Initiated in 2008-2009
Goal 4		Develop additional state-of-the-art facilities that support a positive learning and working environment	Develop and sustain state-of-the-art facilities that support a positive learning and working environment
Objectives	4.1	Improve facilities through renovation, additions and repairs	Improve facilities through renovation, additions and repairs
	4.2	Improve classroom physical environment	Integrate facilities planning in a manner that incorporates all master planning processes and supports the college's educational mission
	4.3	Enhance facilities to support a safe and secure environment	Improve and sustain the quality of the physical environment
	4.4		Enhance facilities to support a safe and secure environment
	4.5		Improve information technology capacity and network infrastructure

Facility Improvement

Major Capital Projects Completed Since 2005

Building	Location / Program	Amount
Broadway North	1 st fl. / Student Services	\$ 5,436,935
Science and Math (SAM)	New building / Science & Math	\$19,182,800
Broadway North	5 th fl. / Creative Arts Academy	\$ 8,121,215
Seattle Maritime Academy	Satellite site / Bulkhead replacement	\$ 1,956,000
Wood Construction Center	Satellite site / Replacement pre-design	\$ 2,549,000
Total		\$ 37,245,950

Major Capital Projects in Process (Estimated Costs as of March 2010)

Building	Location / Program	Amount
Edison North	1 st fl., 2 nd fl. & 3 rd fl./ IT Programs & Culinary Arts	\$18,284,000
Plant Sciences Building	New building / Sciences	\$ 989,179
Seattle Maritime Academy	Portable replacements, etc. / SMA	\$ 18,705,000
Wood Construction Center	Replacement of 5 buildings / WCC	\$ 24,645,000
Total		\$ 62,623,179

Maintenance Projects Completed Since 2005

Building	Repair Or Replacement	Amount
Edison North	Roof, 4151, electrical, IT, BAS	\$ 902,349
Fine Arts Building	Canopy	\$ 13,721
Fine Arts Building	Elevator	\$ 206,046
Mitchell Activity Center	Floor covering	\$ 29,657
Seattle Vocational Institute	Boiler & heat pumps	\$ 416,243
Siegal Center	Boiler, heat pumps & cooling tower	\$ 672,796
South Annex	Exterior, windows, painting and HVAC	\$ 417,000
Wood Construction Center	Core roof	\$ 167,516
Total		\$2,825,328

Maintenance Projects in Process

Building	Repair Or Replacement	Amount
Atlas Building	Paint, alarm system, windows	\$ 30,000
BE, BPH, Fine Arts, SAM, & Siegal Center	Graffiti resistant window coating	\$ 100,000
Broadway Performance Hall	Exterior sandstone	\$ 70,000
Broadway Edison	Elevators	\$ 400,000
Fine Arts, Ericson Theatre	Access control	\$ 25,000
Edison North	Roof replacement	\$ 1,600,000
International Education Ctr.	Stairway, walls, roof drain	\$ 232,900
Mitchell Activity Center	Exterior cladding	\$ 600,000
Total		\$ 3,057,900

Equipment and Materials

Instructional Equipment

Most funding for instructional equipment is from state appropriations. In 2008-2009, the state added \$25,000 to the college's regular budget for instructional equipment. Additional funds must come from external sources. In 2006-2007, the college obtained \$1million equipment and laboratory funds from the Gates Foundation for the new Science and Math Building and a pledge for further contributions contingent on raising matching funds. In fall 2009, the college received \$505,594 equipment funds for use in Nursing, American Sign Language/Interpreter Training, Respiratory Care, Wood Construction, Chemistry, Music, Information Technology, and Creative Arts programs.

Student lab computers continue to be replaced on a three-year cycle. By installing Citrix, a desktop virtualization system, the college has significantly reduced the need to replace faculty and staff computers.

Materials

The recycling program started in the 1980's has changed to eliminate source separation on campus. The college is now using a state contract to dispose of hazardous materials safely and cost effectively.

Physical Resources Planning

Planning Changes for Ongoing Facility Maintenance

Seeking to improve routine maintenance and reduce maintenance emergencies, the Facilities and Plant Operations Department has adopted the following practices:

1. Use consultants to evaluate status of buildings, develop options for repairs, and provide cost estimates. The department selected an on-call architect/engineering firm with a zero cost retainer contract and project based payments. Examples include roof condition study, energy efficiency savings, and building envelope studies. Elevator consultants are assisting with modernizing the elevators.
2. Establish criteria to rank and set priorities for repair projects. The President's Cabinet approves repair projects from the annually updated list.
3. Improve preparation for the biennial Facility Condition Survey. The department is now able to provide the state-appointed study team with consultant reports and prioritized repair projects based on established criteria.
4. Collect and track data by function and area of responsibility. For example, tracking energy use and expenditures contributes to plans for increasing energy efficiency and reducing carbon footprint.
5. Implement a Computerized Maintenance Management System (CMMS). The department updated the state Fixed Asset and Equipment (FAE) database in preparation for the implementation of the CMMS.

Major Planning Initiatives in Process

As required by the State Board, the college updates and submits its *10-Year Capital Project Plan Summary* (Exhibit A.1.2) with its biennial capital project proposals or as requested. Because of the state revenue downturn, new biennial capital project requests in the categories of renovation, replacement, and growth for 2011-2013 have been suspended.

In spring 2009, the college worked with an architectural firm to begin the process of developing a college facility vision for the campus boundaries (Exhibit A.2.5 – *Campus Expansion Charrette*, May 15, 2009). Then, in fall 2009, the college evaluated space needs for instructional programs (Exhibit A.2.6 – *Campus Program Summary*, December 15, 2009). Currently, the college is in the process of selecting an architectural firm to continue the development of a new facilities master plan.

Campus Network Infrastructure

During the last several years, the college has placed a strong emphasis on improving and expanding its network infrastructure to support all college operations.

Upgrade of Network Infrastructure

Information Technology Services (ITS) replaced Cisco 6009 backbone switches on the student network with new Juniper hardware to improve network performance. The old switch is serving a new purpose in the IT instructional facility. All student network connections now have gigabit service.

Wireless Internet access points have been installed throughout the large Broadway-Edison Building, Science and Math (SAM) Building, Student Leadership, and South Annex buildings.

The system uses current Aruba technology, allowing all enrolled students and employees to login to the wireless network.

As part of the district-wide telephone upgrade project, a consultant provided an evaluation report of all the college's network switches, wiring, and related equipment and facilities (Exhibit B.8.1 – *Seattle Community Colleges Infrastructure Assessment*). IT staff are using this report as a planning tool for network improvements.

Meeting State IT Security Standards

All three colleges in District VI are required to comply with the requirements stated in Policy no. 401-S4 of the state Information Services Board (ISB) for maintaining system and network security, data integrity, and confidentiality. The college district's triennial audits show that since 2001, the IT systems at Seattle Central meet the state IT security standards.

Supporting documents for Standard Eight

Exhibits

Exhibit A.1.2	<i>10-Year Capital Plan Summary, Updated 2009</i>
Exhibit A.2.5	<i>Campus Expansion Charrette, May 15, 2009</i>
Exhibit A.2.6	<i>Campus Program Summary, December 15, 2009</i>
Exhibit B.8.1	<i>Seattle Community Colleges Infrastructure Assessment</i>

STANDARD NINE – INSTITUTIONAL INTEGRITY

Introduction

The college is required to adhere to the district's policies and procedures which serve as the basis for all college operations; its treatment of faculty, staff, and students; communications with its internal and external constituents; and relationships with regulatory and accrediting agencies. Faculty and classified staff union contracts and the student handbook are additional resources under which the college operates. These documents are made available online and in print to the faculty, staff, and students.

Communication Improvement

The *2005 FullScale Evaluation Report* indicated that the college needed to better communicate district policies to employees. Since then, the college has improved its internal communications as well as its communications within the district, using technology to share information about district policy and other important information. The following sections describe the latest communication channels.

Intranet The District Office has created an Intranet, which houses a “Document Center” where employees can find current operational policies and procedures, required forms and templates, information on salaries and benefits, campus specific reports, and more. Resources in the Intranet are available wherever Internet is available.

E-mail System Every employee has a district e-mail account and access to a computer. The e-mail system is the main channel for all district and campus level communications. District offices, campuses, departments, and committees use the folders in the e-mail system to publish information and documents, such as reports and meeting minutes, for their respective internal constituents. Employees can log into the e-mail system both on campus and offsite.

District Web Site The site includes all district-wide resources and provides links to all the college Web sites and access to the Intranet and e-mail system.

College Web Site The college redesigned its Web site twice during the last four years to improve communication with and access by internal and external constituents. In addition to making college-level resources and information available, the site also supplies links to district resources.

Security Alert System Students and employees can sign up to receive e-mail and text messages with current campus security related news through e-mail and/or phone messages, <https://alert.seattlecolleges.edu/login.aspx>. This system is used to alert the campus community to building closures due to weather and other emergency information.

CBlog The college had long distributed a print bi-monthly newsletter, the *Communiqué*, for sharing college information with employees. As of 2009, the newsletter was replaced by the online CBlog which provides almost daily news items and announcements to the college community from faculty, staff and administration, <http://blog.seattlecentral.edu>.

Facebook and Twitter The college uses Facebook and Twitter accounts to give internal and external constituents another way to receive college information, <http://www.seattlecentral.edu/facebook>, <http://twitter.com/seattlecentral>.

Online Faculty Handbook The online handbook provides links and information to help faculty to locate all information and resources needed for instruction, including links to district policies, payroll information, online faculty briefcase, instructional policies, and more.

Ethical Standards

Review and Revision of Policies and Procedures

The Board of Trustees is responsible for maintaining current district policies and procedures that reflect the current operations of the district. Since 2005, the board has reviewed, amended, or adopted a total of 76 policies. All the policies and procedures are posted in the “Document Center” of the district Intranet accessible to employees both on campus and offsite. The table below lists changes to district policies since 2005.

Section	Section Title	No. of Policies Amended, or Adopted
100	Board of Trustees	4
200	General Operations	10
300	Student Services	18
400	Personnel	11
500	Instructional	7
600	Financial	26
900	Public Information Office	0

All college publications and announcements follow established policies and high ethical standards. The college offers information to the public as long as it complies with external service contract agreements as well as state and national standards for information technology network security. Therefore, students and employees must login with user names and passwords to gain access the district Intranet and e-mail system, campus computer labs, licensed information databases, Wi-Fi, and the Internet.

Fair and Consistent Treatment

The college is committed to fair and consistent treatment of students, faculty and staff. Specific policies and procedures for handling complaints and grievances are openly stated in the following documents for the respective constituents:

- *Student handbook, 2009-2011* (Exhibit B.9.1), page 35-37 (Seattle Central only)

- Faculty Agreement (Exhibit A.6.1) for July 2007 to June 2010, Articles 6.9 and 15 (district-wide)
- Collective Bargaining Agreement by and between the State of Washington and Washington Federation of State Employees Higher Education, 2009-2011, Article 35 at <http://www.wfse.org/articles/bargaining/wfseheFINAL.pdf> (statewide) (Exhibit B.9.2)

Conflict of Interest

The district policies and procedures include sections to address matters of 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) (Exhibit B.9.3 – Policies 131, 152, 400, and 410)

Intellectual and Academic Freedom

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

Supporting Documents for Standard Nine

Exhibits

Exhibit A.6.1	<i>Agreement: Seattle Community College District VI Board of Trustees and Seattle Community Colleges Federation of Teachers Local 1789, July 1, 2007 – June 30, 2010</i>
Exhibit B.9.1	<i>Seattle Central Community College, Student handbook, 2009-2011</i>
Exhibit B.9.2	<i>Collective Bargaining Agreement by and between the State of Washington and Washington Federation of State Employees Higher Education, 2009-2011</i>
Exhibit B.9.3	<i>Seattle Community College District, Policies 131, 152, 400, and 410</i>

CONCLUDING STATEMENT

Seattle Central is committed to full compliance with NWCCU accreditation standards. In response to the recommendations from the *2005 Full-Scale Evaluation Report* and the *2006 Focused Interim Evaluation Report*, the college has developed procedures to institutionalize and sustain changes that promote the college's educational mission and meet the standards. The *Strategic Plan 2006-2011* has been the vital guide in this process. After more than four years of planning, reviewing accomplishments, and revising key planning documents, the college has made meaningful progress, achieving most of its goals and objectives and improving the overall quality of its instructional programs.

Significant enrollment growth since summer 2009 has created a new challenge for the immediate future. The college anticipates persistent unemployment as the local economy slowly recovers from the recent downturn. Enrollment for transfer and professional/technical programs is projected to grow over the next two years, while the number of students needing basic skills programs may remain stable as the immigrant population is not expected to grow significantly.

Careful planning with active engagement from the college community will be essential in the task of making the most of scarce resources. The greatest challenge will be in supporting higher enrollment, even as state appropriations and international education program revenues decline. The budgeting process and financial planning continue to improve. The college will sustain its effort to provide campus constituencies with timely and accurate access to financial reporting information, and it will continue to address economic challenges and maintain a balanced budget.

The college has established processes to continuously assess and improve the quality and effectiveness of its programs. While faculty have built significant assessment skills, the efforts to provide training and support for their professional development must continue. As faculty deepen their understanding of assessment as an integrated instructional practice, they will become increasingly proficient in assessing learning outcomes, planning for programs and curricula, and improving classroom instruction. Restructuring the various curriculum committees increases collaboration among the committees and provides a framework for integrating assessment into program planning. As a whole, the learning outcomes assessment process improves programs and supports student success.

The college will have to regularly revisit all of its program offerings, modifying or eliminating existing programs and adding new ones. Budgetary limitations and changing market demands will continue to require many workforce education (professional and technical) programs to take more flexible approaches in program and curriculum design. As the first bachelor's degree in Applied Behavioral Science becomes established, the college plans to implement additional bachelor's degrees in applied sciences if approved by the legislature.

On the whole, the self-study and accreditation process has helped the college strengthen its overall effectiveness and improve educational offerings, resulting in a stronger institution that is better prepared to meet challenges as they evolve and emerge.

APPENDICES

Appendix A

Seattle Central Community College Student Headcount and FTES: 1999-2000 to 2008-2009

Seattle Central	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009
Headcount										
All Students	19,734	19,523	20,543	20,302	18,763	17,495	17,491	17,627	17,771	18,173
State-funded Students	13,588	13,161	14,138	14,012	13,489	12,412	11,754	11,767	12,134	12,524
FTES										
State FTES Allocation	5,318	5,361	5,389	5,523	5,498	5,531	5,580	5,580	5,629	5,567
State FTES Actual	5,295	5,309	5,708	6,001	5,839	5,455	5,090	5,190	5,194	5,478
SVI										
SVI	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009
Headcount										
All Students	1,349	1,438	1,663	1,522	1,379	1,241	1,423	1,414	1,130	1,133
State-funded Students	895	1,004	1,412	1,294	1,126	1,012	960	917	1,090	1,114
FTES										
State FTES Allocation	278	336	357	385	381	392	424	567	645	712
State FTES Actual	406	472	719	721	700	616	609	640	853	718
TOTAL										
TOTAL	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009
Total Headcount	21,083	20,961	22,206	21,824	20,142	18,736	18,914	19,041	18,901	19,306
Total FTES Actual	5,701	5,781	6,427	6,722	6,539	6,071	5,699	5,830	6,047	6,196

Appendix A.1.1

Seattle Central Community College

Mission

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.

Values

Seattle Central is committed to creating a learning environment that is accessible, diverse, responsive, and innovative.

Accessible

- Seattle Central has an open admissions policy.
- The campus is minutes from downtown Seattle and easy to reach from every part of the city via public transportation. Tuition at Seattle Central is half the price of a four-year college.
- We have departments dedicated to serving special populations such as veterans, former foster youth, first-generation college students, and the disabled.
- There is something to fit everyone at Seattle Central: distance learning, college transfer, online courses, basic studies, ESL, and evening and weekend classes.

Diverse

- Students from across town and across the world come together to explore their possibilities, extend their knowledge, and expand their potential. Our student body numbers 10,000 students, including 3,000 from more than 50 nations.
- The college takes great pride in its diversity. Fifty-two percent of our students identify as American Indian, Asian, Black, Hispanic/Latino, or “other” ethnicity. Thirty percent of our full-time faculty are people of color.
- Nearly half of our degrees and certificates are awarded to students of color.

Responsive

- Seattle Central is building for the future. Our campus has a new \$26 million Science and Mathematics building, a Creative Arts Academy, and a high-tech Information Technology

department. Soon the Wood Construction Center, Seattle Maritime Academy, and Seattle Culinary Academy will have new state-of-the-art facilities.

- Our 30 professional and technical training programs prepare our students for high-demand careers in healthcare, information technology, and more.
- The Worker Retraining office helps people get re-employed as soon as possible by offering the vital training, skills and credentials needed for today's job market.

Innovative

- Our coordinated studies and student service programs have won admirers and imitators nationwide.
- Seattle Central is one of only seven Washington State Community and technical colleges offering a bachelor's degree. The Bachelor of Applied Behavioral Science program trains students to become social and human services professionals.
- The college transfer programs not only prepare students for the rigors of a four-year college, they also provide ever-evolving quality curricula with innovative pedagogies.
- There are more than 50 student-created clubs and committees on campus that reflect diversity, instill self-reliance, leadership and responsible action.

Appendix A.1.2

Seattle Central Community College STRATEGIC PLAN 2006-2011 Goals and Objectives as of 2006-2007

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 both restricted and unrestricted reserves to a minimum of 5% of the operating budget.
- **Objective 1.2.** Increase budget sustainability by diversification of local funding.
- **Objective 1.3.** Build an operating budget that anticipates and responds to fluctuations in the economy.

Goal 2. Involve the college community in developing and carrying out a comprehensive enrollment management plan to attract and retain students.

- **Objective 2.1.** Build faculty, staff and administrator commitment to attracting and retaining students.
- **Objective 2.2.** Meet the college's annual FTES allocation.
- **Objective 2.3.** Increase student retention by 10% and achievement of degrees and certificates by 2%.
- **Objective 2.4.** Maintain a diverse student body that reflects the college's desired demographic profile.

Goal 3. Enhance the college's culture of continuous improvement to increase institutional effectiveness.

- **Objective 3.1.** Meet the learning outcomes for all programs.
- **Objective 3.2.** Improve student satisfaction with student services, educational programs and the overall college experience.
- **Objective 3.3.** Support professional development for faculty, staff and administrators to stay current.

Goal 4. Develop additional 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.** Improve classroom physical environment.
- **Objective 4.3.** Enhance facilities to support a safe and secure environment.

Goal 5. Strengthen relationships with business and educational communities in order to contribute to the region's prosperity.

- **Objective 5.1.** Increase community awareness and support for the college's mission, vision, and strategic direction.
- **Objective 5.2.** Ensure that TACs are vital and assist in program currency.
- **Objective 5.3.** Create and promote programs that provide pathways for students.

Seattle Central Community College
STRATEGIC PLAN 2006-2011
Goals and Objectives for 2009-2010

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.