

# Year Three Self-Evaluation Report

Submitted to the Northwest Commission on Colleges and Universities • September 1, 2013



**South Seattle Community College**



Year Three Self-Evaluation Report  
South Seattle Community College  
September 2013



# **South Seattle Community College**

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Seattle, WA 98106

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Prepared for the  
Northwest Commission on Colleges and Universities  
Accreditation Visit: October 21-23, 2013

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## INTRODUCTION

South Seattle Community College is pleased to present this Year Three Self-Evaluation Report to the Northwest Commission on Colleges and Universities. The Year Three Report focuses on our mission, four core themes and documents the adequacy of the college's resources and capacity to support students and faculty and in fulfilling the college's strategic goals and core themes objectives aimed at advancing the college toward mission fulfillment.

This report follows the Commission's guidelines and includes a brief description of our institution, an update on institutional changes since the college submitted its Year One Self-Evaluation Report in September, 2011, responds to topics previously requested by the Commission, provides an updated Chapter One and reaffirms our commitment to ongoing assessment and continuous improvement.

## INSTITUTIONAL OVERVIEW

South Seattle Community College is one of three colleges in the Seattle Community College District, which also includes Seattle Central Community College, North Seattle Community College, and the Seattle Vocational Institute, a direct affiliate of Seattle Central. Each college in the district is accredited separately. The Seattle Community College District is the largest two-year district in the state, serving approximately 50,000 students each year at the three campuses, SVI, and specialized training centers.

The Seattle Community College District is governed by a five member Board of Trustees (appointed by the governor), who generally serve two five-year terms. The Board of Trustees for the Seattle Community College District is the highest level of district governance. The Board selects the district Chancellor, the Chief Executive Officer for the district, to whom it delegates authority to carry out the district's mission. The President of South Seattle Community College reports directly to the district Chancellor and also serves in a district-wide capacity as a Vice-Chancellor.

South Seattle Community College has served the community for over 40 years. When the college welcomed its first students in September 1969, classes were offered at several community locations, including a high school in West Seattle and an industrial building in South Seattle. One year later students were able to attend classes in just-constructed buildings on what became the college's 87-acre main campus in West Seattle overlooking downtown Seattle and Elliott Bay. The campus includes a six-acre Arboretum, and the adjacent Seattle Chinese Garden site.

In the 2011-12 academic year, South served 14,936 students (unduplicated headcount by quarter) on the main campus in West Seattle, the New Holly Learning Center on Beacon Hill in

## SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

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South Seattle, and the Georgetown Apprenticeship & Education Center, located in Seattle's prime industrial sector and also the largest apprentice-training site in the Northwest.

South is located in one of the most culturally and racially diverse areas in Seattle. A high percentage of students are both low income and first in their families to attend college. In 2008, South Seattle Community College became one of the first designated Asian American Native American Pacific Islander Serving Institutions (AANAPISI). As an AANAPISI, South is eligible for additional federal funding opportunities for Minority Serving Institutions (MSI's).

While part of the college's service area includes a cluster of neighborhoods that form one of the lowest income areas in the Pacific Northwest, another part includes one of the most affluent residential neighborhoods in Seattle. Of the 8018 (unduplicated headcount) individual students who attended in fall 2012, 55 percent were students of color, 49 percent were female, 41 percent attended full-time and the median age was 30. Other significant student characteristics include 51 percent who were the first generation in their family to attend college and 44 percent who were from families where the primary language spoken was not English. Over 35 first languages are spoken by students.

As a comprehensive community college, South offers educational pathways through an applied baccalaureate degree in Hospitality Management, five associate-level transfer degrees, over 40 degrees and certificates in a variety of professional-technical programs, and 19 approved Joint Apprenticeship and Training Committee (JATC) programs. The college offers pre-college courses in English and mathematics, Adult Basic Education and GED preparation, English as a Second-Language (ESL) and High School Completion. In addition, the college operates a large non-credit program of continuing education classes enrolling over 2,000 students each year. In the 2011-12 academic year, 4595 state-funded student FTES were distributed among academic transfer courses (28 percent), professional-technical and apprenticeship courses (49 percent), and basic education or developmental courses (21 percent), and other courses (2 percent). Enrollment in online classes has continued to increase over the past several years from 263 FTEs in 2006 to 553 FTEs in 2011-12.

In recent years the college has experienced significant growth in its International Students Program from 326 students enrolled in fall, 2010, to 367 international students enrolled in fall, 2012, with the majority enrolled in the Intensive English program with intent to complete an A.A. transfer program. Approximately 27 countries were represented with the top five being China, Vietnam, South Korea, Japan and Taiwan. Enrollment in Running Start—a popular program for high school juniors and seniors who can earn college credit while still in high school—experienced its first enrollment decline in several years from 266 students served in fall quarter, 2010, to 196 students served in fall quarter, 2012. This dip in enrollment is most likely due to legislation passed in 2011 that capped enrollment for Running Start students to 1.2 FTE with high school and Running Start classes combined. The result is that many Running Start students are not able to enroll in as many courses at the college.

The college is currently experiencing changes in enrollment patterns. Enrollment in our academic transfer courses and pre-college level courses has declined significantly. Some



professional-technical programs are also experiencing some reductions in enrollment. The programs which have robust enrollments are the “heavy” professional-technical programs such as Aviation Maintenance, Industrial Manufacturing, Automotive Technology, Collision Repair, and Diesel Mechanics. We are analyzing trends, and seeking to implement strategies to reverse those trends. Our funding through Title III and AANAPISI-F is providing resources to implement some of the proposed strategies, such as mandatory orientation.

In terms of staffing, in fall quarter, 2012, the college employed 82 full-time faculty, 226 part-time faculty, 128 classified staff, and 75 “exempt” staff (managerial and/or technical personnel).



## Northwest Commission On Colleges and Universities

### Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 [Accreditation Handbook](#) for definitions of terms.

Institution: South Seattle Community College

Address: \_\_\_\_\_

City, State, ZIP: Seattle, WA 98106-1499

Degree Levels Offered:  Doctorate  Masters  Baccalaureate  Associate  Other

If part of a multi-institution system, name of system: Seattle Community College District

Type of Institution:  Comprehensive  Specialized  Health-centered  Religious-based  
 Native/Tribal  Other (specify) \_\_\_\_\_

Institutional control:  Public  City  County  State  Federal  Tribal  
 Private/Independent ( Non-profit  For Profit)

Institutional calendar:  Quarter  Semester  Trimester  4-1-4  Continuous Term  
 Other (specify) \_\_\_\_\_

**Specialized/Programmatic accreditation:** List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Aviation	AAS-T	Federal Aviation Administration (FAA)	July 2004
Nursing	AAS-T	WA State Department of Health, Nursing Care Quality Assurance Commission	Provisional 2008

*Revised February 2011*

**SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT**

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**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: (Number of students times number of credits divided by 15.0 =full time equivalent student))

**Official Fall 2012 (most recent year) FTE Student Enrollments**

<b>Classification</b>	<b>Current Year Dates: Fall 2012</b>	<b>One Year Prior Dates: Fall 2011</b>	<b>Two Years Prior Dates: Fall 2010</b>
Undergraduate			
Graduate			
Professional			
Unclassified			
<b>Total all levels</b>	<b>4189</b>	<b>4490</b>	<b>4657</b>

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall \_\_\_\_\_ (most recent year) Student Headcount Enrollments**

<b>Classification</b>	<b>Current Year Dates: Fall 2012</b>	<b>One Year Prior Dates: Fall 2011</b>	<b>Two Years Prior Dates: Fall 2010</b>
Undergraduate			
Graduate			
Professional			
Unclassified			
<b>Total all levels</b>	<b>2994</b>	<b>3265</b>	<b>3311</b>

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned.** Include only professional personnel who are primarily assigned to instruction or research.

Total Number                  Number of Full Time (only) Faculty and Staff by Highest Degree Earned

<b>Rank</b>	<b>Full Time</b>	<b>Part Time</b>	<b>Less than Associate</b>	<b>Associate</b>	<b>Bachelor</b>	<b>Masters</b>	<b>Specialist</b>	<b>Doctorate</b>
Professor								
Associate Professor								
Assistant Professor								
Instructor	83	221	12	5	7	50	0	9
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

**SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT**

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<b>Rank</b>	<b>Mean Salary</b>	<b>Mean Years of Service</b>
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$57,377.00	16
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

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**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 to June 30

Reporting of income:	Accrual Basis	_____ x _____	Accrual Basis	_____
Reporting of expenses:	Accrual Basis	_____ x _____	Accrual Basis	_____

**BALANCE SHEET DATA**

<b>ASSETS</b>	<b>Last Completed FY Dates: 7/1/11 - 6-30-12</b>	<b>One Year Prior Last Completed FY 7/1/10 - 6-30-11</b>	<b>Two Years Prior to Last Completed FY 7/1/09 - 6-30-10</b>
<b>CURRENT FUNDS</b>			
Unrestricted			
Cash	9,955,865	10,485,662	9,753,120
Investments	3,231	6,370,021	-
Accounts receivable gross	2,227,497	3,284,399	2,883,446
Less allowance for bad debts	1,839	(83,536)	73,985
Inventories	100,096	149,653	96,681
Prepaid expenses and deferred charges	54	-	
Other (identify)	4,087,911	(1,053,164)	3,585,642
Due from			
<b>Total Unrestricted</b>	<b>16,376,493</b>	<b>19,153,035</b>	<b>16,392,874</b>
Restricted			
Cash	-	-	-
Investments	-	-	-
Other (identify)	-	-	-
Due from	-	-	-
<b>Total Restricted</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL CURRENT FUNDS</b>	<b>16,376,493</b>	<b>19,153,035</b>	<b>16,392,874</b>
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Cash	-	-	-
Investments	-	-	-
Other (identify)	-	-	-

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

Due from	-	-	-
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	-	-	-
<b>PLANT FUND</b>			
Unexpended			
Cash			
Investments	44,121,778	45,257,290	47,349,244
Other (identify)			
<b>Total unexpended</b>	<b>44,121,778</b>	<b>45,257,290</b>	<b>47,349,244</b>
Investment in Plant			
Land	1,521,980	1,521,980	1,521,980
Land improvements	-	-	-
Buildings	61,160,003	61,129,083	163,467,824
Equipment	11,385,981	11,009,588	11,261,022
Library resources			
Other (identify)	4,525,071	4,776,420	5,107,682
<b>Total investments in plant</b>	<b>78,593,035</b>	<b>78,437,071</b>	<b>181,358,508</b>
Due from			
Other plant funds (identify)			
<b>TOTAL PLANT FUNDS</b>	<b>78,593,035</b>	<b>78,437,071</b>	<b>181,358,508</b>
<b>OTHER ASSETS (IDENTIFY)</b>			
<b>TOTAL OTHER ASSETS</b>	-	-	-
<b>TOTAL ASSETS</b>	<b>94,969,528</b>	<b>97,590,106</b>	<b>197,751,382</b>

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**BALANCE SHEET DATA (continued)**

LIABILITIES	Last Completed FY 7/1/11 - 6-30-12	One Year Prior Last Completed FY 7/1/10 - 6-30-11	Two Years Prior to Last Completed FY 7/1/09 - 6-30-10
<b>CURRENT FUNDS</b>			
Unrestricted			
Accounts payable	870,493	1,074,291	1,345,860
Accrued liabilities	600,500	797,296	640,346
Students' deposits	230,720	388,272	378,322
Deferred credits	9,075	686,491	876,544
Other liabilities (identify)	60,817	63,641	225,341
Due to	144,250	33,660	236,230
Fund balance	(84,797)	1,854,243	373,008
<b>Total Unrestricted</b>	<b>1,831,058</b>	<b>4,897,894</b>	<b>4,075,651</b>
Restricted			
Accounts payable	-	-	-
Other (identify)	-	-	-
Due to	-	-	-
Fund balance	-	-	-
<b>Total Restricted</b>	-	-	-
<b>TOTAL CURRENT FUNDS</b>	<b>1,831,058</b>	<b>4,897,894</b>	<b>4,075,651</b>
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Restricted			
Quasi-endowed	-	-	-

**SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT**

Due to	-	-	-
Fund balance	-	-	-
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	-	-	-
<b>PLANT FUND</b>			
Unexpended			
Accounts payable	-	-	-
Notes payable		-	
Bonds payable	-	-	-
Other liabilities (identify)	-	-	-
Due to	-	-	-
Fund balance	-	-	-
<b>Total unexpended</b>	-	-	-
Investment in Plant			
Notes payable	-	-	-
Bonds payable	-	-	-
Mortgage payable	-	-	-
Other liabilities (identify)	-	-	-
Due to	-	-	-
Other plant fund liabilities (identify)	-	-	-
<b>TOTAL INVESTMENTS IN PLANT FUND</b>	-	-	-
<b>OTHER LIABILITIES (IDENTIFY)</b>			
Long Term Leave Payable	265,678	81,172	320,907
District Liabilities South's Share	-	142,054	
<b>TOTAL OTHER LIABILITIES</b>	<b>265,678</b>	<b>223,226</b>	<b>320,907</b>
<b>TOTAL LIABILITIES</b>	<b>2,096,736</b>	<b>5,121,120</b>	<b>4,396,558</b>
<b>FUND BALANCE</b>	<b>92,872,792</b>	<b>92,468,986</b>	<b>193,354,824</b>

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**CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES**

REVENUES	Last Completed FY 7/1/11 - 6-30-12	One Year Prior Last Completed FY 7/1/10 - 6-30-11	Two Years Prior to Last Completed FY 7/1/09 - 6-30-10
Tuition and fees	13,613,178	12,098,853	11,285,738
Federal appropriations	-	-	-
State appropriations	17,697,236	21,833,234	23,002,988
Local appropriations	-	-	-
Grants and contracts	16,543,747	14,595,646	14,174,585
Endowment income	57,407	54,668	125,122
Auxiliary enterprises	7,160,825	2,333,167	2,561,535
Other (identify)	2,578,500	3,791,253	3,107,832
<b>EXPENDITURE &amp; MANDATORY TRANSFERS</b>			
Educational and General			
Instruction	28,278,819	29,853,470	31,401,037
Research			
Public services			
Academic support	2,944,654	2,923,595	2,231,412
Student services		7,056,832	6,343,709

**SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT**

Institutional support	5,784,662	6,463,514	4,608,241
Operation and maintenance of plant	6,086,489		
Scholarships and fellowships	8,963,936	8,315,316	7,884,418
Other (identify)	1,246,017	(1,112,718)	1,296,805
Mandatory transfers for:			
Principal and interest			
Renewal and replacements			
Loan fund matching grants			
Other (identify)			
<b>Total Educational and General</b>	<b>53,304,577</b>	<b>53,500,009</b>	<b>53,765,622</b>
Auxiliary Enterprises			
Expenditures			
Mandatory transfers for:	-	-	-
Principal and interest	-	-	-
Renewals and replacements	-	-	-
<b>Total Auxiliary Enterprises</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENDITURE &amp; MANDATORY TRANSFERS</b>	<b>53,304,577</b>	<b>53,500,009</b>	<b>53,765,622</b>
<b>OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)</b>			
<b>EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]</b>	<b>4,346,316</b>	<b>1,206,812</b>	<b>492,178</b>

**INSTITUTIONAL INDEBTEDNESS**

<b>TOTAL DEBT TO OUTSIDE PARTIES</b>	Last Completed FY 7/1/11 - 6-30-12	One Year Prior Last Completed FY 7/1/10 - 6-30-11	Two Years Prior to Last Completed FY 7/1/09 - 6-30-10
For Capital Outlay	0	0	0
For Operations	0	0	<\$10,000

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**Domestic Off-Campus Degree Programs and Academic Credit Sites:** Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

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**PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES**

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A	N/A	N/A	N/A	N/A

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**Programs and Academic Courses Offered at Sites Outside the United States.** Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

**PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES**

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A	N/A	N/A	N/A	N/A



## **PREFACE**

This section provides a brief update on institutional changes since the last accreditation report and a response to topics previously requested by the Commission

## **INSTITUTIONAL CHANGES SINCE THE LAST ACCREDITATION REPORT**

### **LEADERSHIP CHANGES**

Since the last comprehensive accreditation visit in October, 2009, the college has experienced significant changes in key leadership positions. In January 2009, Dr. Jill Wakefield, the former President of South Seattle Community College, assumed the role of Seattle Community College District Chancellor. In August 2010, Gary Oertli was selected as the college's sixth president. Mr. Oertli previously served as interim President at the time of the accreditation visit in 2009.

### **LEADERSHIP CHANGES: 2010-2011**

- In July, 2010, Mark Mitsui, South's Vice President for Student Services was selected as the President of North Seattle Community College (Kim Manderbach named as the interim Vice President for Student Services replacement).
- In summer, 2010, Dr. Greg Gillespie, South's Interim Vice President for Administrative Services was appointed as the Executive Vice President for Instruction and Student Services at Yavapai Community College in Prescott Arizona. Due to budget constraints, it was decided that the Vice President for Administrative Services position would not be filled. The elimination of one vice president position resulted in an immediate saving of over \$100,000 to the college for the 2010-2011 budget.
- In fall, 2010, Dr. Holly Moore was appointed to the newly created position of Executive Dean of the Georgetown Campus.
- At the end of fall quarter 2010, Dr. Jean Hernandez, South's Vice President for Instruction left South to assume the presidency of Edmonds Community College.
- In February, 2011, Dr. Kurt Buttleman was appointed to a newly-created position of Executive Vice President for Instruction and Administrative Services. Dr. Buttleman had served as South's Vice President for Administrative Services for ten years prior to his selection as the Seattle District's Chief Financial Officer in 2009. While serving as the District CFO, Dr. Buttleman also served as interim Vice President for Instruction at Seattle Central Community College until the permanent Vice President for Instruction was hired in summer, 2010.

### **LEADERSHIP CHANGES: 2011-2012**

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- In December, 2011, Dr. Rosie Rimando-Chareunsap was selected as the permanent Vice President for Student Services.
- In February, 2012, Dr. Kurt Buttleman, Executive Vice President for Instruction and Administrative Services, transferred back to the Seattle Community College District Office as the Vice Chancellor for Finance and Information Technology. Because Dr. Buttleman's background was a unique blend of instructional and administrative services expertise, the decision was made to return to a traditional structure of separate vice presidents for Instruction and Administrative Services. Donna Miller-Parker agreed to serve as the interim Vice President for Instruction and Dr. Frank Ashby from the Seattle Community College District office was appointed as the permanent Vice President for Administrative Services. Prior to his appointment, Dr. Ashby served as the interim Executive Director for District Financial Services.
- In July, 2012, following a national search, Donna Miller-Parker was appointed as the permanent Vice President for Instruction.

### **APPROVAL OF A NEW APPLIED BACCALAUREATE DEGREE IN PROFESSIONAL TECHNICAL TEACHER EDUCATION**

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Beginning fall, 2013, South Seattle Community College plans to offer a new applied baccalaureate degree in Professional Technical Teacher Education designed primarily for industry professionals who would like to teach professional and technical courses in industry or at a community or technical college. This degree builds on the college's considerable experience offering technical teacher education.

The South Seattle Community College campus faculty review board (Curriculum and Instruction Committee) conducted a review and approved the new degree on March 14, 2011. The Seattle Community College District Board of Trustees reviewed the new degree on June 14, 2012. And finally, the State Board for Community and Technical Colleges (SBCTC) approved South's Professional Technical Teacher Education Applied Baccalaureate degree program on December 6, 2012.

South Seattle Community College has been accredited at the associate level since 1975 and was accredited at the baccalaureate level in 2009 by the Northwest Commission on Colleges and Universities. South has provided professional technical teacher education with an Occupational Teacher Education certificate and associate degree program for over 20 years. In 2005 that program evolved into the Career and Technical Teacher Education (CTE) certification program. This program takes technically trained workers from business and industry and prepares them to become certified CTE instructors at public and private K-12 schools. There is considerable overlap between the training for K-12 professional technical teachers and the new degree program for post-secondary teachers. This overlap provided a strong foundation for expanding the program to provide a "Teach Tech" baccalaureate level degree. Given South's considerable experience offering technical teacher education training and successful baccalaureate level

Hospitality Management degree, the College submitted a letter to the NWCCU on January 4, 2013, seeking approval for a minor change in the accreditation of South Seattle Community College, adding the new applied baccalaureate degree. On February 26, 2013, the college received a letter from the NWCCU stating:

*“The Commission has approved the Bachelor of Applied Science degree program in Professional-Technical Teacher Education as a minor change under Policy A-2, Substantive Change. Accordingly, the Bachelor of Applied Science degree program in Professional-Technical Teacher Education is now included under the accreditation of the South Seattle Community College.”*

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## **SIGNIFICANT INCREASE IN GRANT REVENUE**

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South Seattle Community College has a successful history in securing grants and contracts to help the college meet its mission.

Building from a strong foundation of successful Title III, Department of Labor, and many other institutional and workforce grants, the college made the decision to add a new position to the campus in 2009, the Director of Grants. The responsibilities of this position are to provide leadership and direction for the identification, development, and coordination of public/private grant development activities consistent with the college’s strategic goals. This work includes identifying funding opportunities, conducting and evaluating research, and working collaboratively with internal and external stakeholders to write proposals that support the mission of South Seattle Community College.

With this dedicated focus on grant development, the college has been able to generate a significant increase in grant revenue over the past three academic years:

2009-10 - \$4.5 million  
2010-11 - \$6.2 million  
2011-12 - \$10.9 million

The revenue generated over the past three years includes grants from the National Science Foundation, Department of Education, Department of Labor, Department of Commerce, College Spark Foundation, Jobs for the Future, the City of Seattle, the Washington State Workforce Education and Coordinating Board, the Washington State Board for Community and Technical Colleges, and the Seattle-King County Workforce Development Council.

These grants fund a variety of interventions, services, curricular innovations, instructional programs, faculty development and student support. The student populations include our Asian American, Native American, Pacific Islander students (as one of the AANAPISI designated colleges), developmental math students, Aviation and Composites students, Nursing students, Trade Impacted Workers, unemployed and underemployed individuals and more.

Through these initiatives, South Seattle has been able to develop the Ready! Set! Transfer! Program for STEM students, the Student Success Hub under the AANAPISI grant, successful

accelerated math initiatives under Title III, mandatory orientations and student success courses funded by the Gates Foundation, compressed technical programs with embedded, contextualized math and English and many others.

The initiatives above, funded by successful grants, have moved us closer to fulfilling our mission under all four of the college's core themes:

- **Student Achievement** through a variety of success interventions from the 13th Year Readiness Academy to the StartNextQuarter educational planning process.
- **Teaching and learning** through instructional innovations and faculty and staff professional development
- **College Culture and Climate** through increased revenue to the campus and the sheer partnership aspect grants have created between divisions across campus
- **Community Engagement and Partnerships** through intimate work with the business community, business partners, other training partners, federal and state entities, national partners and more.

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## FUNDING

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The historical percentages of state funding vs. tuition have changed significantly. Previously, state funding comprised 67 percent of the college's budget, and tuition accounted for 33 percent. With the current year, state funding is now 53 percent while tuition is 47 percent. We believe this 30 percent increase in tuition between 2009-10 and 2012-13 may have had an adverse impact on the college's enrollment.

Finances have remained an ongoing challenge. Over the last four years, the Seattle Community College District has experienced a \$15.7 million reduction in state revenue. In the 2010-11 year, the college absorbed a 10 percent reduction, amounting to \$2,096,200. In addition, due to the state's current \$4.7 billion deficit, the Seattle Community College District will incur an additional reduction in state funding of approximately \$7 million for fiscal year 2011-12. Of this \$7 million, South Seattle Community College will absorb approximately \$2.5 million. Preserving and maintaining the college's core mission and values and service to students has continued against a backdrop of very difficult realities.

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## EXPANSION OF THE AVIATION PROGRAM

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The South Seattle Community College Aviation program has experienced significant growth since our 2009 accreditation visit as a result of a \$1.4 million grant for Air Washington and a \$1 million grant for the National STEM Consortium.

**BACKGROUND:** In 2009, South Seattle began collaborating with four other colleges in Washington State that offer aviation maintenance technician (AMT) programs. The goal was to create a common curriculum among the colleges offering AMT programs and by 2011, a common curriculum was developed by AMT faculty and prepared for submission to the FAA. In addition,

the five colleges offering AMT degrees joined to write a Department of Labor Grant, and eventually teamed with 11 other colleges in the state who identified themselves as providing some aspect of aviation related training. The Department of Labor grant application was submitted as “Air Washington” and the consortium was awarded a total of \$20 million, with \$1.4 million coming to South Seattle Community College.

The \$1.4 million portion of the DOL grant has been used primarily to double the capacity of South’s AMT program to meet industry demand. In addition to running four cohorts of aviation students through their eight quarter program during the day, South’s portion of the DOL grant has also provided money for additional instruction, supplies, equipment, classified staff, and a career navigator. We have also been able to explore best practices in recruiting and managing wait lists exceeding one year. A projected outcome is increasing the attainment of AAST degrees in combination with student eligibility to test for their FAA licenses.

**THE \$1 MILLION STEM GRANT:** In the same round of DOL grant applications, South Seattle partnered with Clover Park Technical College, Cayahoga Community College and Roane State College on a national level for a National STEM Consortium grant. This was also awarded, with South Seattle Community College being selected as the lead for the composites portion. The goal is to develop a common national curriculum for composites training. South is responsible for generating 75 one-year composite program graduates. A new aviation composites lab was created at our Georgetown campus, at an estimated cost of approximately \$250,000. Funding came from the grant and other partners, including the Aerospace Joint Apprenticeship Committee and funding from the Washington State Board for Community and Technical Colleges. The program is using a curriculum originally developed at Boeing in order to address their increased need for composites technicians. The \$1 million STEM grant provided funding for staffing, equipment and supplies.

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## RESPONSES TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION

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This section includes the college’s response to recommendations from the 2011 Year One Self-Evaluation Report and recommendations from the 2009 Comprehensive Visit.

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### OCTOBER 2011 YEAR ONE SELF-EVALUATION REPORT

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The college’s Standard One Self-Evaluation Report was submitted to the Commission in September 2011 and the Year One Peer Evaluation Report received in October, 2011 that included two recommendations.

1. *The college should further define mission fulfillment by articulating acceptable thresholds for institutional accomplishments or outcomes.*

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## SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

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2. *The college should establish objectives for each of its core themes and identify meaningful, assessable, and verifiable indicators of achievement for evaluating accomplishment of these objectives.*

In a letter dated, February 27, 2012, the Commission confirmed that:

*“the accreditation of South Seattle Community College had been reaffirmed on the basis of the Fall 2011 Year One Evaluation.*

*In reaffirming accreditation, the Commission requests that the college address Recommendations 1 and 2 of the Fall 2011 Year One Peer-Evaluation Report as part of its updated response to Standard One in its Fall 2013 Year Three Self-Evaluation Report.*

*In making this request, the Commission finds that Recommendations 1 and 2 of the Fall 2011 Year One Peer-Evaluation Report are areas where South Seattle Community College is substantially in compliance with Commission criteria for accreditation, but in need of improvement.”*

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### **COLLEGE RESPONSE TO RECOMMENDATIONS 1 AND 2 OF THE FALL 2011 YEAR ONE PEER-EVALUATION REPORT:**

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Core Themes: In spring 2011, the four core theme committees of staff and faculty identified the core theme objectives and indicators with suggested measures. The Institutional Effectiveness (IE) Committee then worked on aligning the indicators with the objectives and core themes and identified measures and baseline data that could be used to measure progress on the core theme objectives and indicators. The IE Committee used the core theme descriptions and the rationales for the objectives to make their decisions. The resulting Core Themes Report was presented at an all-campus meeting in February 2012 where faculty and staff worked together in teams to identify college-wide strategies related to the four core themes.

In the 2011-12 academic year, the Institutional Effectiveness Committee continued to revise and complete the Core Themes Report. The revised core themes report was presented at an all-campus meeting on February 4, 2013. Since then, departments and divisions have been working on their unit plans aligned with the four core themes.

Mission Fulfillment: Over the last two years since the Year One Report was submitted, the Institutional Effectiveness Committee and the President’s Cabinet have revised the process for assessing Mission Fulfillment. The process now involves calculating a rubric score for each of the four core themes. Rubric scores are based on whether the benchmarks for each of the objectives are met and whether there are strategies in the unit plans that support the indicators and objectives. The Institutional Effectiveness Committee presents the results of the benchmarks to the President’s Cabinet at the joint Cabinet/ IE meeting in winter quarter, and the Cabinet makes the final decision on the rubric scores and mission fulfillment.

The college's revised definition of Mission Fulfillment and process for evaluating the accomplishment of the core themes objectives have been incorporated into an updated Chapter One: Mission, Core Themes, and Expectations.

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## **OCTOBER 2009 COMPREHENSIVE VISIT**

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The Northwest Commission on Colleges and Universities conducted a full-scale evaluation of South Seattle Community College in fall, 2009. On the basis of this evaluation, the Commission reaffirmed accreditation at the associate degree level that included six commendations and six recommendations. In addition, the Commission granted accreditation at the baccalaureate level to include the Bachelor of Applied Science in Hospitality Management.

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### **GENERAL RECOMMENDATIONS FROM THE 2009 COMPREHENSIVE VISIT**

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**RECOMMENDATION 1:** Most, but not all of South Seattle Community College's academic programs provide regular and systematic assessment of program-level student learning outcomes. The committee recommends that the college extend its effective regular and systematic assessment of program-specific student learning outcomes to all academic programs. (Standard 2.B.2)

**RECOMMENDATION 2:** The committee recommends that the college identify program outcomes which differentiate between certificate and degree programs. (Standard 2.B. 2, Policy 2.2)

**RECOMMENDATION 3:** The evaluation committee recommends that South Seattle Community College design and distribute effective advising information to meet the needs of all students. This may be implemented through distribution of effective printed materials, an updated web page and through academic advisers. (Standard 2.C.5)

**RECOMMENDATION 4:** The committee found evidence of at least one academic field in which the college hires only part-time faculty. The evaluation committee recommends that South Seattle Community College should employ professionally qualified faculty with primary commitment to the institution and representative of each field or program in which it offers major work. (Standard 4.A.1).

**RECOMMENDATION 5:** The Committee recommends that South Seattle Community College support educational and student service programs by acquiring and properly maintaining computer equipment and computer systems. The Committee further recommends increasing the usefulness and improving the design of the current website. (Standard 5.B.1)

**RECOMMENDATION 6:** The Committee recommends that the college work with the District Office to publish the individual college budget in addition to the aggregate District budget as part of the Board of Trustees' approval of the budget document.(Standard 7.A.3).

In a letter dated February 26, 2010, the Commission requested that South Seattle Community College respond to three of the six recommendations (recommendations 1, 4 and 6) in the college's fall 2011 Year One Self-Evaluation Report followed by a progress report in spring 2013

to address the three remaining recommendations (2, 3 and 5), and to include an update on the applied baccalaureate degree program.

The college submitted the Year One Self-Evaluation Report, September 1, 2011, that included the college's response to Recommendations 1, 4 and 6 of the Fall 2009 Comprehensive Evaluation Report and received a response from the Year One Peer-Evaluation Committee fall, 2011 that acknowledged that:

*“South Seattle Community College has taken steps to address the Commission’s recommendations from the fall 2009 comprehensive report.”*

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### **COLLEGE RESPONSE TO RECOMMENDATION 1:**

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The previous peer evaluation found that South Seattle Community College has an effective regular and systematic assessment of program specific outcomes, but requested that the college provide evidence that this system is incorporated in all programs. Program outcomes are specified in the [course outlines](#) for all professional-technical courses at the college. These outcomes are assessed as a part of each instructor's student evaluation and grading. Assessment of the achievement of program outcomes is also a key component of the regularly scheduled external program review process. A detailed listing of certificate and degree program outcomes appears in Appendix 5.

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### **PEER-EVALUATION RESPONSE TO THE 2009 RECOMMENDATION 4:**

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*“The college states that two areas were cited as the reasons for this recommendation: geology and apprenticeship. Based on the Commission’s recommendation, the college has hired a full-time temporary faculty in the Building Sustainable Management program to oversee the apprenticeship programs. This position is supported by grants and contracts and will be re-evaluated as the budget improves and the hiring freeze is lifted.*

*In regards to Geology, the college reports that Geology courses are offered primarily as electives at the 100-level and are not an area of major work. Furthermore, the number of Geology courses offered does not make up a full-time instructional work load. Finally, the college asserts that under the new standard 2.B.5 the college itself can make judgments about appropriate staffing levels and that a full-time Geology instructor is not warranted or feasible.*

*The evaluators find that (the) college is not in compliance with commission recommendation 4; however, given the limited type and number of Geology courses offered, the college’s financial and hiring constraints, and the changes in Accreditation standards, since the previous Comprehensive Report, the evaluators find that the college is now substantially in compliance with current accreditation standards 2.B.4 and 2.B.5)*

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### **PEER-EVALUATION RESPONSE TO THE 2009 RECOMMENDATION 6:**

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*“Effective with the fiscal year 2010-2011, the budget information presented to the Seattle Community College District Board of Trustees listed each campus’ budget separately. The Board of Trustees approved these budgets in this new format at their meeting on September 9, 2010.*



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## SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

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*The evaluators believe that South Seattle Community College has provided evidence that it is in compliance with recommendation 6.”*

On February 27, 2012, South Seattle Community College received a letter from the NWCCU that stated:

*“the Commission determined that Recommendations 4 and 6 of the Fall 2009 Comprehensive Evaluation Report are now substantially in compliance with Commission criteria for accreditation.*

*In addition, the Commission requests that the college submit an Ad Hoc Evaluation Report in spring 2013 to address Recommendations 2, 3 and 5 of the Fall 2009 Comprehensive Evaluation Report and to include an update on the baccalaureate degree program.”*

On November 8, 2012, South Seattle Community College received a letter from the NWCCU amending the original “spring 2013” due date for the Ad Hoc Evaluation Report:

*“In our letter dated February 27, the Commission requested that South Seattle Community College submit an Ad Hoc Evaluation Report in Spring 2013 to address Recommendations 2, 3 and 5 of the Fall 2009 Comprehensive Evaluation Report and to include an update on the baccalaureate degree program. Inasmuch as South Seattle Community College has a Year Three Evaluation Report due in fall 2013, the Commission has determined that the college will address the Ad Hoc Report recommendations in the fall 2013 Year Three Evaluation Report, along with the update on the baccalaureate degree program.”*

Therefore, what follows is the college’s response to Recommendations 2, 3, and 5 of the Fall 2009 Comprehensive Evaluation Report, including an update on the baccalaureate degree program.

**RECOMMENDATION 2:** The committee recommends that the college identify program outcomes which differentiate between certificate and degree programs. (Standard 2.B.2, Policy 2.2)

**COLLEGE RESPONSE TO RECOMMENDATION 2:** In response to this recommendation, Professional Technical deans and directors scheduled regular meetings to review program outcomes and ensure that there are definable differences between certificate and degree outcomes in all degree/certificate programs. One of the first actions was to create a document listing all professional technical programs and their currently defined program outcomes.

The next step involved reviewing the college catalog and all available certificate and degree options listed under each vocational area in order to view what was currently documented as outcomes with each of the various certificates and degrees. The goal was to ensure that the college catalog identified specific outcomes for both degrees and certificates.

After the initial program outcomes “audit,” deans and directors then held regularly scheduled meetings with faculty and staff to review program outcomes and differentiate the outcomes students were expected to attain for each certificate, as well as the complete degree.

In some cases, this work took multiple meetings for a specific program, including reviews and rewrites and connection to related Student Learning Outcomes. In other cases, the outcomes were further broken down by faculty within a program, such as Nursing Assistant, Practical Nursing and Associate Degree in Nursing.

While it took time and effort to comply with this request, all 16 programs have completed the work and requested that the updates be posted to their respective web pages. Program deans and directors led the effort, faculty actively defined and differentiated the content, and classified personnel also provided input and review (see Appendix #5).

The outcome was well worth the efforts. Students can now easily equate the increased skills they will gain commensurate with their increased investment in education. Employers can also clearly see that when they hire someone from a particular program, the expected outcomes will vary with the length and depth of the education, from short term training, to a one-year certificate, to a two year degree.

**RECOMMENDATION 3:** The evaluation committee recommends that South Seattle Community College design and distribute effective advising information to meet the needs of all students. This may be implemented through distribution of effective printed materials, an updated web page and through academic advisers. (Standard 2.C.5)

**COLLEGE RESPONSE TO RECOMMENDATION 3:** Since the 2009 recommendation, the college has invested significantly in the Advising services and information provided to students, with a focus on progression and completion. Thanks to grants, federal regulation compliance requirements, as well as internal improvement initiatives, this investment has really strengthened our offerings.

Since 2008, the college has had a number of federal and private foundation grants that have supported the development of Advising in multiple ways.

- A Pre-Advising website has been developed to help students navigate and understand the process of advising, enrollment and progression. The Advising website was also improved in summer 2012.
- The college has implemented a more intrusive Educational Planning model among cohort populations of students. Educational planning occurs quarterly, and develops an individualized plan based on a student's specific program requirements.
- Comprehensive and mandatory orientation sessions are new for 2012-2013, and are offered for all new students. Sessions culminate in a program-specific small group advising session.
- Online Orientation is under development for Fall 2013.

In addition to these grant-supported developments, in meeting the requirements of the Gainful Employment Act in 2010, program websites have been updated with comprehensive information for students about program/degree sequence, course requirements and costs.

There have been significant internal initiatives as well. An online self-service degree audit system was launched in 2009, and allows students to compare their current transcripts with degree requirements in order to clearly understand remaining coursework required. Degree and certificate requirements are kept up-to-date by instructional programs and the credentials evaluator. The use of this system has become a commonly used tool in Advising sessions.

The Enrollment Services office, together with Advising, has also developed uniform program sheets that capture all current course requirements for our various programs. These documents are more accessible to students via a specialized webpage, on the college website. The responsibility for keeping these documents updated will be that of instructional deans and the credentials evaluator.

This array of improvements and initiatives has developed Advising services and materials into a robust system that supports students through to successful progression and completion.

**RECOMMENDATION 5:** The Committee recommends that South Seattle Community College support educational and student service programs by acquiring and properly maintaining computer equipment and computer systems. The Committee further recommends increasing the usefulness and improving the design of the current website. (Standard 5.B.1)

**COLLEGE RESPONSE TO RECOMMENDATION 5:** This recommendation essentially consists of two components: the first having to do with *“acquiring and properly maintaining hardware and computer systems”* and the second *“recommends increasing the usefulness and improving the design of the current website. (Standard 5.B.1)”*

Acquiring and properly maintaining hardware and computer systems.

In 2011 the Technology Committee completed the review of computers/technology and developed recommendations for acquiring and maintaining campus computer equipment and computer systems.

The following recommendations were presented to the President’s Cabinet:

- Develop replacement plan for student facing computers and faculty and staff computers
- Change funding model to allocate adequate resources for campus technology and infrastructure
- Consider Pacific Technologies, Inc. district wide IT organizational efficiency study recommendations for strategic directions

Outcomes and progress:

- Replacement plans for student facing computers and faculty and staff computers were developed and funded.
- New funding model was proposed and adopted

- District wide Enterprise IT group began regular meetings to review PTI's recommendations and identify strategic directions to move forward
- Campus IT strategic plan is currently being revised in conjunction with Enterprise IT Strategic Direction

Increasing the usefulness and improving the design of the current website.

South Seattle Community College launched a comprehensive re-design of its website in November 2011, and the first phase was completed in August 2012. The process emphasized input from stakeholders, which was gathered through methods such as interviews, focus groups, surveys, and usability testing. The re-design encompasses both aesthetic and technical aspects. Aesthetic changes include a global template system and global navigation; technical changes include a new web server hosted on-site and responsive design, which format adjusts based specific devices such as mobile or desktop. Additional tools such as page analytics and user tracking provide increased opportunity for assessing the user experience and making adjustments as needed. The college is also hiring a second staff person to support the website, and we anticipate migration of legacy webpages to the new system will be complete in Winter 2014.

### **BAS PROGRAM UPDATES**

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Over the past two years the BAS Hospitality Management program has made a number of program updates to ensure that program goals and industry demands are being met.

- The total number of credits for Hospitality Accounting (HMG 402) was increased from three credits to five credits
- Program outcomes were added to internship documentation which now requires students to connect classroom knowledge to real life competencies throughout the duration of the program
- The Hospitality Capstone course (HMG 491) now has a broader focus allowing students to study all aspects of the hospitality industry
- BAS program faculty and staff worked with the standing Technical Advisory Board Chair to recruit a Co-Chair. The Co-Chair oversees four newly created Advisory Board Sub-Committees dedicated to student achievement

### **BAS FACULTY & STAFF**

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In 2012, the BAS program hired two full-time faculty members. The new faculty members reflect South's core theme of quality teaching and learning practices by providing students with their comprehensive knowledge of the hospitality industry.

Dr. Hana Gala earned her Ph.D. in International Relations from Charles University, Czech Republic and an M.A. Certificate in Hospitality Management from Cornell University. Dr. Gala's expertise comes from her experience in Operations with the Hyatt Corporation in Europe and in the United States.

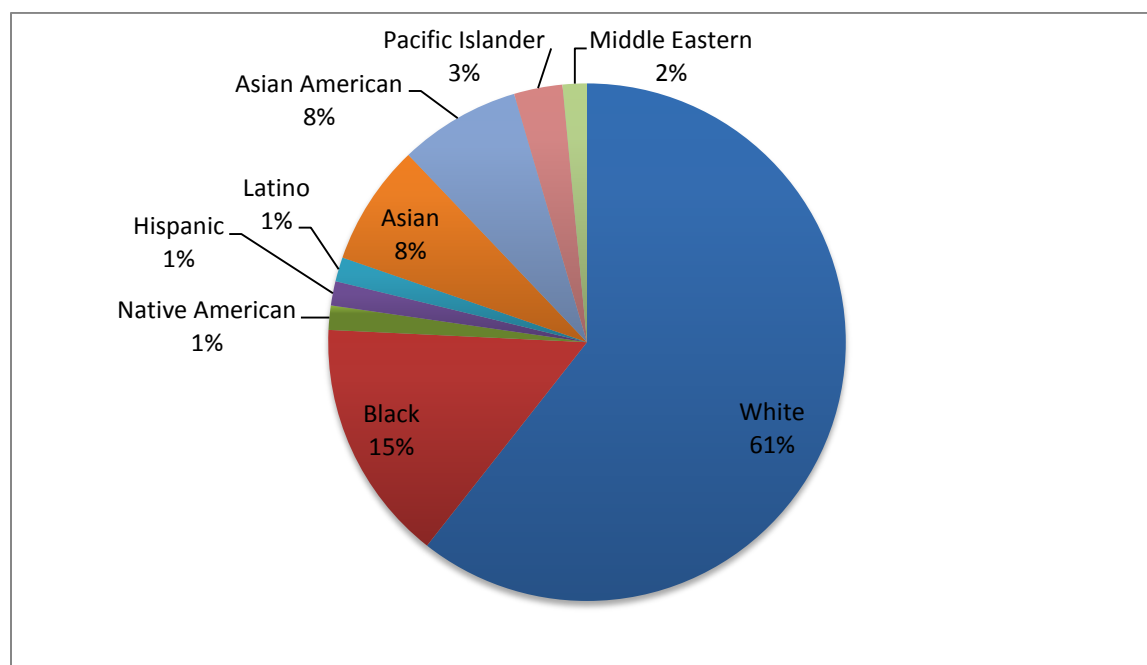
Dr. David Krull earned his Jurist Doctorate from Seattle University School of Law and a B.A. in Business Administration from University of Washington. He has extensive experience developing management training programs for large organizations and his expertise lies in Human Resources.

### STUDENT DEMOGRAPHICS

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BAS Hospitality Management student demographics mimic the campus' diverse student body. During the 2011-2012 academic year there were 39 female students (59 percent) and 27 male students (41 percent) enrolled in the program. Of the 66 total BAS students enrolled, 61 percent identified themselves as Caucasian and 39 percent identified themselves as an ethnicity other than Caucasian. This demonstrates that South's mission of maintaining a diverse culture and climate is reflected in the BAS student body as well (see Chart 1).

#### 2011-2012 BAS STUDENT DEMOGRAPHICS BY ETHNICITY



### PROGRAM GROWTH (FTE)

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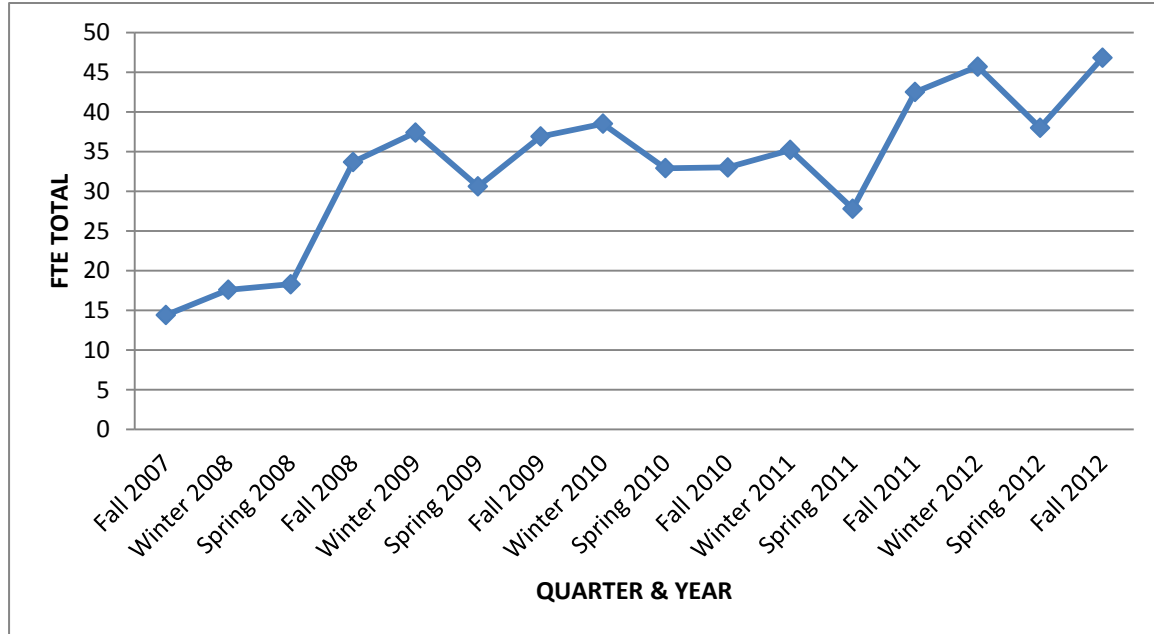
The BAS Hospitality Management program has seen steady growth since its inception in fall 2007 (see Chart 2). There is an observed drop in FTE between winter quarter 2011 and spring quarter 2011 due to the launch of a BAS study abroad program that took place during summer 2011. Students that participated in this trip did not enroll in the five credit Diversity and Culture in Global Travel and Tourism (HMG 314) class during spring quarter as regularly scheduled. These students instead registered for and attended HMG 314 during summer quarter 2011, as a part of their study abroad experience.

Conversely, there is a significant spike in FTE between spring quarter 2011, and fall quarter 2011. The BAS program admitted a second cohort in fall 2011, in order to meet student and

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employer demand. Program expansion directly increased student FTE by 65 percent during this time period (see Chart 2).

**2007-2012 BAS FTE DATA**



**BAS RETENTION & GRADUATION DATA**

Student achievement is of the utmost importance at South. Over a five year period, the retention rate of BAS Hospitality Management students who have continued with the program beyond their first quarter is 98.7 percent. Additionally, over the past four graduation cycles, the BAS Hospitality Management program has maintained a 92.4 percent retention rate among students who finished all 300 and 400-level hospitality management coursework within two years (see the following table).

**2007-2012 BAS RETENTION DATA**

DESCRIPTION	CURRENT # OF STUDENTS	STARTING # OF STUDENTS	%	OVERALL %
Fall 2007 to Winter 2008 retention	24	24	100.0%	98.7%
Fall 2008 to Winter 2009 retention	29	29	100.0%	
Fall 2009 to Winter 2010 retention	28	28	100.0%	
Fall 2010 to Winter 2011 retention	24	25	96.0%	
Fall 2011 to Winter 2012 retention	39	40	97.5%	

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<b>DESCRIPTION</b>	<b>CURRENT # OF STUDENTS</b>	<b>STARTING # OF STUDENTS</b>	<b>%</b>	<b>OVERALL %</b>
Fall 2007 to Spring 2009 retention	21	24	87.5%	92.4%
Fall 2008 to Spring 2010 retention	27	29	93.1%	
Fall 2009 to Spring 2011 retention	26	28	92.9%	
Fall 2010 to Spring 2012 retention	24	25	96.0%	

Furthermore, among students who completed their upper-division hospitality management coursework over the past four graduation cycles, 72.8 percent of BAS students have also been conferred a bachelor’s degree from South (see the following table).

**2009-2012 BAS GRADUATION RATES**

<b>DESCRIPTION</b>	<b># OF GRADUATES</b>	<b>TOTAL # OF STUDENTS</b>	<b>%</b>	<b>OVERALL %</b>
Graduation Rate Spring 2009	12	21	57.1%	72.8%
Graduation Rate Spring 2010	23	27	85.2%	
Graduation Rate Spring 2011	17	23	73.9%	
Graduation Rate Spring 2012	18	24	75.0%	

**PROGRAM OUTCOMES**

The core education requirements of the BAS degree in Hospitality Management are designed to fulfill a set of desired 21<sup>st</sup> century learning outcomes for the education of a hospitality management undergraduate in the United States. The BAS program administers a Likert-type scale survey to all seniors prior to graduation to determine if 13 key competencies are being met. These competencies measure a graduate’s ability to:

**OUTCOME #**

1. Read and analyze financial statements and budgets
2. Demonstrate specific hospitality industry accounting skills
3. Describe a hospitality business philosophy
4. Utilize computer technology
5. Describe the building of a brand positioning statement
6. Demonstrate expertise in hospitality sales and marketing
7. Demonstrate confidence in leveraging Internet marketing
8. Demonstrate a competency in understanding and executing human resource; policy and practices consistent with organization objectives and third party regulatory entities

9. Demonstrate knowledge in personal skills as it pertains to the hospitality industry including professional business etiquette and ethics
10. Apply basic principles of management and leadership
11. Recognize diversity of cultural influences and values
12. Manage and implement daily operations of a hospitality enterprise
13. Understand and apply basic principles of business law and ethics

Surveys collected over the past four graduation cycles (2009-2012) demonstrate that the BAS program is meeting all 13 intended program outcomes with a mean rating of 4.45 out of 5 with 1 being “strongly disagree” and 5 being “strongly agree.” The table below outlines the overall mean rating for each corresponding competency listed above.

### 2009-2012 BAS PROGRAM OUTCOME RATINGS

OUTCOME #													
	1	2	3	4	5	6	7	8	9	10	11	12	13
Mean Rating	4.2	4.1	4.7	4.2	4.4	4.3	4.0	4.6	4.8	4.7	4.8	4.5	4.5

### BAS STUDENT EMPLOYMENT

From 2009-2012, the BAS Hospitality Management program has maintained an 89.8 percent employment rate among students who finished all 300 and 400-level hospitality management coursework within two years. Of the 89.8 percent of student who finished all 300 and 400-level hospitality management coursework within two years, 79.8 percent of the jobs were within the hospitality industry. As graduate employment rates remain high, the percentage of graduates employed in industry is steadily rising (see the following table).

### EMPLOYMENT RATES

GRADUATION YEAR	TOTAL # GRADUATES	# GRADUATES EMPL.	% GRADUATES EMPL.	# GRADUATES EMPL. IN INDUSTRY	% GRADUATES EMPL. IN INDUSTRY
2009	10	9	90%	7	70%
2010	21	18	86%	15	71%
2011	18	17	94%	16	89%
2012	18	16	89%	16	89%



**PROGRAM REVIEWS AND FOLLOW UP**

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The BAS Hospitality Management program conducted an external program review in May 2012. Program faculty has responded to all recommendations made by the external review committee members. Based on their recommendations, program faculty updated all course outlines by December 2012



## **UPDATED CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS FOR MISSION FULFILLMENT**

This updated Chapter One includes an executive summary of Eligibility Requirements 2 and 3, and reviews the college's mission and four core themes: Student Achievement, Teaching and Learning, College Culture and Climate, and Community Engagement and Partnerships. In addition, it describes and explains the core theme objectives and indicators that enable the college to monitor and evaluate mission fulfillment.

The college began the process of mission review and core theme development during spring quarter, 2010. This process was led by the Institutional Effectiveness Committee that includes representatives from faculty, classified staff, and exempt employees. Over the past decade, the Institutional Effectiveness Committee, in collaboration with the President's executive team, has led the strategic planning process that focused on the college meeting its goals and priorities. There was also recognition that the revised accreditation standard's focus on core themes and mission fulfillment provided the college with a unique opportunity to enhance the alignment between accreditation and strategic planning. The Institutional Effectiveness Committee began its work operating under the guiding principle that all planning should ultimately support the achievement of the college's core themes and mission.

As a first step in the process, members of the President's executive team were asked to determine whether the campus should consider revising the college's current mission statement. Members of the President's Cabinet were unanimous in their belief that the current mission statement accurately reflected who we are and what we do, and that revising the current mission statement was not warranted at this point; with the following caveat: given the college's recent accreditation as a baccalaureate granting institution, it was recommended that we add the words "applied baccalaureate" to the current mission statement to more accurately describe the students that we serve and add the words "pre-college" to more accurately reflect the comprehensive nature of our course and program offerings.

In June, 2010, the Institutional Effectiveness Committee submitted a draft of potential core themes for the President's Cabinet review that, as Standard 1.B.1 describes, "individually manifest essential elements of its mission and collectively encompass its mission." With only minor modifications, the President's executive team approved the draft core themes and circulated them, along with the recommended changes to the current mission statement, to the campus community during fall quarter, 2010, for response and critique. Campus feedback documented overwhelming support for the recommended changes to the mission statement. Campus responses to the original core themes draft were incorporated into a second draft that was circulated to the campus community for additional review. Campus-wide open forums were also held during fall quarter to further solicit feedback before the preparation of a final draft.

A final draft of the revised mission and core themes was presented to the College Council for their review on December 1, 2010. The College Council is a representative body, with membership elected from all sectors of the college community: full and part-time faculty, exempt staff, classified staff, and students. It is an advisory body to the President and Cabinet, tasked to consider campus issues that cross department or program boundaries, and recommend solutions. After a favorable review by the College Council, the final draft of the core themes was forwarded to President's Cabinet in mid-December 2010, where it was formally approved. As a final step, in February 2011, the revised mission and core themes were presented to and approved by the Board of Trustees.

In September, 2011, South Seattle Community College submitted its Year One Self-Evaluation Report to the Commission and the Year One Peer-Evaluation Team.

Feedback from the peer evaluators on our Year One Self-Evaluation Report suggested that the college should further define mission fulfillment by articulating acceptable thresholds for institutional accomplishments or outcomes. Thus, our revisions to Chapter One reflect a significant amount of work by our core themes groups and Office of Planning and Research to further refine and establish objectives for each of the four core themes that are meaningful, assessable, and verifiable indicators of achievement.

In addition, since 2011, the college has revised its Strategic Plan to align with the college's core themes and with the District strategic plan. The Strategic Plan guides resource allocation and involves collaboration across the major units of the college (e.g. instruction, student services, and administrative services). This institutional strategic plan also provides direction for divisions, units, and programs as they develop their own strategic plans that support the college's mission and contribute to the accomplishment of the core themes outcomes.

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## ELIGIBILITY REQUIREMENTS

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**ELIGIBILITY REQUIREMENT #2—AUTHORITY:** The State of Washington through the Washington State Board for Community and Technical Colleges authorizes the Seattle Community College District (SCCD) to operate as a college district. South Seattle Community College is one of three colleges within the SCCD. The SCCD's Board of Trustees is granted formal authority to grant degrees by the Revised Code of Washington (RCW) 28B.50.140—Boards of trustees—Powers and duties section (12):

*[Each board of trustees] may grant to every student, upon graduation or completion of a course of study, a suitable diploma, degree, or certificate under the rules of the State Board for Community and Technical Colleges that are appropriate to their mission.*

**ELIGIBILITY REQUIREMENT #3—MISSION AND CORE THEMES:** The college devotes its institutional resources to achieving its mission of "providing quality learning experiences which prepare students to meet their goals for life and work" by providing comprehensive educational programs in a highly supportive learning environment. All college resources are devoted to student learning and success. The college has articulated the essential elements of its mission in four

core themes—Student Achievement, Teaching and Learning, College Culture and Climate, and Community Engagement and Partnerships. The revised mission and four core themes were developed through a campus-wide, participatory process and approved by the Board of Trustees in February 2011.

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## **SECTION 1: STANDARD 1.A MISSION**

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### **INSTITUTIONAL MISSION STATEMENT 1.A.1**

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South Seattle Community College is a constantly evolving educational community dedicated to providing quality learning experiences which prepare students to meet their goals for life and work.

The college values and promotes a close involvement with the community and strong partnerships with business, labor, and industry.

The college commits to meeting the diverse needs of students by providing:

- Applied baccalaureate, associate degree, college transfer, certificate, technical and professional, and pre-college programs which prepare students to succeed in their careers and further their education.
- Responsive technical and professional training programs developed in collaboration with business, labor, and industry.
- Student-centered and community-centered programs and services which value diversity, support learning, and promote student success.
- Lifelong learning opportunities for the cultural, social, professional, and personal development of the members of our communities.

The college's mission statement is reviewed periodically by the Board of Trustees and is published widely, appearing on the college's website, posted in classrooms, printed in the quarterly class schedule and included in a variety of reports that are distributed to the college's service area throughout the year. The current mission statement was approved by the Board of Trustees in February, 2011.

The college's mission also aligns with and complements the Seattle Community College District's mission to "provide excellent, accessible educational opportunities to prepare our students for a challenging future" (see Appendix).

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### **INTERPRETATION OF MISSION FULFILLMENT 1.A.2**

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The college's definition of mission fulfillment is based upon demonstrating acceptable levels of performance on the twelve objectives related to the four core themes of Student Achievement,

Teaching and Learning, College Culture and Climate, and Community Engagement and Partnerships.

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## **ACCEPTABLE THRESHOLD OR EXTENT OF MISSION FULFILLMENT 1.A.2**

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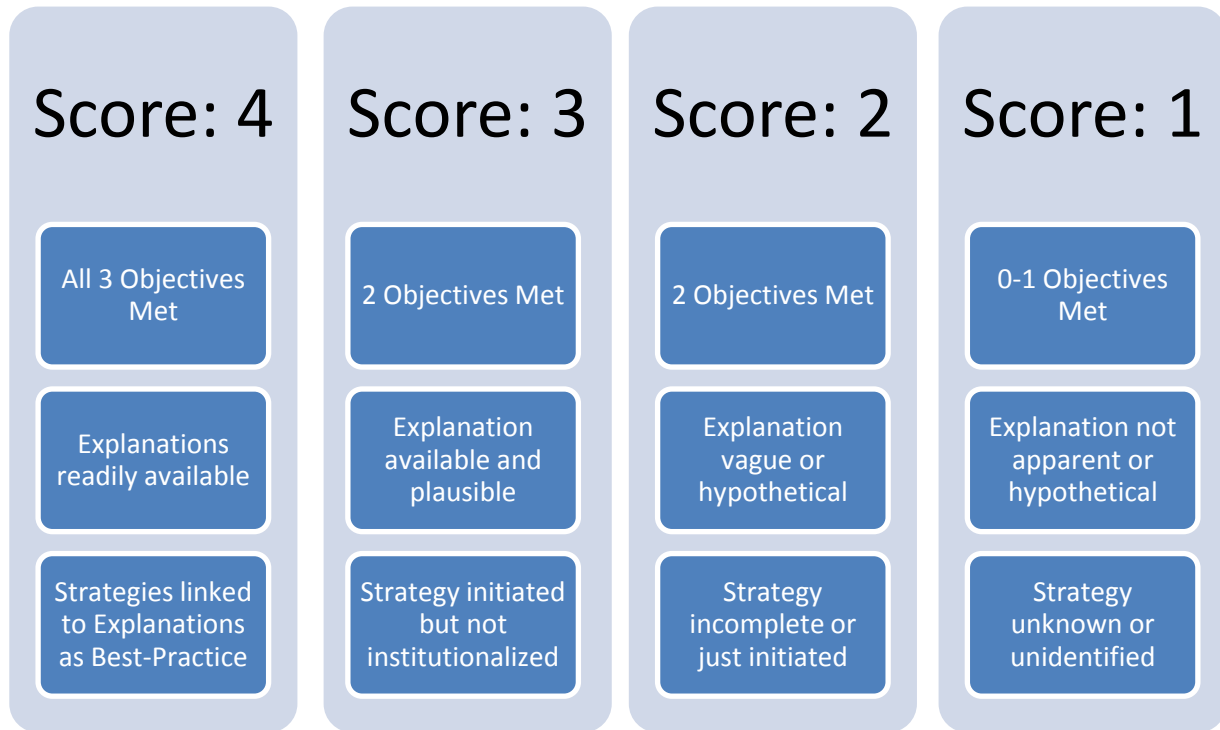
Step 1: Office of Planning and Research collects data on progress toward the 33 indicators related to the 12 objectives under the four Core Themes  
Quantitative and Qualitative measures from the Strategic Planning Document provide point-by-point feedback on “moving the needle”. The 33 measured indicators are used to evaluate the 12 objectives, which are used in turn to evaluate the four Core Themes

Step 2: Deans and Directors provide strategies and actions related to the Core Themes  
Strategies from the Deans and Directors’ unit reports are linked to the 12 objectives, and the IE Committee checks to make sure that the strategies relate to the objectives and the objectives relate to the Core Themes.

Step 3: The IE Committee calculates a rubric score for each of the four Core Themes based on the number of objectives met and makes recommendations to the President’s Cabinet  
Rubric scores are assessed for each of the four Core Themes, based on whether the benchmarks are met and whether they align with the outcomes of the strategies, IE makes recommendations to the President’s Cabinet at the joint Cabinet/IE meeting, and the Cabinet makes the final decision on the Rubric scores and Mission Fulfillment.

Each Core Theme will get a score of 1-4. An average of 3.0 or higher across the four rubric scores for the Core Themes is Mission Fulfillment.

**DEFINITION OF MISSION FULFILLMENT:**



**SECTION 2: STANDARD 1.B—CORE THEMES, OBJECTIVES AND INDICATORS**

The college identified four core themes that individually represent the major, interdependent areas through which South fulfills its mission as a comprehensive community college-- Student Achievement, Teaching and Learning, College Culture and Climate, and Community Engagement and Partnerships.

In addition, the college’s core themes align with the key components of the Seattle Community College District Strategic Goals for 2010-15:

- Student Success – increase student learning and achievement
- Partnerships—build community, business and educational partnerships
- Innovation—increase innovation and improve organizational effectiveness

## CORE THEMES REPORT—SPRING 2013

### CORE THEME 1: STUDENT ACHIEVEMENT

#### OBJECTIVE 1.1 SOUTH SEATTLE COMMUNITY COLLEGE STUDENTS ACCOMPLISH THEIR EDUCATIONAL OBJECTIVES.

South recognizes that students with different educational goals need different kinds of support, and the college provides instruction and related resources to meet those varied needs, whether students seek personal enrichment, language or other basic skills, a certificate or degree in a professional or technical field, an academic degree or transfer to a four-year institution, or an applied baccalaureate degree.

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
1.1.1 Certificate/degree completion	For students who indicate their intent to earn a credential, completion of that credential is a strong indicator that the college is meeting its mission.	Legacy: Plans to get degree Academic ProfTech	Students enter Fall 2008 by Spr. 2011:  Academic: (SSCC 23%, GISS 15%)  ProfTech: (SSCC 17%, GISS 14%)	Academic: 25%  ProfTech: 25%
1.1.2 Transfer rates	For academic students, transfer is an important part of the college's mission.	2-Year Transfer rate reported from SBCTC	53% (Transfer Table 2011 by SBCTC Annual Report AA, AS, 2009)	55%



SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
1.1.3 Employment rates and pass rates on state license exams (FAA, Nursing)	For professional/technical students, gaining employment in their field is the hallmark of success and indicates that the college is fulfilling its mission.	Employment rates reported from SBCTC  License pass rates: FAA Nursing	71% (SBCTC Annual Report)	80%

**OBJECTIVE 1.2 SOUTH SEATTLE COMMUNITY COLLEGE ADVANCES STUDENT COURSE AND PROGRAM PROGRESSION FROM ONE LEVEL TO THE NEXT.**

South engages students, staff, and faculty to strengthen and advance progress toward a student’s goal from entry to exit through an emphasis on educational planning, early intervention, and innovative partnerships across campus.

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)		BENCHMARK (2014-15)
				DegSeek	
1.2.1 Student retention All students, AND degree seeking students	Retention drops most dramatically between a student’s first and second quarter, however measuring retention over various periods of time indicate that the college is successfully advancing progression.	Fall to Winter Fall to Spring Fall to Fall	All  <u>W ’11</u> 55% <u>S ’11</u> 41% <u>F ’12</u> 32%	  <u>W ’11</u> 75% <u>S ’11</u> 65% <u>F ’12</u> 58%	  <u>W ’15</u> 77% <u>S ’15</u> 67% <u>F ’12</u> 59%
1.2.2 Momentum point attainment (annual SAI report)	These indicators measure a variety of gains made toward completion, providing a more nuanced snapshot of South’s support of progression.	College Readiness 15-credit 30-credit College Level Math  Total	1478 1731 1371 1032  10,257 (2010-11) 10,346 (2011-12)		12,000

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
1.2.3 Progression and completion	These indicators illustrate that students are advancing along the college's spectrum of offerings and meeting their goals.	<b>Transfer</b> (GISS rpt.) % Tipping Point or Degree % Transferred without degree <b>ProfTech</b> (GISS rpt.) % Reaching Tipping Point (Degree or Cert. w/45 cred.) % Cert. LT 45 cred. <b>BTS</b> (GISS rpt.) % ABE Transitioning % ESL Transitioning (SSCC data) % Lv15-6 (08-09 Total) → College (by Sp.'11)	<u>Fall 06-Spr10</u> 15% 29% 14% 1% 19% 16% 17%	16% 30% 15% 2% 20% 17% 18%
1.2.4 Student satisfaction with their educational goal completion (e.g. CCSSE, ACT, other national surveys)	Because students possess a variety of goals (beyond degree or certificate completion), this indicator will account for—through satisfaction ratings—a student's own assessment of his/her goal completion.	Student Ratings (from surveys)  College Contribution to Growth and Preparation: ACT IV A.2: Intellectual Growth A.3: Social Growth A.4: Prep. Further study A.5: Prep. Career	<u>ACT IV.</u> A.2=4.19 A.3=4.06 A.4=4.18 A.5=4.09	Maintain status above national norms. (public 2yr. 2010)  3.98 3.74 3.94 3.91

**OBJECTIVE 1.3 SOUTH SEATTLE COMMUNITY COLLEGE STUDENTS SUCCESSFULLY NAVIGATE THE COLLEGE SYSTEM.**

South supports the needs of our diverse student population to successfully transition through the college system through effective dissemination of relevant information and an array of support services at critical junctures in students' progression.

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
1.3.1 Students fund their education through available resources (e.g. financial aid, scholarships, payment plan)	Successful navigation is dependent on students' ability to fund their education. Due to the variety of funding options and their varied processes, funding is often a barrier to successful navigation.	% Students Awarded Financial Aid: Pell, State/Local, Institutional	<u>2010</u> Federal Aid=30% State/Local=38% Institutional=9%	33% 40% 10%

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
<p>1.3.2 Retention and completion rates for: Underrepresented student populations (e.g., Black, Hispanic, Native American; API); Distinct student program populations (e.g., vets)</p>	<p>First generation and other underrepresented groups demonstrate greater struggles in navigating college processes. This indicator will demonstrate whether South's resources result in an increased success rate.</p>	<p>Retention Fall to Winter</p> <p>Completion rate (degree seeking) w/in 3 yrs. (Black, Hispanic, Native American)</p> <p>API Retention Fall to Winter</p> <p>API Completion rate (degree seeking) w/in 3 yrs.</p> <p>Completions (Vets) Completions (13<sup>th</sup> Year)</p>	<p>70%</p> <p><u>F '08 Entrants</u> <u>Grad. by S '11</u> 9% (N=8)</p> <p>75%</p> <p><u>F '08 Entrants</u> <u>Grad. by S '11</u> 24% (N=11)</p> <p>6.5%</p> <p>23.8%</p>	<p>72%</p> <p>77%</p>
<p>1.3.3 Retention of students participating in financial literacy programs</p>	<p>Students who develop strong financial literacy are more equipped to persist and navigate the system.</p>	<p>Retention for sub-population</p>	<p>82% (TRIO, 2011-12)</p>	<p>85% (Fernando, Elizabeth, Erin)</p>

**CORE THEME 2: TEACHING AND LEARNING**

**OBJECTIVE 2.1 SOUTH SEATTLE COMMUNITY COLLEGE INSTRUCTIONAL PROGRAMS ARE EFFECTIVE.**

South is committed to providing instruction that is current and relevant according to the professional standards in the various fields of study, and that meets the needs of students as they progress along their career paths.

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
2.1.1 Programs periodically update their curricula and instructional methodologies. Professional/ technical programs maintain requisite industry certification and licensure.	The addition of new courses, updates to existing courses, and the creation of new instructional programs demonstrate responsiveness to the needs of students and a commitment to providing instruction that meets current standards in the various disciplines or fields of study. To this end, new industry standards for accreditation and licensure are maintained in order to best provide students with career opportunities.	Course revision Course origination Program revision Program origination  Qualitative reports from Deans' program plans	20 (2012) 24 (2012) 4 (2012) 1 (2012)	Instruction Deans and Directors

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
2.1.2 Percent of faculty who engage in professional development opportunities	By providing professional development for instructors, the college indicates a systemic commitment to quality instruction.	<p>Number of faculty awarded faculty development grants from foundation, college, and district using EEPD form.</p> <p>AGILE<sup>1</sup> survey / faculty development report</p>	<p>18 faculty development grants; \$23,642 awarded.</p> <p>Faculty self-reports of awards and activities</p>	5% increase

<sup>1</sup> Action Generated Instrument for Learning Evaluation

**OBJECTIVE 2.2 SOUTH SEATTLE COMMUNITY COLLEGE STUDENTS LEARN REQUISITE KNOWLEDGE AND SKILLS.**

South faculty, staff, and administrators work collaboratively to ensure that students’ diverse needs are met and that they are provided the opportunity to gain the knowledge and skills that they need to be successful.

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
2.2.1 Course/program-level assessment as SLO analysis (e.g. outcome mapping)	The analysis of Student Learning Outcomes, along with other learning assessment, yields insight into the type and extent of student learning, and provides input for any needed refinements or adjustments to the college’s educational offerings.	ACT survey (or another survey of graduating students) SLO crosswalk to measure <u>progress</u> . 1. Communication 2. Computation 3. Human relations 4. Critical thinking 5. Technology 6. Personal Responsibility 7. Information Literacy	ACT 2010 (5=Very(4=)Much, 3=Moderate, 2=Little,1= None)  1. 3.86 <sup>2</sup> 2. 3.79 3. 3.86 4. 4.00 5. 3.71 6. 3.64 7. 4.07	National Norms for 2-Year Public Institutions (2010)  1. 3.63 2. 3.68 3. 3.57 4. 3.82 5. 3.66 6. 3.41 7. 3.65

<sup>2</sup> Averages are calculated from the items listed below:  
 SLO1=Communication, ACT II.A.7, 8, 9, 11  
 SLO2=Computation, ACT II.A.14, 26  
 SLO3=Human relations, ACT II.D.1, 3, 4  
 SLO4=Critical thinking and problem-solving, ACT II.A.1, 2, 3  
 SLO5=Technology, ACT II.A.24  
 SLO6=Personal responsibility, ACT II.D.8, 10, 12, 20, 21, 27, 30, 31  
 SLO7=Information literacy, ACT II.A.4



SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
<p>2.2.2 Student self-reports of satisfaction with their classroom learning experience (e.g. CCSSE and ACT Exit Survey).</p>	<p>Students are well-positioned to determine the value of their educational experience within the context of their particular backgrounds, goals, and aspirations.</p>	<p><u>Student Surveys</u></p> <p>CCSSE 27: How would you evaluate your entire educational experience at this college?</p> <p>ACT III.2 Quality of Instruction</p> <p>ACT III.39: This college in general</p> <p>ACT IV: Your experience at this college</p>	<p>CCSSE 27: (2011) 3.18</p> <p>ACT III.2 (2010) 4.15</p> <p>ACT III.39 (2010) 4.20</p> <p>ACT IV (2010) 4.04 (mean of items<sup>3</sup>)</p>	<p>National Norms for 2-Year Public Institutions</p> <p>3.14</p> <p>4.00</p> <p>4.11</p> <p>3.89</p>

<sup>3</sup> ACT IV.A.1, 2, 5

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
2.2.3 Programs and instruction are effective and responsive to the needs of students.	Students are learning requisite knowledge and skills to progress on their chosen educational paths. Continuous improvement relies on innovative approaches (to pre-college Math and English classes, for example) and on other promising and proven practices.	Progression and completion.	PC English Reading: 80% Writing 87% PC Math: 68%	82% 89% 70%

**OBJECTIVE 2.3 SOUTH SEATTLE COMMUNITY COLLEGE STUDENTS ARE ACTIVELY ENGAGED IN LEARNING.**

Through pedagogies, promising practices and effective methodologies, South provides a rich, self-directed student learning experience that will serve them well as students and prepare them for work and life.

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
2.3.1 Students actively engage in learning with faculty and other students	Measuring how actively students engage, how much they are challenged, how much effort they expend, and how they interact while learning, are proven indicators of educational progress.	CCSSE Factors:  Active & Collaborative Learning Academic Challenge Student Effort Student-Faculty Interaction Support for Learners	SSCC (Cohort)  54.2 52 56.5 53.7 51.4	Above Nat'l Mean  50 50 50 50 50
2.3.2 Students engage in campus and community opportunities	Student engagement in the campus community and in campus activities is a known indicator of student achievement (CCSSE, Student Life).	CCSSE, Student Life questionnaire, number trained in student leadership, number of student life transcript, number of students w/Service Learning % of graduates	<u>CCSSE Item 4i</u> "Participated in Community Based Project"=1.39	Remain above national average of 1.31

**CORE THEME 3: COLLEGE CULTURE AND CLIMATE**

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**OBJECTIVE 3.1 SOUTH SEATTLE COMMUNITY COLLEGE IS COMMITTED TO: INCREASING THE CULTURAL COMPETENCY OF ITS STUDENTS, STAFF AND FACULTY; AND HIRING AND RETAINING A DIVERSE WORKFORCE.**

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South recognizes the critical role of diversity in creating a successful educational environment for the 21<sup>st</sup> century. South endeavors to improve the diversity and cultural competency of employees to help prepare students for participation in the broader community.

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
3.1.1 Diversity of faculty and staff (race, ethnicity, national origin, language spoken, ability)	Having employees that reflect a global workforce is critical to the success of the college in the 21st century.	Legacy (ratio of underrepresented populations of employees)            Agile survey of self-identified diversity among faculty and staff	Fall 2010 <u>Classified</u> OC=52 (41%) Cau=76 (59%) <u>Exempt</u> OC=18 (26%) Cau=52 (74%) <u>FT</u> OC=24 (29%) Cau=59 (71%) <u>PT</u> OC=38 (16%) Cau=207 (85%)	KV            Employee survey

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
3.1.2 Cultural competency of faculty and staff.	Multicultural competency improves the ability of faculty and staff to effectively perform their job responsibilities.	<p><u>CCSSE Student Survey</u></p> <p>11a: Other students friendly, supportive, and contributed to a sense of belonging 11b: Instructors available, helpful, and sympathetic 11c: Administrators and staff helpful, considerate, and flexible</p> <p><u>ACT Student Survey</u> II.C.7: College equally supports ethnic groups</p> <p><u>Climate Survey Student Focus Percent Very/ Satisfied</u> 77. the college meets the needs of its ethnically diverse student population 78. the learning environment.. is hospitable to all students 79. the curriculum reflects a multicultural perspective</p>	<p><u>CCSSE (2011)</u> Scale of 1-7</p> <p>11a=5.41 11b=5.84 11c=4.79</p> <p><u>ACT (2010)</u> Scale of 1-5 4.28</p> <p>77% 67% 56%</p>	<p>National Norms District (All Colleges) Norms</p> <p>5.49                  5.38</p> <p>5.67                  5.73</p> <p>4.97                  4.91</p> <p>4.18</p> <p>80% 70% 58%</p>

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
		80. the availability of campus services and accommodations for students with disabilities  AGILE Survey of cultural competence among staff and participation in professional development opportunities (diversity)	63%	65%

**OBJECTIVE 3.2 SOUTH SEATTLE COMMUNITY COLLEGE PROVIDES OPPORTUNITIES FOR EMPLOYEES TO LEARN, ENGAGE, AND CONTRIBUTE TO THE CAMPUS AND GREATER COMMUNITY.**

South is committed to offering a dynamic array of educational, participatory, and philanthropic opportunities to faculty and staff on a campus that is modern and safe. Through these efforts, employees increase their participation and commitment to the campus and the broader community.

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
3.2.1 Participation in activities, events, services, trainings, workshops, and both internal and external committees	More opportunities for employees to learn increases the ability for them to adapt to change, lead innovative programs and services, improve their collaborations, and increases their involvement in campus governance and their commitment to the greater community.	Climate Survey  AGILE Survey of employees	Percent Satisfied with opportunities <u>Questions 3 and 4</u> 62.6%  OPR	65%
3.2.2 Contribution by campus community through culture of philanthropy.	Employees that give their time, money, and efforts to contribute to the greater good help to create a sense of community.	Gifts from the Earth Employee Giving College Advancement Data		Elizabeth



SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
3.2.3 Faculty & staff satisfaction: campus technology, facilities, security, and safety.	Leading edge technology, updated grounds and facilities, and a safe and secure campus are conducive to positive attitudes about working and learning on campus.	Climate Survey Building, grounds Safety/ security Phys. environment Access – computers  AGILE Survey	Satisfied with: 84% 94% 89% 53%	85% 95% 90% 60%

**OBJECTIVE 3.3 SOUTH SEATTLE COMMUNITY COLLEGE, THROUGH ITS APPROACH, PROCESSES, AND DECISIONS, EFFICIENTLY AND RESPONSIBLY ALLOCATES AND APPLIES ITS RESOURCES (FISCAL RESOURCES, HUMAN CAPITAL, AND FACILITIES) TO EFFECTIVELY ACHIEVE ITS MISSION.**

South follows a conservative approach to operating the College and meets FTE targets within the budget, in constant pursuit of educational improvement.

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
3.3.1 Efficient management of the budget, enrollment, and completion.	Effective and inclusive process to manage the budget and enrollment ensure fiscal integrity, quality programs, and services.	Cost per FTE (Instruction)	\$2,320.00	\$2,300.00
		Cost per FTE (Total)	\$6,172.00	\$6,120.00
		Operating Budget Expenditure (Percentage)	89.81%	Maintain 90%

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
3.3.2 Outside resources generated.	Financial resources from outside sources help to fund the College and enhance the educational process.	Grants and Contracts  Auxiliary Operating Budget	\$7,051,745.00 <sup>4</sup>  \$1,226,205.00	\$5,000,000.00  \$1,236,000.00

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<sup>4</sup> Unusual baseline figure.

**CORE THEME 4: COMMUNITY ENGAGEMENT AND PARTNERSHIPS**

**OBJECTIVE 4.1 SOUTH SEATTLE COMMUNITY COLLEGE PROVIDES INSTRUCTIONAL PROGRAMS THAT SUPPORT INDUSTRY WORKFORCE DEVELOPMENT.**

South Seattle Community College engages business, labor, professional and community leaders and organizations to strengthen and advance instructional programs with subject matter expertise, curriculum reviews, equipment consultation, donations, and program advocacy. The creation of an interdependent relationship results in dynamic and relevant programs, a pipeline of qualified candidates for companies, and higher rates of employment for our students.

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
4.1.1 Technical programs keep pace with industry standards.	Investment in professional-technical programs helps to support development of workforce programs.	Deans' qualitative responses from Unit Plans		
4.1.2 Student placement rates resulting from relationships with business, labor, and industry (e.g., internships, career fairs, faculty connections).	Student experiences in professional-technical programs that lead to direct employment are indicative of strong and relevant training programs.	1. Internship a. (reporting high quality)  2. Follow-up surveys of students relating employment to experiences: a. internships b. work related experiences	N=116 a. 81% (2011-12)          a. 27% (N=31)	Kelly, Deborah

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
4.1.3 Advisory group membership and participation.	Active advisory group membership and participation reflect business and industry investment in the professional-technical programs to ensure programs are relevant to industry needs.	TAC membership and participation Percent actively participating (time, money, effort, advising)  Qualitative assessment		Suzanne Sitner

**OBJECTIVE 4.2 SOUTH SEATTLE COMMUNITY COLLEGE PARTNERS WITH HIGH SCHOOLS AND UNIVERSITIES TO PROMOTE A SEAMLESS PIPELINE.**

South Seattle Community College engages high school and postsecondary partners to strengthen and advance educational pathways through innovative partnerships, outreach, curriculum alignment, and articulation agreements. The creation of these partnerships results in dynamic and relevant programs, better pathways for students, and higher rates of academic success.

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
4.2.1 Partnerships and articulation agreements with K-12, community college, and four-year institutions	Creating strong pathways through direct articulation and other cooperative agreements with high schools and postsecondary institutions contributes to higher enrollment and completion rates.	# Articulation Agreements with HS and 4-year, and with whom	4-year—35 agreements  HS—agreements with 3 districts plus two schools	Jennifer

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)														
4.2.2 College level placements	Successful partnerships with school districts ensure that community college placement requirements are well understood and integrated into curriculum development and instruction, resulting in higher rates of college-level placements.	13 <sup>th</sup> Year TRIO -- UB/Talent Search # of new students served		Elizabeth Sebastian Vanessa														
4.2.3 Enrollments of graduates from local feeder high schools	Enrollment rates of graduates from local feeder high schools directly reflect the success of articulation and partnership agreements.	From SMS—Feeder HS include:	<table style="border: none;"> <tr><td>W. Seattle</td><td>228</td></tr> <tr><td>Chief Sealth</td><td>184</td></tr> <tr><td>Highline</td><td>147</td></tr> <tr><td>Cleveland</td><td>127</td></tr> <tr><td>Evergreen</td><td>115</td></tr> <tr><td>Franklin</td><td>99</td></tr> <tr><td>Garfield</td><td>95</td></tr> </table>	W. Seattle	228	Chief Sealth	184	Highline	147	Cleveland	127	Evergreen	115	Franklin	99	Garfield	95	A 10% increase (100 students)
W. Seattle	228																	
Chief Sealth	184																	
Highline	147																	
Cleveland	127																	
Evergreen	115																	
Franklin	99																	
Garfield	95																	

**OBJECTIVE 4.3 SOUTH SEATTLE COMMUNITY COLLEGE ENGAGES THE COMMUNITY FOR MUTUAL ENRICHMENT AND PARTICIPATION.**

South Seattle Community College provides diverse lifelong learning and skill-building opportunities that are meaningful and valuable to the community.

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

INDICATORS	RATIONALE	PROPOSED MEASURE(S)	BASELINE (2010-11)	BENCHMARK (2014-15)
4.3.1 Classes offered for personal enrichment, business and professional development	Sustainable enrollment in classes offered for personal enrichment, business and professional development indicate programs that are relevant and meaningful to the community.	<p><b><u>Lifelong Learning</u></b>  <b><u>Courses:</u></b>                      Satisfaction w/ Course                      Satisfaction w/ Instructor</p> <p><b><u>CTE Courses:</u></b>                      Satisfaction w/ Course                      Satisfaction w/ Instructor</p>	<p>91.8% Ranking                      Course/ Inst. 4 or 5</p> <p>76.5% Ranking                      Course/ Inst. 4 or 5</p>	<p>95%</p> <p>85%</p>
4.3.2 Community volunteerism and individual philanthropy (e.g., involvement with African, Hispanic, and Asian communities in our service area).	Community volunteerism and philanthropy indicate community investment in college programs and mission and the community is actively engaged in supporting the college mission	Community investment in college --President's Advisory Committee, Technical Advisory Committees Annual focus groups/ SGID What's going well/ What isn't, Suggestions for improvement		Rosie (Christie)  Heather
4.3.3 Customized contract training and education for workers and their employers	Sustainable enrollments for customized contract training and education for the business community indicate responsiveness to workforce training needs in the community.	Elsa  AGILE Survey of TAC's, employers, partners through WDC		Elsa

## **CHAPTER TWO: RESOURCES AND CAPACITY**

Chapter Two includes an executive summary of Eligibility Requirements 4 through 21 and documents the adequacy of our resources and our capacity to fulfill the institution's mission and accomplish its core themes outcomes.

### **EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4 THROUGH 21**

South Seattle Community College is in compliance with the Commission's eligibility requirements as indicated below.

#### **ELIGIBILITY REQUIREMENT # 4 – OPERATIONAL FOCUS AND INDEPENDENCE**

South Seattle Community College began its credit-granting courses in 1969. As of fall 2013, the college will be completing forty-four years of credit-granting course offerings for its principal educational programs with students actively pursuing higher education degrees and certificates. These efforts are supported by courses in basic skills and developmental studies that prepare students for college-level work.

The College's governance structure, leadership, and administrative team allow independent operation with accountability to the district chancellor, Board of Trustees, State Board for Community and Technical Colleges, and legislature. The college is responsible for meeting the NWCCU's standards and eligibility requirements.

#### **ELIGIBILITY REQUIREMENT # 5 – NON-DISCRIMINATION**

The college is an Equal Opportunity Institution that operates in accordance with applicable federal and state laws and regulations. As stated on the college website:

The Seattle Community College District VI is committed to the concept and practice of equal opportunity for all its students, employees, and applicants in education, employment, services and contracts, and does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, gender identity, veteran or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or presence of any physical, sensory, or mental disability, except where a

disability may impede performance at an acceptable level. In addition, reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities.

Coordination of institutional compliance efforts with regard to equal opportunity and non-discrimination policies has been assigned to the Director of Human Resources.

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### **ELIGIBILITY REQUIREMENT # 6 – INSTITUTIONAL INTEGRITY**

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South Seattle Community College strives for the highest levels of quality and ethical standards as one of its core values. The college has established policies and procedures (Policy No. 400) in accordance with Washington Ethics Law, Revised Code of Washington, Chapter 42.52 that governs the actions and working relationships of South Seattle Community College employees with current or potential students, fellow employees, suppliers, government representatives, the media, and anyone else with whom the college has contact. In these relationships, employees must observe the highest standards of ethical conduct, avoiding conflict of interest at all levels.

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### **ELIGIBILITY REQUIREMENT # 7 – GOVERNING BOARD**

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The Seattle Community College District has a five-member Board of Trustees that oversees all three colleges in the district and derives its authority as described in Revised Code of Washington (RCW) Chapter 28B. The governor appoints each member for a five-year term, eligible for renewal one time. No member of the Board has any contractual, employment, or personal financial interest in the institution.

The Board of Trustees meets monthly to govern the college through the formation of policy and the delegation of authority to the district's chancellor.

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### **ELIGIBILITY REQUIREMENT # 8 – CHIEF EXECUTIVE OFFICER**

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The Seattle Community College district has a full-time chancellor who is appointed by the Board of Trustees, and South Seattle Community College has a full-time president, appointed to the position by the chancellor. The chancellor is the chief executive officer for the college district, which delegates authority and operational responsibilities to the college president at South Seattle Community College.

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### **ELIGIBILITY REQUIREMENT # 9 – ADMINISTRATION**

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South Seattle Community College administration is organized into four major areas: Office of the President, Instruction, Student Services, and Administrative Services. Each major area retains a sufficient number of qualified administrators to manage the college across various functional areas to support students and faculty and in fulfilling the college's strategic goals and core themes objectives aimed at advancing the college toward mission fulfillment.



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## **ELIGIBILITY REQUIREMENT # 10 – FACULTY**

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South Seattle Community College employs appropriately qualified instructional staff in sufficient number to achieve its educational objectives, provide academic policy oversight, and ensure the integrity and continuity of its academic programs. Faculty go through a rigorous and well documented hiring process and participate in a three-year tenure review process, culminating in tenure decisions for each probationer by the Board of Trustees. A post tenure evaluation process ensures that college faculty are evaluated in a regular, systematic, substantive, and collegial manner, as prescribed by Article 6.10 in the Collective Bargaining Agreement.

College faculty participate in academic planning, develop and review curriculum, advise students, and play a major role in the formulation of institutional policy and governance.

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## **ELIGIBILITY REQUIREMENT # 11 – EDUCATIONAL PROGRAM**

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South Seattle Community College’s mission forms the basis for educational programs at the college. The college has developed diverse instructional programs with appropriate rigor and content consistent with its mission that meet the standards of various relevant state and national agencies and industries. Program curricula are reviewed regularly to ensure overall quality and currency and to review student learning outcomes for clarity and consistency with degree requirements.

Degree and certificate programs in recognized fields of study culminate in the achievement of clearly identified student learning outcomes, leading to degrees and certificates consistent with program content.

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## **ELIGIBILITY REQUIREMENT # 12 – GENERAL EDUCATION AND RELATED INSTRUCTION**

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All South Seattle Community College degree and certificate programs of one academic year (45 quarterly credits) or more, require a substantial component of general education as demonstrated in the Seattle Community College District Catalog 2012-2014.

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## **ELIGIBILITY REQUIREMENT # 13 – LIBRARY AND INFORMATION RESOURCES**

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The South Seattle Community College library effectively supports the college’s mission and core themes by providing extensive print and digital resources. Librarians work with faculty to incorporate information literacy skills in class assignments. Library users have access to a wide variety of online and print resources and to reference assistance both online and onsite. These information resources are regularly evaluated for currency, relevance, and appropriateness to support the instructional programs.

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## **ELIGIBILITY REQUIREMENT # 14 – PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE**

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South Seattle Community College maintains physical facilities that are accessible, safe, secure and sufficient in quantity and quality to support its educational programs, core themes and mission. The main campus in West Seattle, houses most of the instructional programs; the New Holly Learning Center, and the Georgetown Apprenticeship & Education Center serve specialized programs or student populations. The college's physical network infrastructure is connected to the Pacific Northwest Gigapop network, which provides reliable high-speed access for all locations.

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## **ELIGIBILITY REQUIREMENT # 15 - ACADEMIC FREEDOM**

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As a public institution of higher education, the college exists to provide students with the capacity for critical judgment and an independent search for truth toward both optimal individual development and the well-being of the entire learning community.

The college intends that all its employees and students are provided an atmosphere that encourages and supports intellectual freedom and independence. Details of the academic freedom policy are specified in the faculty Collective Bargaining Agreement (CBA), Article 6.9.

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## **ELIGIBILITY REQUIREMENT # 16 – ADMISSIONS**

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South Seattle Community College is an open admission institution serving a diverse student body with a wide range of abilities and educational needs. The admission process is established by the State of Washington (RCW 28B.50.020) and is governed by the State Board for Community and Technical Colleges (RCW 28B. 50.050). The specific admissions procedures and steps are explained clearly on the college website and in quarterly class schedules and the Student Handbook.

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## **ELIGIBILITY REQUIREMENT # 17 – PUBLIC INFORMATION**

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The Seattle Community College District Public Information Office coordinates the review of the District catalog which provides comprehensive information about college costs, programs, policies and procedures, faculty and staff credentials, college mission and core themes.

South Seattle Community College has its own Public Information Office that oversees the development and distribution of college publications, marketing, media requests, community events, and the college web site and other instructional and student services materials to assure the information is accurate and up-to-date. The college uses multiple methods to provide basic information on admissions, enrollment, financial aid, program offerings, tuition and fees, academic calendar, policies for grading and refunds, and steps to enroll in selected programs. Information is located on the college website and in the college catalog, class schedule, and Student Handbook, all of which are available in print and online.

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## **ELIGIBILITY REQUIREMENT # 18 – FINANCIAL RESOURCES**

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Each college district in the Washington State community college system is funded with a combination of state funds (based primarily on student FTE's) allocated by the legislature through the State Board for Community and Technical Colleges; student tuition and fees; and a variety of external grants and contracts designed to support innovative initiatives to improve student learning and support services. College districts receive separate state budget allocations and are responsible for their own financial management.

South Seattle Community College has established and can demonstrate a stable funding base, a financial planning process connected to the institution's mission and core themes, a balanced budget, and a responsible level of debt. College policies ensure the availability of adequate financial resources to sustain academic programs and other college operations over the long term. Because the college has a long-term contingency reserve practice, SSCC was able to handle the recent reductions in state funding necessitated by the economic downturn. Seattle Community College district policy number 608 establishes a 5 to 10% reserve at each of the three operating units, including South Seattle Community College. The college's financial reserves have remained healthy and students continue to be served effectively.

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## **ELIGIBILITY REQUIREMENT # 19 – FINANCIAL ACCOUNTABILITY**

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All community and technical colleges in the state adhere to the statewide financial management system (FMS) which is consistent with the generally accepted auditing standards. As a public institution and an agency of the State of Washington, all college funds are subject to audit by the State Auditor's Office (SAO). The college's audit reports are included in the annual audit of the Seattle Community College District. The audit is conducted to determine the college's compliance with state laws and regulations and the district's policies and procedures.

South Seattle Community College's audit, conducted annually as part of the state's Comprehensive Annual Financial Report (CAFR), is also included in the annual audit of the Seattle Community College District, which determines the college's compliance with state laws and regulations and the district's policies and procedures.

As directed by the Board of Trustees, findings and letters of recommendation must be considered and addressed in a timely manner. The latest Accountability Report for the college included no findings.

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## **ELIGIBILITY REQUIREMENT # 20 – DISCLOSURE**

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South Seattle Community College will disclose to the Northwest Commission on Colleges and Universities any and all such information as the Commission may require to carry out its evaluation and accreditation function.

## ELIGIBILITY REQUIREMENT # 21 – RELATIONSHIP WITH THE ACCREDITATION COMMISSION

South Seattle Community accepts the policies and standards of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with due process.

The college understands and agrees that the Northwest Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the NWCCU.

## 2.A GOVERNANCE

### GOVERNANCE 2.A.1 – 2.A.8

The Seattle Community College District, of which South Seattle Community College is a member, is regulated by the [Washington State Board for Community and Technical Colleges \(SBCTC\)](#). The presidents of the state’s thirty four community and technical colleges coordinate statewide programs and priorities through the SBCTC and its negotiations with the state legislature. Following appropriation by the state legislature in its annual session, the SBCTC distributes state funds to individual college districts.

South Seattle Community College is one of three colleges in the [Seattle Community College District](#) which is governed by a five member board of trustees. The chancellor reports to the board and each college has a president who reports to the chancellor. Each college in the district is accredited separately. Dr. Jill Wakefield has been the district chancellor since January 2009. She has served Seattle Community Colleges for more than thirty five years and became district chancellor after five years as president of South Seattle Community College. She holds a master’s degree in public administration and public policy from the University of Washington and a doctorate in educational leadership from Seattle University.

### GOVERNING BOARD 2.A.4 – 2.A.8

A board of trustees governs each of the state’s community and technical college districts. The members are appointed by the governor and generally serve two five-year terms. The [Board of Trustees for the Seattle Community College District](#) is the highest level of district governance. The Board selects and evaluates the district chancellor, the chief executive officer for the district, to whom it delegates authority to carry out the district’s mission, per [Policy 108](#). The president of South Seattle Community College reports directly to the district chancellor and also serves in a district-wide capacity as a vice chancellor. The District policies and procedures apply to all three colleges and are publicly and freely available. While each college has a significant measure of autonomy, the district policies form the basis of college operating procedures.

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## SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

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The five-member Board of Trustees for the Seattle Community College District sets policy and helps maintain the quality and integrity of the institution. In accordance with district policy, the Board

- sets district policies and delegates to the district chancellor the authority to implement and administer those policies
- selects, appoints, and evaluates the district chancellor
- approves the missions of the district's colleges and exercises broad-based oversight to ensure compliance with district policies
- approves academic degrees and delegates to the colleges the ability to approve certificates, other major programs of study, and any substantive changes to existing programs
- approves the district and institutional budgets and periodically reviews fiscal and audit reports

The chancellor and the three college presidents attend all regularly scheduled monthly meetings of the board as non-voting participants as do the president of the faculty union, the president of the classified staff union, and the student body presidents from each campus. To provide continuity, the terms of individual board members are staggered. No member is a district employee and none have any financial interest in the district or its colleges. Further, [Policy 103](#) restricts eligibility to those who are not “an employee of the community college system, a member of the board of directors of any school district, a member of the governing board of any public or private educational institution, or an elected officer or member of the legislative authority of any municipal corporation.” The Board also undergoes regular self-evaluation, with the most recent evaluation taking place in June 2011 as described in the Governance Institute for Student Success's Washington Institute meeting report.

District policies are publicly available and regularly updated. The policies include those establishing the legal basis and rules for board decision making. [Policy 106](#) states: “No action shall be taken except by an affirmative vote of at least three members.” Further, board members “have no legal authority outside the meetings of the Board” per [Policy 131](#). Of the twenty three policies governing the board of trustees, twelve have been reviewed and/or amended since 2010.

The Board holds open, public meetings on a regular, publicly announced schedule. Current Board members are listed below.

- **Carmen Gayton** (Term: October 2012 - September 2013): Seattle Businesswoman
- **Courtney Gregoire** (Term: October 2012 - September 2014): Seattle Attorney
- **Jorge Carrasco** (Term: October 2009 - September 2016): Superintendent, Seattle City Light
- **Stephen Hill** (Term: January 2013 - September 2017): Seattle Business and Community Leader
- **Albert Shen** (Term: October 2010 - September 2015): Principal and owner of Shen Consulting, Inc.

## COLLEGE GOVERNANCE

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The governing board, administrators, faculty, staff, and students understand and fulfill their respective roles as set forth by state statutes, district policies and procedures, and district collective bargaining agreements. The governance system itself helps the college accomplish its mission and core themes. At South Seattle Community College, governance is organized as an advisory system with two main governing councils: the President's Cabinet and the College Council. There are in addition six main leadership councils, each of which is convened by and advises a member of the President's Cabinet: the Instructional Deans and Directors, the Managers of Student Services (MOSS), the Administrative Services Managers and Directors, the President's Committee on Diversity & Retention (PCDR), the Institutional Effectiveness Committee (IE), and the Curriculum and Instruction Committee (CIC).

The governing and leadership councils each serve a particular purpose:

- The President's Cabinet, which includes all senior administrators, is the primary governing body
- The College Council advises the President's Cabinet on policy proposals that affect members of the campus community outside of any one department or constituency
- The Curriculum and Instruction Committee, which reports to the vice president of instruction, helps coordinate curriculum, instruction, and maintenance of academic standards
- The Instructional Deans and Directors, convened by the vice president of instruction, collaborate to administer and ensure that instructional guidelines are applied consistently, to increase student enrollment and persistence, and to coordinate class offerings and instructional supports
- The Managers of Student Services, convened by the vice president of student services, provides direction for services supporting intake, progression, retention, and completion
- The Administrative Services Managers and Directors, convened by the vice president of administrative services, are responsible for all aspects of and coordination among administrative services and operations
- The Institutional Effectiveness Committee oversees the institutional effectiveness process and reports on progress to the institution
- The President's Committee on Diversity & Retention develops campus-wide initiatives related to multiculturalism and advises the president on multicultural issues

Several standing committees provide for the consideration of faculty, student, and staff views. Two key committees are the College Council and the Curriculum and Instruction Committee.

An elected body with fourteen seats, the [College Council](#) represents every sector of the campus community. The council communicates with the President's Cabinet and with the president directly concerning issues that affect the community at large. The council also plays a major role in coordinating the college's annual budgeting process. The primary voice of the community as a whole, the council's roles and responsibilities are laid out in its [bylaws](#).

The [Curriculum and Instruction Committee](#) also plays a major role in accomplishing the institution's instructional mission. This fourteen-member committee, which advises the vice president for instruction, is responsible for the effective and efficient management of curriculum development and oversight, including quality of content, effectiveness of delivery, and incorporation of assessment measures. It, too, operates under a set of [bylaws](#).

The Faculty Senate, established through [AFT Seattle Community Colleges Local 1789](#), serves as a voice for faculty concerns and provides a forum through which the faculty makes recommendations to the president. Each college in the district has a Faculty Senate to keep the AFT executive board apprised of faculty views and concerns and to enable communication between the executive board and the faculty at each college. The Faculty Senate at South elects a president or co-presidents, a secretary, a part-time faculty representative, and a grievance officer. The president of the Faculty Senate meets regularly with the college president to review relevant issues.

Students also play a role in the governance system, primarily as representatives on the College Council and other committees such as the President's Committee on Diversity and Retention. Representatives of the student government meet with the president quarterly and attend Board of Trustee meetings, where their reports are a regular part of the agenda.

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## **LEADERSHIP AND MANAGEMENT 2.A.9 – 2.A.11**

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Gary Oertli has been the president of South Seattle Community College since 2010 and also serves in a district-wide leadership role as vice chancellor of instruction. Mr. Oertli has served in numerous roles for the Seattle Community Colleges. Before joining the district, Mr. Oertli worked for the University of Washington, in the technology sector, and for Shoreline Community College, where he served as president. Mr. Oertli holds a Master of Education in Business from the University of Washington.

The President's Cabinet, which is the primary body for governance and decision making at the college, is composed of the following:

- Donna Miller-Parker, Vice President of Instruction
- Frank Ashby, Vice President of Administrative Services
- Rosie Rimando-Chareunsap, Vice President of Student Services
- Elizabeth Pluhta, Associate Vice President of College Relations & Advancement
- Kathy Vedvick, Director of Human Resources
- Cessa Heard-Johnson, Dean of Diversity, Retention, & Student Leadership
- Holly Moore, Executive Dean of Georgetown Campus

It is worth noting that South has seen many changes to its leadership team in part due to the college's commitment to developing leaders:

- Jill Wakefield, South's previous president, became the Seattle Community Colleges chancellor.
- Mark Mitsui, previous vice president of student services, became president at North Seattle Community College
- Jean Hernandez, past vice president of instruction, is now president of Edmonds Community College
- Kurt Buttleman, past vice president of administration and past executive vice president of instruction & administration is now Seattle Community Colleges vice chancellor for finance & technology

The college's planning and institutional effectiveness cycle sets a framework for timely and effective decision making. Each year, the office of planning and research coordinates an update of the college's two-year strategic plan. Unit administrators assess their success in reaching benchmarks and work with faculty and staff to modify objectives and activities as needed. The strategic planning process draws heavily on research assembled by the office of planning and research and the annual benchmarks report generated jointly by that office and the Institutional Effectiveness Committee. The information gleaned from an analysis of the research data is also used to set unit goals, to inform decisions that lead to the improvement of teaching and learning, and to evaluate institutional effectiveness. The results of the research are forwarded to key councils and committees, including the President's Cabinet, the Instructional Deans and Directors, and the Managers of Student Services, and they are shared with key constituencies including faculty and counselors. The president and the President's Cabinet oversee the strategic planning process at the global level. They review and set the institution's [core themes](#) and key performance indicators.

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## ACADEMIC POLICIES AND PROCEDURES 2.A.12 – 2.A.14

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The district's [instructional policies](#) are widely accessible to all faculty, staff, and administrators in the Seattle Community College District. These policies address the instructional calendar, instructional programs, district personnel standards, college awarded credit, grading system, use of human subjects, and body substance isolation. Policies related to teaching, services, scholarship, and artistic creation are found in Article 6 and Article 13 of the faculty [Agreement](#).

Also published widely are the policies regarding the use and access to the library information resources regardless of format, location, and delivery method as documented and posted on the [library website](#). The library's collection development policy guides selection and use of information resources in all formats and ensures appropriate levels of currency, depth, and breadth to support all instructional programs and services offered online and onsite. Policies related to the library and use of information are posted on computer banners and the login screen.

The credential evaluation office is responsible for the receipt and evaluation of student transfer credit applications. To ensure that course credits transferred in from other colleges are equivalent, the college relies primarily upon two resources: the *Transfer Credit Practices of*



*Designated Education Institutions* published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the website for the [Council for Higher Education Accreditation](#). Credits from regionally accredited schools are automatically accepted. For situations in which transfer credits are from schools which are not a part of a regional accreditation body, course descriptions from catalogs are compared and schools are contacted. Faculty and instructional deans are consulted to determine course commonality between institutions. Transfer credits for international students are evaluated using original transcripts and formal guidelines and publications. The college follows AACRAO guidelines for posting [transfer-in credit](#) on the transcript separately from credit earned in residence. Students also have access to Degree Audit, an online tool for students to view completed courses, transferred-in credits, and requirements remaining for their intended degree.

From the [college's website](#) students can easily access information on policies, procedures, issues, rights, and statistics. The [district catalog](#) contains a comprehensive policy overview, beginning on page 43. [The student handbook](#) also provides information on major policies. The district policy on [student rights and responsibilities](#) and the [student code of conduct](#) are available on the district website and intranet.

The [quarterly class schedule](#) lists important dates and deadlines along with policies related to enrollment and student resources. The printed version of the schedule is mailed to students in the college's catchment area and to prospective students who have requested information; the electronic version is posted on the college's website. All students who apply for admission receive information titled Next Steps. This document includes links to the college website and department contacts where students can get information on college procedures and policies. Campus policies and procedures are also discussed during meetings with advisors.

Faculty members discuss academic policies and student expectations through a course syllabus which is distributed to students at the beginning of the quarter.

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## **STUDENT RIGHTS AND RESPONSIBILITIES 2.A.15**

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The biennial [district catalog](#) serves as a reference guide for new and prospective students and includes information about the college mission, admission requirements, rights and responsibilities, as well as academic regulations. More specifically, policies and procedures regarding students' rights and responsibilities are found in multiple areas across campus including in the annual student handbook and on the college website. The Student Conduct & Responsibility brochure is disseminated across the campus and the [Student Right-to-Know/Rules](#) are available online. The official rules for students at the Seattle Community Colleges can be found in the Washington Administrative Code, Chapter [132F-121 WAC](#).

The district policies and procedures relating to student discipline, including the imposition and appeals of such discipline, are set forth in Chapter 132F-121 of the Washington Administrative Code. Copies of chapter 132F-121 WAC may be obtained from the vice president of student services.

The Seattle Community College District complies with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 and with the disability laws of the State of Washington. Faculty syllabi normally include instructions on how to contact the department of educational support services if a student has a documented disability. To receive reasonable accommodation, students are responsible both for requesting accommodations and for providing appropriate written documentation. Students who have special needs are referred to the educational support services office for assistance.

Any student enrolled at the college may file a complaint against any student or college employee when they believe they have personal knowledge of a violation or bias incident. For grades, students may file complaints with the dean of student life who serves as the complaint officer. Complaints related to sexual harassment can be filed with the affirmative action officer. Violations of the student code of conduct may be reported to campus security or the vice president of student services. Information on the complaint process can be found on the college website.

Compliance with ADA and Civil Rights regulations is monitored and reviewed by Office of Civil Rights on a regular basis.

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## **ADMISSION AND PLACEMENT POLICIES 2.A.16**

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**ADMISSION:** South Seattle Community College is an open admissions institution. Anyone eighteen or older or who is a high school graduate or who has a GED may attend. Underage students can complete an application for consideration. The college also offers a free high school completion program for students nineteen years of age or older. Special programs at the college such as Running Start, Nursing, the International Students Program, and the BAS in Hospitality Management have separate admissions guidelines based on state and national regulations that apply to the program or population served.

**PLACEMENT:** The college's student assessment services (SAS) assesses placement for new students in English and math courses by using a national placement exam, Computerized Placement and Assessment Support System, or COMPASS, and ESL COMPASS. Students can challenge their COMPASS placement by submitting a writing sample for an English faculty member to evaluate. COMPASS cut-off scores are normed to the college's local population and reliability is maintained through work with the faculty coordinators for English and math. ACT scores will also be accepted if assessment indicates placement into college level classes. Class prerequisite requirements are included at the bottom of the course descriptions listed in the quarterly class schedule. The college also utilizes an enrollment software system that checks to determine if the student has either the appropriate test score or prerequisite course to be admitted into a class. Students who are blocked from enrollment are required to obtain an instructor's permission or provide a transcript from an accredited college level institution to verify academic preparation for the class.

Advisors and counselors assist students in interpreting placement assessment tools, with quarterly course selection, and by creating an educational planning guide for staying on track with program planning and certificate and degree requirements.

Students dismissed from the college for lack of [academic progress](#) receive a letter which includes a copy of [readmissions policies and procedures](#) and a contact person should they want to appeal the dismissal.

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## **POLICIES ON CO-CURRICULAR ACTIVITIES 2.A.17**

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All co-curricular activities follow the Seattle Community College District policies and procedures. The [student handbook](#) as well as the [student life](#) website reference policies and procedures relating to clubs, fitness center, intramural sports and other activities. To be recognized as an official club and receive funding from the college, every [club](#) must go through the registration process. This process occurs quarterly, during the Student Club Center Advisory Committee meeting. Policies and procedures are communicated and agreed to at that time.

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## **HUMAN RESOURCES 2.A.18 – 2.A.20**

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The human resources policies and procedures for the Seattle Community College District are published, maintained, and available to all college employees on the district's website and intranet. Human resource related policies and procedures are detailed in [Section 400 \(Personnel\)](#). The classified staff and the faculty are represented employees and their bargaining agreements address policies and procedures specific to each constituent group.

All employees, full-time and part-time, are first informed of employment conditions and work assignments through detailed position descriptions provided at the time of recruitment. Once hired, employees receive employment agreements that confirm their terms and conditions of employment.

Employees covered by negotiated agreements receive copies of the applicable agreement which outlines employee rights and responsibilities and criteria and procedures related to evaluation, retention, promotion, and termination. Policies, procedures and collective bargaining agreements are posted on the human resources page of the employee internet portal, which is accessible to all employees.

New employees attend a new employee orientation presented by the district's human resources staff. Orientations of new full and part-time faculty are provided quarterly. Student and hourly temporary employees are apprised of their working conditions through an employment form they sign.

The Seattle Community College District securely maintains all human resources files at the district office. Personnel and payroll files are kept in a locked area with limited access. Human resource records include paper and electronic applicant data, employee information, and payroll data that may be subject to public disclosure. Security and confidentiality of tangible

paper records, property and equipment are achieved through use of traditional locks, keys, and electronic security monitoring systems. Intangible electronic data is protected by secure data systems that include secure log-ins, unique system identification numbers, passwords, controlled access, encryption, back-up systems, off-site duplicate storage, and contractual relationships that guarantee the safeguard and integrity of institutional data. South Seattle Community Colleges abides by Schedule Title: CT02 – Personnel/Payroll of the [general retention schedule](#) for Washington’s Community and Technical College System.

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## **INTEGRITY OF PUBLIC INFORMATION 2.A.21**

South Seattle Community College represents itself clearly, accurately, and consistently through its announcements, statements, and publications. The college’s [mission statement](#) appears on the website and in all publications. The college’s core values are listed on cabinet agendas and the minutes of cabinet meetings; the newer business cards have the core values printed on back. On its annual and quarterly schedules (both in print form and on the web, which are produced by the Public Information Office), the public is provided with clear and accurate information about programs, class schedules, and requirements for entrance to each program or course.

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## **HIGH ETHICAL STANDARDS IN COLLEGE OPERATION 2.A.22**

The college maintains high ethical standards in all of its dealings both internally and externally. It is governed not only by RCWs and the WAC, but also by its collective bargaining agreements with its staff and faculty. There are many district policies which are strictly worded and followed to ensure that grievances, complaints, non-discriminatory behavior, and fairness and equality of treatment to all employees and students are adhered to. South’s commitment to a high ethical standard can be seen through its transparency in decision making at the college. Various college committees such as the College Council, the Institutional Effectiveness Committee, the Curriculum and Instruction Committee, the Faculty Senate, the Student and Activities Fees Committee, and the Universal Technology Fee Committee, as well as individuals, are encouraged to share their thoughts and ideas about college-wide issues.

In conjunction with the district office, the college sends out periodic notifications to all employees regarding Whistleblower Protection Laws, Ethics Policies, school closure rules, regulations, and appropriate policies.

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## **POLICY ON CONFLICT OF INTEREST 2.A.23**

There are several district policies and procedures which all employees and the Board of Trustees are required to abide by. The policies relating to the [Board](#) are as follows: the Legal Basis of the Board of Trustees (Policies 100-107); Mission, Values, and Objectives (Policy 110); Code of Ethics of the Board (Policy 131); Teaching and Accepting Gifts for SCCD (Policy 152). Policies for employees include the following: Ethical Conduct/Conflict of Interest Standards

(Policy 400); Employment of Relatives (Policy 410). All of the district's policies and procedures are on the district's website.

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### **POLICY ON OWNERSHIP OF COPYRIGHT 2.A.24**

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The policies on intellectual ownership of material is clearly spelled out in the SCCD/AFT Agreement in Article 13.4. This is also covered under Policy 395. Regarding copyright and fair-use laws, the college offers periodic workshops to review the laws in the Teaching and Learning Center.

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### **CLEAR NOTICE OF ACCREDITATION STATUS 2.A.25**

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South Seattle Community College accurately represents its accreditation status in all communications with the public and students, including notices on the college website, in the quarterly class schedule, and in the biennial catalog.

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### **EXTERNAL AGREEMENTS 2.A.26**

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Whenever SSCC enters into contractual agreements with outside agencies or businesses for products or services performed on its behalf, the scope of work for those products or services – with clearly defined roles and responsibilities – is stipulated in a written and approved agreement that contains provisions to maintain the integrity of SSCC. This is reviewed and approved by the business offices within the college as well as at district business office. There are policies in place for bidding and scoring these agreements to ensure fairness and transparency. These policies are located on the district intranet.

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### **ACADEMIC FREEDOM 2.A.27 – 2.A.29**

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To fulfill the college's mission to serve diverse community need, faculty engage in scholarship, research, instruction, and artistic creation with full and responsible academic freedom within the classroom. [The Collective Bargaining Agreement](#) (Article 6.9); [Policy 365](#) (students rights, freedoms, and responsibilities); and [Policy 370](#) (student complaints) provide some of the particulars. As stated in Article 6.9 of the Agreement, the institution fosters and protects academic freedom for faculty.

Faculty academic freedoms and faculty rights include classroom freedom, library collection/ materials/Internet resources, Constitutional freedom, freedom of association, freedom of petition and silence and the right to organize. Other rights directly tied to employment, such as tenure, complaints, grievances and personnel records, are addressed in the Agreement. Student freedom of inquiry is assured by Policy 365. The student complaints procedure provides further protections for academic freedom. In addition to the complaints procedure, student evaluations, required for every instructor, encourage thorough student feedback and allow unit administrators to review the particulars.

## FINANCE 2.A.30

The college's financial policies are in accord with [district policies](#). The twenty seven policies in this section cover allocation and management of resources, financial records, cash control, student fees, accounting, purchasing, equipment inventory, reserve, grants and contracts, travel, internal control, and other related policies required by the state CTC system.

## 2.B HUMAN RESOURCES

### QUALIFIED PERSONNEL 2.B.1

South Seattle Community College employs a highly qualified and diverse workforce to meet its strategic goals and operational functions as these are defined by the core theme outcomes and the college mission. As of June 2013 there are 86 full-time faculty, 124 classified and 87 exempt employees.

In all aspects of the recruitment and selection process, the college's human resources department works closely with the district's recruiting and employment specialist. The college advertises each full-time position on the district's [Employee Services](#) website with a comprehensive job description that includes clear duties, responsibilities and authority. Each job description is kept on file and updated on an ongoing basis.

Each new employee selection involves an intensive and thorough selection committee process. Unique, diverse selection committees are formed, including faculty, exempt, and classified employees offering multiple perspectives. The district's employment specialist serves as a resource for committee training and information regarding candidate interaction and communication. Additionally, the district provides specialized recruiting support for hard to fill positions, ensuring that the college hires the most qualified candidates. To further enhance recruiting efforts, the district provides support for applicants who have questions about the process or need assistance applying.

### EVALUATION OF PERFORMANCE 2.B.2

[Policy 409](#) requires regular evaluation of all employees. All administrators are evaluated at the end of each academic year. The process of evaluation for administrators is currently transitioning to an electronic platform which ties the college and district's strategic goals to performance expectations. Evaluation of classified staff is addressed in the Collective Bargaining Agreement which requires annual evaluations on the employee's anniversary date.

Performance evaluation processes and forms for classified staff and exempt staff are provided on the district Intranet.

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## OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT 2.B.3

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South Seattle Community College's Core Theme Three - College Culture and Climate, objective 3.2 states: SSCC provides opportunities for employees to learn, engage, and contribute to the campus community.

The college provides faculty, staff, and administrators with a variety of opportunities for professional growth and development. For faculty, the [Teaching and Learning Center](#) supports instructional practice with workshops and individual sessions on pedagogy and on the use of a number of technologies. Through an endowment, the [South Seattle Community College Foundation](#) awards faculty development grants to full-time and part-time faculty for projects that focus on developing strategies for student success. The maximum grant awards are \$1,000 per individual or \$2,000 per group or division. Each year approximately \$15,000-30,000 in grants are awarded. The [district faculty development office](#) provides internal professional workshops and funding for external professional conferences. Recognition awards include the [Dan Evans Innovation Award](#), the Lifelong Learning Award, and [NISOD](#) (teaching excellence) awards. Faculty sabbaticals are approved by the district chancellor and are in accordance with the Agreement.

For classified staff, the Classified Development Advisory Committee (CDAC) provides a variety of development opportunities including an annual retreat and mini-grants for external training. The exempt staff have an Exempt Development Advisory Committee (EDAC) which also provides quarterly development opportunities and an annual retreat. There are also quarterly district-wide management meetings and a statewide community college [Association](#) which provides quarterly training opportunities.

A tuition waiver program is available for all college staff employed half time or more. This tuition waiver is available at most state supported higher education institutions.

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## LEVEL OF FACULTY EMPLOYMENT 2.B.4

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To achieve the goals reflected in the core theme objectives, the college employs sufficient faculty to offer high quality educational programs in academic transfer, professional technical, apprenticeship, basic skills, community education/life long learning and BAS. The faculty [Agreement](#) addresses the recruitment, selection and appointment of full-time faculty in Article 6.5. In 2012-2013, the college employed 86 full-time faculty and 215 part-time faculty.

Advertising and recruitment are the primary responsibilities of the district's human resources office. In July 2011, a new online recruitment application, NEOGOV, was launched by district human resources. Screening committees are provided access to jobs to screen online, which significantly reduces the time and simplifies the screening process within the district. A part-time faculty recruitment plan has also been developed and implemented on NEOGOV.

As of Spring 2012, South employed 159 full-time and priority hire part-time faculty. Approximately 70 percent of the faculty hold a master's degree or higher.

**TERMINAL DEGREES OF FULL-TIME AND PRIORITY FACULTY**

DEGREES	NUMBER	PERCENTAGE
Doctorate	13	8.2
Master	99	62.3
Bachelor	29	18.2
Professional Certificate	18	11.3

**FACULTY RESPONSIBILITIES AND WORKLOAD 2.B.5**

Faculty responsibilities and workloads are addressed in Article 11 of the faculty Collective Bargaining Agreement.

- The instructional year is 172 days: 165 instructional and 7 non-instructional days
- The weekly workload varies by program contact hours, ranging from 15 weekly hours for general lecture; 18-25 hours for programs that require laboratories; 20 hours for special programs such as ABE and ESL; and 30 hours for librarians and counselors.
- Office hours of up to five hours per week are required depending on the number of required weekly contact hours.

The Agreement also lists the professional obligations required of all faculty in Article 6.8 as well as additional obligations for full-time faculty.

**FACULTY EVALUATION 2.B.6**

All faculty are evaluated. The Agreement addresses evaluations for all faculty which include part-time, priority hire, tenure track and post-tenure evaluations.

Tenure track faculty members are evaluated under the provisions of Article 7.4. Tenure-track faculty are evaluated for every course, every quarter until such time as the probationer is either granted tenure or the probationary faculty appointment is non-renewed. The probationary period may be extended one to three quarters providing additional time for the probationer to complete satisfactorily a professional improvement plan already in progress.

Tenured faculty members are evaluated under the provisions of Article 6.10 in the faculty Agreement. Post-tenure evaluation procedures include quarterly student evaluations, a comprehensive administrative evaluation once every three years and may include optional peer evaluations. If there are areas of concern regarding performance, a performance review process may be conducted as outlined in this Article.

Part-time faculty are evaluated under the provisions of Articles 10.7 and 10.8 in the faculty Agreement. The evaluation process for both priority hire and non-priority hire part-time faculty includes student and administrative evaluations and may include peer evaluations.



SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

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As shown in the table below the faculty evaluation process at South is comprehensive, systematic, frequent and multi-dimensional.

**FACULTY EVALUATION SCHEDULE**

<b>Faculty Category</b>	<b>Student Evaluation</b>	<b>Administrative Review of Student Evaluation</b>	<b>Administrative Evaluation (include Improvement Plan as needed)</b>	<b>Peer Observation</b>	<b>Professional Development Plan</b>
<b>Part-Time</b>	Quarterly	Quarterly	1 <sup>st</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup> Quarters (Suggested)	Optional	Optional
<b>Priority Hire (Part-Time)</b>	Quarterly	Annual	Annual	Optional	Optional
<b>Temporary Full-time &amp; Pro-Rata Part-time</b>					
<b>3 Quarters</b>	Quarterly	Quarterly	Quarterly	Quarterly	Annual (Reviewed Quarterly)
<b>2 Quarters</b>	Quarterly	Quarterly	Quarterly	Quarterly	Optional
<b>1 Quarter</b>	Quarterly	Quarterly	Quarterly	Quarterly	Optional
<b>Grant &amp; Special Contract</b>	Quarterly	Annual	Annual	Annual	May be required in some programs
<b>Tenure Track (Full-Time)</b>	Quarterly	Quarterly	Quarterly	Quarterly	Annual (Reviewed Quarterly)

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

Faculty Category	Student Evaluation	Administrative Review of Student Evaluation	Administrative Evaluation (include Improvement Plan as needed)	Peer Observation	Professional Development Plan
<b>Post-Tenure (Full-Time)</b>	Quarterly	Annual	Tri-Annual	Optional	May be required in some programs

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

- Peer Observers Article 6.7: Full-time and priority hire faculty can receive stipends to attend training and perform peer observations
- Mentors Appendix A.3.c: Tenured full-time faculty can become mentors to other faculty after ten years of service at the college

## 2.C EDUCATIONAL RESOURCES

### APPROPRIATE PROGRAM AND COURSE CONTENT 2.C.1

South Seattle Community College is a constantly evolving educational community dedicated to providing quality learning experiences which prepare students to meet their goals for life and work.

The college values and promotes a close involvement with the community and strong partnerships with business, labor and industry.

The college commits to meeting the diverse needs of students by providing:

- Applied baccalaureate, associate degree, college transfer, certificate, technical and professional, and pre-college programs which prepare students to succeed in their careers and further their education
- Responsive technical and professional training programs developed in collaboration with business, labor and industry

- Student-centered and community-centered programs and services which value diversity, support learning, and promote student success
- Lifelong learning opportunities for the cultural, social, professional and personal development of the members of our communities

This [mission statement](#) along with strategic planning and student learning outcomes provides the framework for evaluating programs and educational pathways and implementing improvements that result in quality educational programs.

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## CREDENTIALS OFFERED

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South Seattle offers programs and degrees that are consistent with accepted practice in higher education and which meet all requirements and guidelines for content, quality, and rigor. Oversight of program and course content, rigor, and achievement of outcomes is the responsibility of the Office of Instruction, advised by the Curriculum and Instruction Committee. Information about degrees and certificates is made available in the [college catalog](#), pages 135-137.

**BACHELOR OF APPLIED SCIENCE (B.A.S.):** The BAS degree in [Hospitality Management](#) allows students who have completed an approved two-year degree to earn a bachelor's degree to qualify for positions in the hospitality industry. As an applied baccalaureate, the emphasis is on direct application to practice.

South also has a partnership for on-site degree work with Eastern Washington University, which offers a Bachelor of Science in Technology.

**ASSOCIATE OF ARTS (A.A.) AND ASSOCIATE OF SCIENCE (A.S.):** Students complete the ninety-credit Associate of Arts (AA) degree in order to meet the general education requirements for baccalaureate degrees in arts and sciences. All public and nearly all private baccalaureate institutions in the state of Washington acknowledge and accept the [Direct Transfer Agreement \(DTA\)](#) whereby all ninety credits of an AA-DTA degree are accepted by the receiving institution. The college offers two options of the AA degree: (1) emphasis in Asian Studies and (2) Associate in Business. Each of these degree options includes specific requirements to prepare students for transfer into particular baccalaureate programs. The Associate of Science (AS)-DTA degree includes specific requirements and two options to prepare students for upper-level courses for science and engineering majors. Both the Associate of Arts and Associate of Science degrees have specific degree learning outcomes.

South also works with other statewide groups, such as the [Intercollege Relations Commission \(ICRC\) and Joint Transfer Council \(JTC\)](#) to design statewide degree options. Membership on both groups includes representatives from two-year and four-year state colleges and universities.

**ASSOCIATE OF APPLIED SCIENCE (A.A.S) AND ASSOCIATE OF APPLIED SCIENCE – TRANSFER (A.A.S – T):** The AAS degree provides students with technical training in one of thirteen broad occupational

clusters. The AAS degree is often seen as a terminal degree within the field. Recipients of the AAS degree develop leadership and communication skills in addition to the technical training provided for a certificate.

For certain professional technical education programs, South also offers an [Associate of Applied Science—Transfer degree \(AAS-T\)](#). The AAS-T allows students to complete a technical professional program and then apply their technical credits toward a baccalaureate degree at certain four-year schools. South has AAS-T articulation agreements with the following four-year schools:

- Argosy University
- Boise State University
- City University
- DeVry University
- Eastern Washington University
- The Evergreen State College
- Seattle Pacific University
- University of Phoenix
- University of Washington-Tacoma

AAS and AAS-T degree requirements and objectives are [specific to each program](#).

**CERTIFICATES:** South Seattle offers instruction leading to occupation-specific certificates which either prepare students for entry-level employment or enable them to advance within the field. The college offers twenty short-term certificates of fewer than forty-five credits and fourteen certificates that require at least a year of study, forty-five credits or more. In addition, the Georgetown campus provides instruction for seventeen apprenticeship certificates.

New certificates or degrees and changes in the technical and professional programs are submitted to the State Board for Community and Technical Colleges (SBCTC), the Curriculum and Instruction Committee (CIC), and college’s district-wide committees, as appropriate, for their review and approval.

**PRE-COLLEGE:** South Seattle also provides non-credit, pre-college level courses for students who are unprepared for college-level content and instruction. These include courses in English, math, English as a Second Language, GED Preparation, and COMPASS test preparation.

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## LEARNING OUTCOMES

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Learning outcomes include course-specific outcomes, program-specific outcomes, and general learning outcomes.

Course outcomes are included on [course outlines](#) and approved by the college Curriculum and Instruction Committee. The course outline form also includes the general education outcomes. Programs go through a curriculum and assessment review every three years. If there are

curriculum changes identified as a part of that review, new course outlines are created and go through the approval process.

Program outcomes are specific to professional technical programs. They are published on each program's website and collected on the college website's main page for the [professional technical division](#). Every three years, the program review subcommittee of the Curriculum and Instruction Committee conducts an institutional assessment of each degree and certificate offered at the college and confirms that student learning outcomes are being measured.

Each course offered by the academic programs division is designated by its role in the curriculum, such as quantitative reasoning, composition, general education humanities (i.e., Visual, Literary, and Performing Arts), general education-social science (i.e., Individuals, Cultures, and Societies), general education sciences (i.e., Natural World), or electives. Degree objectives, content covered, and other general information for each course of study is outlined in the [college catalog](#) and on the college [website](#).

In 2012, the college-wide [Student Learning Outcomes](#) were reviewed by all faculty, updated to reflect current programming and ensure they are measurable, and approved by the Curriculum and Instruction Committee and the vice president of instruction.

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## **DECLARED COURSE, PROGRAM, AND LEARNING OUTCOMES 2.C.2**

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The Curriculum and Instruction Committee established Student Learning Outcomes (SLOs) and has provided leadership for their incorporation into course outlines. Each course is required to have a current course outline approved by the Curriculum and Instruction Committee that enumerates the college-wide SLOs addressed in that particular course, along with the course-specific learning objectives and a topical outline. Faculty are expected to outline in the [course syllabi](#) how these SLOs are addressed in their courses. In addition to their dissemination through course syllabi, [course outlines](#) are published on the college website.

In fall of 2012, the district and the campus implemented an [online course approval system](#). This new system ensures that all components of the course outline, including learning objectives, are specified.

The professional technical division has recently worked on program outcomes with the result of increased clarity and differentiation between outcomes for certificates and degrees. This allows faculty, students and employers to clearly understand expected outcomes based on the level of education and certificate or degree earned. Outcomes are published on the [program websites](#).

Academic transfer courses likewise are built upon course outlines that link individual course objectives to college-wide SLOs. Traditionally, programs have been defined by distribution areas—Math; Writing; Natural World—Life Sciences; Natural World—Physical Sciences; Visual, Literary, and Performing Arts; and Individuals, Cultures and Societies. In 2009, SLOs were mapped according to distribution area, and it was determined that adequate breadth and depth were evident. Additionally, the Curriculum Assessment and Review (CAR) subcommittee

of the Curriculum and Instruction Committee (CIC) has overseen program review by degree type, with the Associate of Business degree and Associate of Science degree already having gone through that review process. The other degree types are slated to go through the CAR review process in the near future.

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### **BASIS FOR CREDIT AND DEGREE AWARDS 2.C.3**

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

Degrees and certificates of more than fifteen credits are awarded after a student has met a given program's course and credit requirements with a minimum cumulative grade point average (GPA) of 2.0, provided that at least fifteen credits have been earned at South Seattle Community College. For short certificates of fifteen or fewer credits, all credits must be earned at South Seattle, as explained in the [district catalog](#), page 40.

The college has historically followed the policies of the State Board for Community and Technical Colleges regarding credit hours; those policies were in compliance with the federal definition. In response to the NWCCU directive that colleges adopt a policy in compliance with the July 1, 2011 federal definition, the college has adopted [Policy 522](#) which specifically meets this directive.

Further, the college uses the Seattle district's uniform numerical grading system, which is explained in the quarterly class schedule, the district catalog and the student handbook. The [policy establishing this uniform grading system](#) is published on the district website.

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### **DESIGN OF DEGREE PROGRAMS 2.C.4**

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Certificate and degree programs at South demonstrate a coherent design, including the appropriate breadth, depth, course sequence, and synthesis of learning. Proposals for creating or revising programs, courses, or curricula originate at the departmental level by faculty members in consultation with deans, and may arise from regular program review, or may be in response to student demand, community requirements, or professional accrediting agency expectations. In order to assure fulfillment of Core Theme Two: Teaching and Learning, all proposals undergo thorough review at multiple levels of the organization using the recently-developed [Automated Course Approval system](#). The levels of review include faculty members and deans/associate deans, both at South and at the other two colleges within the district. Furthermore, the [Curriculum and Instruction Committee \(CIC\)](#) is a standing committee composed of representatives from all instructional divisions, including three non-voting ex

officio unit administrators, and is chaired by a faculty member elected by the membership. Its responsibility is to oversee course/program origination, course/program revision, and curriculum assessment and review. The committee consults with other college departments, such as enrollment services or the office of student assessment services, on issues which require their expertise. The committee advises the vice president of instruction, with whom ultimate approval authority rests.

For each course within a certificate and degree program, [course outlines](#) detail pre-requisites and/or placement requirements; course content in the form of a topical outline; college-wide Student Learning Outcomes (SLOs) that are addressed within that course; and course-specific learning objectives. Every course outline, whether in [academic programs](#) (i.e. college transfer) or [professional technical programs](#), contains these basic elements; however, professional technical course outlines also contain program-specific outcomes developed and regularly reviewed in consultation with industry experts. [Admission](#), [progress](#), and graduation requirements are available on the college and program websites and through the Advising Center via program planning worksheets.

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## **FACULTY ROLE IN PROGRAM PLANNING AND IMPLEMENTATION 2.C.5**

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In 1996, the college established the [Curriculum and Instruction Committee \(CIC\)](#) as part of its commitment to participatory governance. The purpose of the CIC is to oversee the quality of curriculum at South, to avoid duplication of courses, to increase efficiency and effectiveness, and to provide faculty a greater voice in curriculum decisions. The CIC reviews new courses and programs, as well as major program revisions, and makes recommendations to the vice president of instruction.. There are fourteen faculty members on the CIC and three non-voting administrators.

The CIC membership includes three subcommittees: origination, revision, and program review. The first two subcommittees review courses, certificates, and degrees. The program review subcommittee reviews and approves new programs. On a three year cycle, the program review subcommittee conducts an institutional assessment of each degree and certificate offered at the college and confirms that student learning outcomes are being measured.

Development of new or revised courses or programs is typically spurred by faculty identification of gaps, trends or opportunities or by the community advisory board for a particular professional technical program. After faculty discuss new courses with their dean and receive approval to begin the implementation process, they develop a new course, or revise an existing one, and prepare course materials and course outlines as specified by the CIC.

Faculty also have a role in program planning through major grant initiatives. South has successfully competed for major federal grants supporting Asian Pacific Islander students, developing STEM offerings and Health Education, Employment and Training (HEET). While securing these grants and developing associated programming is a campus-wide effort, faculty

are critical in ensuring that course content and planning aligns with existing efforts and learning outcomes.

The active role of faculty in selecting new faculty as well as unit administrators is outlined in the [Agreement](#) between the district and the Seattle Community Colleges Federation of Teachers, Local 1789, Article 6.5.

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## **INTEGRATION OF LIBRARY RESOURCES IN LEARNING 2.C.6**

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Information literacy is a [Student Learning Outcome](#) for the college, and the library faculty focus on integrating it meaningfully across the curriculum. For example, when new courses are introduced for review at the Curriculum and Instruction Committee, the library representative will suggest how information literacy can be woven in. The library faculty collaborate with faculty colleagues in many disciplines to offer instruction sessions that focus on subject specific assignments.

Librarians also collaborate with online instruction, providing customized websites with resources designed for each course. In addition to these collaborations, the college has participated in a number of grant-funded programs that provide support for more formalized collaborations between discipline faculty and librarians. These projects have resulted in long-standing partnerships in Nursing, ESL, Psychology and English, among other areas. The collaborations often comprise two or more customized instruction sessions that help meet learning outcomes set by both the librarian and the course instructor, and introduce students to a range of information literacy skills. The projects typically have an assessment and reporting component as well.

Some faculty are already familiar with specific library databases or other resources and schedule time to use the library independently with their students. Many college courses are research-dependent, and library databases and print materials are critical to students for supporting these research efforts. The professional technical programs also integrate library resources into their courses.

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## **PRACTICES IN PRIOR EXPERIENTIAL LEARNING 2.C.7**

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Prior Learning Assessment is a shared focus for the community and technical college system in Washington. Within the Seattle district it is guided by [Policy 515](#) and [Procedure 515.01-15](#) and is described in the [district catalog](#), page 42. Student transcripts include a notation indicating which courses have been completed through prior learning.

To refine and improve these established processes, South Seattle Community College is participating actively on a statewide [Prior Learning Assessment Work Group](#), which was created under legislative direction with these seven goals:

- Increase the number of students who receive academic credit for prior learning and the number of students who receive credit for prior learning that counts towards their major or



toward earning their degree, certificate or credential – while ensuring that credit is awarded only for high quality course-level competencies

- Increase the number and type of academic credits accepted for prior learning
- Develop transparent policies and practices in awarding academic credit for prior learning
- Improve prior learning assessment practices across the institutions of higher education
- Create tools to develop faculty and staff knowledge and expertise in awarding credit for prior learning and to share exemplary policies and practices among institutions of higher education
- Develop articulation agreements when patterns of credit for prior learning are identified for particular programs and pathways
- Develop outcome measures to track progress on the goals outlined in this section

Additionally, the college has a strong partnership with the [Council for Adult and Experiential Learning \(CAEL\)](#) and is a partner institution for CAEL’s Learning Counts Virtual Prior Learning Assessment Center. The college has piloted [Learning Counts](#) with first year apprentices at the Georgetown campus and is considering whether to continue with this relationship or to create a local system of portfolio preparation and assessment. The college’s BAS degree in Professional Technical Teacher Education and the BAS in Sustainable Building Science Technology under development specifically include opportunities for students to receive credit for previous experience. Through the college’s partnership with Aerospace Joint Apprenticeship Council (AJAC) students may create logs of their relevant military experience which are submitted to the FAA. If the FAA approves that military experience, they then are able to take their licensing exams immediately rather than after having completed the prescribed course sequence.

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## ACCEPTANCE OF TRANSFER CREDIT 2.C.8

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South Seattle Community College maintains clear published policies and consistent processes for accepting credit from accredited colleges and universities, as described in the [district catalog](#), page 42.

Applying these policies and procedures, official transcripts are evaluated for course equivalencies by the college’s credential evaluators on a course-by-course basis. To help ensure consistent evaluations, courses from other Washington state community and technical colleges are noted and tracked in the state equivalency database. In evaluating courses that have not previously been evaluated, the evaluator refers to course descriptions in the catalogs of the transferring institutions. If catalog information is insufficient, the evaluator requests course descriptions from the transferring colleges and may ask students to provide course syllabi. The evaluator then confers with faculty in instructional areas to which the credit might apply. Transcripts are evaluated within four to six weeks of receipt to enable students to develop educational plans in a timely manner.

Credit accepted for transfer to South from other institutions is not included in the college's official calculation of the college grade point average. Awards bestowed at graduation recognizing graduates for academic achievement are based on the official college GPA.

The college subscribes to Washington's State Board for Community and Technical Colleges' Inter-College Reciprocity Policy. This policy provides reciprocity for specific courses and distribution areas and is intended to ease student transfer between Washington State Community and Technical Colleges. This reciprocity agreement is noted for students in the [district catalog](#), page 10.

In 2007 the Washington State Board for Community and Technical Colleges established a common course numbering system. This system now includes many courses at the 100 level and above in transfer and professional/technical curriculum. Common course numbering provides easy transfer-of-credit for students moving between Washington state colleges. Common course numbering is described for students in the [district catalog](#), page 4.

The college publishes its policies on student rights and responsibilities and college and university rights and responsibilities in the [district catalog](#), pages 43-48. These policies provide guidance to students and college employees regarding transfer credit, ensuring academic quality and procedural integrity.

[Articulation agreements](#) have been established with a number of colleges in the Pacific Northwest, which enable students to easily transfer credit to and from those institutions.

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## GENERAL EDUCATION COMPONENTS & LEARNING OUTCOMES 2.C.9 – 2.C.10

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Professional technical certificate programs of any length incorporate the college's Student Learning Outcomes, documented in the Program Guides and Master Course Outlines. In general, the focus is on integrating general educational outcomes into the professional technical curriculum rather than specifying additional general education courses as a part of the certificate. However, Associate of Applied Science degrees require from 10-20 credits of general education courses.

For transfer degrees, South Seattle Community College follows the structure recommended by the [Intercollege Relations Commission's Direct Transfer Agreement](#). Utilizing this structure ensures that students complete a core of 60-75 credits of general education requirements across the curriculum, including Communication Skills, Quantitative/Symbolic Reasoning, Humanities, Social Sciences, and Natural Sciences. The range of general education credits allows for flexibility in incorporating a larger number of math and science requirements as a part of sequenced courses for an Associate of Science degree.

BAS graduates complete 60 general education credits at either or both the associate degree and/or bachelor's degree levels to meet the requirements of the college's general education

learning outcomes. The distribution requirements for the 60 general education credits are as follows:

- 15 credits in Basic Requirements
- 5 credits in Communications
- 10 credits in Arts & Humanities
- 10 credits in Social Sciences
- 10 credits Natural and Physical Sciences, Mathematics
- 10 credits in college-level electives as prescribed by individual program requirements

During the freshman and sophomore years leading to the AAS-T degree, students are expected to complete 25 credits of general education coursework prior to acceptance into a BAS degree. Students in the program are subsequently required to complete an additional 35 credits of general education in their junior and senior years.

The [district catalog](#), on page 4, defines general education coursework and provides a rationale for its inclusion in certificates and degrees.

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## LEARNING OUTCOMES IN DEGREE PROGRAMS 2.C.11

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Professional-technical certificate programs of fewer than forty-five credits at South Seattle Community College use a research-validated approach whereby related instruction is embedded into the technical curriculum. When courses are developed, they go through an approval process which requires identification of general educational outcomes (Student Learning Objectives) as well as course-specific outcomes. This approval process includes review and approval by the faculty Curriculum and Instruction Committee, the program dean, and the vice president of instruction. Once approved, the official [course outlines](#) specify which of the SLO's are being addressed at various points in the curriculum.

Certificates of forty-five credits and applied degrees have specific related instruction requirements that are outlined for students on the program planning sheets. These can be viewed on the [website](#) under specific program pages, program options, program outcomes. Students are also informed of the general education components through course syllabi, following the college's [syllabus template](#). All courses are taught by faculty qualified to do so. The college follows the district [Agreement](#) with the Federation of Teachers governing the selection and hiring of qualified faculty, both full-time and part-time, which is addressed in Article 6.5.

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## CONTINUING EDUCATION AND NON-CREDIT PROGRAMS: COMPATIBILITY WITH INSTITUTIONAL MISSION 2.C.16

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Continuing education directly supports the college's mission of providing lifelong learning opportunities for the cultural, social, professional and personal development of the members of our communities. The continuing education department plays an integral role in Core Theme

Four: Community Engagement and Partnerships, through offering classes that provide opportunities for members of the community to build skills, make connections and enrich their lives. The lifelong learning program serves 2,000 individual students annually through a variety of courses and workshops, both face-to-face and online. For many of these students, continuing education serves as their introduction to South Seattle Community College. In addition, the department partners with academic departments on campus to offer continuing education opportunities for professionals in the technical fields taught by the college.

Through collaboration with school districts in Washington State and the [Washington State Office of the Superintendent of Public Instruction \(OSPI\)](#), the continuing education department offers an approved teacher certification preparation program for individuals from business and industry who want to teach career and technical (CTE) skills in middle and secondary schools. The online/hybrid program serves over 100 teacher-candidates annually and goes through a rigorous state review process (OSPI).

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## **CONTINUING EDUCATION AND NON-CREDIT PROGRAMS: ACADEMIC QUALITY 2.C.17**

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Continuing education is fully integrated with the academic and governance structures of the institution. The director reports to the vice president of instruction and is a member of the deans and directors group. Continuing education is designed as a self-sustaining department that is primarily funded with revenue collected from lifelong learning and professional classes. All courses offered go through an application review process. The director and the manager of lifelong learning review program content, instructor qualifications and the financial viability of all continuing education classes the college offers. Where appropriate, specialized certificate programs have advisory committees that oversee the instructional quality, content and student satisfaction.

Most continuing education courses are developed and taught by instructors who have specialized experience or industry certification in the subject area of the course. When appropriate, the continuing education director consults with professional and technical deans and faculty for instructor recommendations and curriculum review. Continuing education courses are evaluated on a quarterly basis in a process that includes student evaluations and staff feedback. Instructors are also asked to evaluate their experience with continuing education. Evaluations are tabulated; enrollment data and class revenue are compiled, and then reviewed by continuing education director to ensure the quality and consistency of continuing education procedures and course delivery.

Any courses offered for college credit, including any which are customized, are subject to the same processes and reviews as courses which are a part of the college's regular offerings.

As a part of its mission, the college has a significant non-credit [Basic & Transitional Studies](#) (B&TS) department which serves approximately one quarter of the student population. The purpose of this department is to provide a gateway to the college for students who are

unprepared for college level work, and those who are English Language Learners. Although students are not earning college credit, the department follows all college procedures regarding faculty selection and quality, course approval, and student enrollment and grading. In addition, the B&TS department is reviewed semi-annually by the state office which oversees the federal funding the college receives to support the program. The B&TS dean is an active member of the deans and directors group, and the department is a key contributor to the college's Title III and AANAPISI grants.

The college also has a dropout retrieval program which is a model for the state, [Career Link](#). This program partners with a local school district to re-enroll out of school youth under the age of twenty two. Career Link students complete degree requirements to earn a high school diploma and typically also earn college credits while at South.

The special learning courses discussed above in B&TS and in Career Link, along with continuing education, are important contributors to the college mission, as well as the college's core themes.

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### **BASIS FOR CREDIT IN CONTINUING EDUCATION 2.C.18**

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Where Continuing Education Units (CEUs) are awarded, one CEU is defined as ten clock hours of participation in an accredited and organized continuing education program with qualified instruction. The primary purpose of CEUs is to provide a permanent record of an individual's learning experience. In addition to offering CEUs the continuing education department also offers clock hours for teachers. Clock hours are awarded on a 1:1 basis (one hour of instruction = one clock hour.) Compliance with state regulations is granted by an annual reauthorization process through the Washington State Office of the Superintendent of Public Instruction. Learning outcomes are detailed on the course outlines. CEUs and clock hours are granted after participants have demonstrated mastery of the stated course objectives or competencies.

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### **RECORD KEEPING IN CONTINUING EDUCATION 2.C.19**

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Continuing education course names and enrollment records can be tracked quarterly through the college's Student Management System (SMS). Many of the continuing education classes are listed in the college's quarterly printed schedule. Continuing education also uses its own registration system, accessible through [www.LearnatSouth.org](http://www.LearnatSouth.org) that permits students to register for classes without going through the SMS system. This option is intended to make registration more user-friendly and to store more complete course descriptions. All relevant student data is uploaded into the SMS system on a regular basis by the continuing education staff. Certificate programs have individual course outlines that have been approved by the program's advisory committee and are on file in the continuing education office.

## 2.D STUDENT SUPPORT RESOURCES

### LEARNING ENVIRONMENTS 2.D.1

Consistent with its core themes and methods of delivery, South Seattle Community College provides effective learning environments appropriate to the college's programs and highly diverse student population. The college coordinates support and instruction wherever possible to ensure organizational responsiveness to student needs.

Academic support programs promote the retention, persistence and completion of the college's student population by providing comprehensive and effective academic support and student development programming. The college provides a variety of services available to all students as well as targeted programming to support underrepresented groups and special populations.

[ADVISING AND COUNSELING SERVICES](#) provides comprehensive services to all students through placement, quarterly course selection, educational planning toward certificate or degree completion, and transfer preparation and support.

**ENROLLMENT SERVICES** are designed to facilitate and support students through admissions, enrollment, retention, and graduation. The department includes student outreach, admissions and recruitment, [registration, financial aid](#), and student records.

[THE WRITING CENTER](#) serves students from all college programs with writing assistance by appointment or on a drop-in basis.

[THE MATH AND SCIENCE TUTORING CENTER \(M.A.S.T.\)](#) provides drop-in help to students in all levels of math and science, including physics, chemistry and statistics. M.A.S.T. also serves as a study hall for students.

[THE TUTOR CENTER](#) provides one-on-one tutoring and helps to facilitate study groups for all classes offered at the college.

[COLLEGE TRANSFER RESOURCES](#) is coordinated by an academic advisor who brings representatives of baccalaureate institutions to campus to provide information about transfer, sponsors workshops, attends classes, and meets with students individually to discuss issues related to transfer.

**CAREER DEVELOPMENT SERVICES** is committed to student success through the gainful and meaningful employment of all graduating students. Workshops for students and community members on preparing resumes, conducting online job searches, and interviewing are held weekly. The center also partners with the basic and transitional studies division to help develop employment opportunities for ESL and GED students. Resources and individual counseling are available to assist students in making educated career choices.

**TRIO-STUDENT SUCCESS SERVICES** provides academic and personal support to students from first-generation and low-income backgrounds and students with disabilities. Services include advising and assistance in course selection, tutoring, financial and economic literacy, FAFSA and scholarship information and assistance, transfer information and planning assistance, and peer and professional mentoring.

**COLLABORATIVE LEARNING AND INSTRUCTIONAL CENTER** provides first generation, low-income and students with disabilities with academic support in English, math, writing, ESL and other coursework. Students must be enrolled in the TRIO-Student Success Services to utilize program services.

**DISABILITY SUPPORT SERVICES** provides academic accommodations for students with a documented, permanent or temporary physical, mental or sensory disability. By providing reasonable academic adjustments based on an individual's need for services, disability services assists students in pursuit of their academic goals.

**THE WRITING AND LEARNING LAB** provides academic support to students whose first language is not English. Students can get help with writing homework, sentence development, grammar practice, speaking practice, basic academic skills, and can participate in study groups.

**INTERNATIONAL PROGRAMS** provides comprehensive support services to international students enrolled at the college. Services include immigration advising, academic and educational planning, transfer and career advising, personal support, and tutoring in math and English.

**PRE-COLLEGE AND HIGH SCHOOL PROGRAMS:** In addition to supporting the learning needs of students enrolled at South, the college provides support to students at the secondary level.

- Through the TRIO Pre-College programs **Talent Search** and **Upward Bound** secondary school students from low-income and first generation backgrounds are provided personal and academic support to promote secondary graduation and postsecondary enrollment.
- **Career Link** high school, located on South's campus, provides secondary school students who have dropped out with an opportunity to complete their secondary education.
- The **Running Start** program enables qualified high school juniors and seniors to enroll in college courses.

**CURRENT STUDENT SUCCESS INITIATIVES:** South Seattle Community College is actively involved in implementing four grants to strengthen and improve the retention and graduation of students.

- The Pathway to Completion grant is redesigning the entry and first year experience by providing entering students with clear and accelerated pathways and processes, effective instructional options and intrusive supports.
- Through its Title III grant the college is expanding efforts to improve student progression to completion and graduation. The grant focuses particularly on strategies to achieve the critical 45-credit momentum benchmark, which has proven to be a strong indicator of success.

- Through the AANAPISI grant the institution provides programs and resources to improve student transition, retention, graduation and transfer to four year institutions.
- [Ready, Set, Transfer](#) provides tools and support to start and keep students on a pathway to careers in science, technology, engineering or mathematics (STEM). The program provides students with learning communities, peer mentoring, academic support, faculty mentors, seminars, guest speakers, and other resources to be successful. The program also provides scholarships to talented, low-income students pursuing careers or transfer degrees in STEM fields.

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## SECURITY 2.D.2

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South Seattle provides for the safety and security of students with a multi-dimensional program that includes highly visible security officers interacting with staff and students as they make their rounds; well-established relationships with state and local law enforcement agencies; threat assessment intervention; emergency preparedness training; and adherence to federal regulations related to crime reporting.

The [campus security](#) staff take a lead role in crisis management planning, in training for crisis scenarios, and in systematic testing of emergency alert technology.

- In 2011 a college team including the security director completed a three-day course on multi-hazard emergency planning for higher education. The training provided an opportunity to review and update the college's [Emergency Action Plan](#) and to participate in simulated emergency exercises led by staff from the Federal Emergency Management Agency (FEMA).
- In 2012 the college collaborated with the Department of Emergency Management for the City of Seattle and with FEMA in an exercise to deploy supplies to the community using the college as a distribution site.
- Every quarter during emergency simulations pop-up announcements are sent to all college workstations, while texts and email messages are sent to registered subscribers. Messages are also broadcast to the 132 telephones that have been converted to serve as mini public address systems and to the outdoor public address systems.

Security officers must have two years prior experience to be considered for employment. Professional development includes forty to eighty hours of crime prevention training, first aid, and [National Incident Management System \(NIMS\)](#) training. Security personnel are trained in cardiopulmonary resuscitation (CPR) and first aid and in the handling of emergency referrals for students in crisis, should an emergency occur in the late evening or weekends when counselors are unavailable.

The college has annually scheduled training on responding effectively to student emotional escalation. The security director participates in student threat assessment reviews with counseling faculty and the student conduct administrators as a preventative measure to insure the safety of the college community.



The college posts [crime statistics](#) on the web in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act) and the security director has attended related training on the Clery Act.

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## ADMISSIONS AND RECRUITMENT 2.D.3

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### ADMISSIONS

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Consistent with the district [policy](#) of the Board of Trustees, the college is an open admissions institution. Anyone eighteen or older or who is a high school graduate or who has a GED may attend. Underage students can complete an application for consideration. The college also offers a free high school completion program for students ages sixteen to twenty-one.

Certain programs at the college including Running Start, Nursing, the BAS in Hospitality Management, and International Student Programs have separate admissions guidelines based on state or federal regulations that apply to the program requirements or to the population served. Information on admissions standards including links to specific information on admissions requirements for specialized programs can be found [online](#).

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### RECRUITMENT

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To recruit new students, the student outreach, admissions and recruitment staff ([SOAR](#))

- provides representatives for college, career, and community fairs
- facilitates presentations on campus programs, services, resources, and enrollment
- provides tours of the campus for individuals and groups
- coordinates specialized new student enrollment programming

The SOAR staff also coordinates admissions and communications to prospective students on next steps in the enrollment process.

SOAR has been successful in reaching out to populations of students who are underrepresented at the college, attending events focused on diverse populations such as

- Hispanic Seafair
- Pridefest
- Native Hawaiian and Pacific Islander College “Move It” Fair
- Ethiopian New Year
- Vietnamese Resource Fair
- Cambodian New Year’s Festival
- Veterans programs

The staff also regularly attend community based events including the Duwamish River Festival, White Center Jubilee Days, and Delridge Day.

For targeted enrollment, SOAR conducts Taking Care of Business days during which prospective student groups

- attend COMPASS introduction presentations
- take the COMPASS assessment
- follow-up on their financial aid status
- participate in a pre-advising and group advising sessions
- register for classes

As a regular participant in South's annual College Night open house, SOAR partners with campus staff, faculty, community partners, and students to provide program and degree information, student resources, enrollment assistance, and campus involvement information. Prospective students have the opportunity to meet key contacts from various departments across the campus.

**BAS PROGRAM RECRUITMENT:** The BAS program in Hospitality Management currently targets all associate degree holders in Washington state for enrollment in South's four-year program. Staff from the program attend transfer events and conduct in-class visits at other community and technical colleges. The program also provides targeted mailings to associate degree graduates in the Seattle Community College District, sends marketing materials to academic transfer advisors across Washington and Oregon, and holds one-on-one information sessions throughout the year.

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## ORIENTATION

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In Fall 2012, South piloted a new orientation program called Start to Finish which is targeted to all newly enrolling students, with a focus on students placing into developmental math. This is a result of a district-wide grant initiative called Pathway to Completion, funded by the Bill & Melinda Gates Foundation, and implements a consistent orientation program at all the campuses in the Seattle Community College District. As a result of a Title III Strengthening Institutions grant, South is also currently developing an online orientation that replicates the in-person Start to Finish workshop. This offering will be available for new students in Fall 2013. The Start to Finish in-person and online orientations will be institutionalized and continue to serve all new students to the college into the future. In addition to these general orientations, many instructional and student support programs provide orientations specific to their students.

The table below provides detailed information on orientation practices for all departments on campus.

## ORIENTATION PRACTICES

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

PROGRAM	BRIEF DESCRIPTION	TARGET AUDIENCE	PROVIDED BY (DEPT.)	FREQUENCY
<b>Running Start Orientation</b>	Orientation for new Running Start students and their parents.	Running Start students	Advising	Quarterly
<b>New Student Convocation / First Friday</b>	Convocation held the first Friday of fall quarter.	Newly enrolled students and students in participating faculty courses	Student Life	Annually
<b>Nursing Orientation</b>	Program orientations for NA-C, LPN, and RN.	Prospective Nursing students	Nursing	Monthly
<b>SJI Orientations</b>	Offers General orientations for all perspective students and Sector Readiness orientations for students accepted into a cohort program (i.e. MBIT and Welding)	Unemployed, low income residents of Seattle or White Center	Worker Retraining in partnership with Seattle Jobs Initiative	Weekly General orientations and quarterly Sector Readiness orientations
<b>Culinary Orientations</b>	Open House for Prospective students held one time per quarter on Saturday morning.	Prospective Culinary Arts and Pastry Arts students	Culinary Arts	Quarterly
<b>Hospitality BAS Orientation</b>	Contracted and provided by Pacific Institute. Held prior to fall quarter start.	Newly accepted BAS students	BAS	Annually before fall quarter

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

<b>PROGRAM</b>	<b>BRIEF DESCRIPTION</b>	<b>TARGET AUDIENCE</b>	<b>PROVIDED BY (DEPT.)</b>	<b>FREQUENCY</b>
<b>Transition Day</b>	Day of workshops to assist BTS students in preparing for and planning to matriculate into college level courses.	Upper-level ESL students (4A+) and GED & ABE students	BTS	Quarterly
<b>ABE/GED Orientation</b>	Intake session to administer placement assessment.	Incoming ABE & GED students	BTS	Quarterly
<b>Career Link Orientation</b>	Orients new students approximately 5 weeks before they enter the program.	New students to Career Link	Career Link	Monthly
<b>13th Year Orientation</b>	3-day orientation for incoming 13th year scholars.	13th year scholars	Foundation	Annually before fall quarter
<b>Taking Care of Business</b>	Visit by high school seniors to take COMPASS placement, see advisor and finalize financial aid.	Targets high school seniors	SOAR	Annually each May
<b>International Student Orientation</b>	1 week orientation program for incoming International students. Held 2 weeks prior to the start of each quarter.	International Students	International Programs	Quarterly
<b><u><a href="#">Start Next Quarter</a></u></b>	Web-based intake/orientation questionnaire that funnels potential students to funding resources across the District.	TANF, Worker Retraining, and general public	District Effort	Ongoing

SOUTH SEATTLE COMMUNITY COLLEGE YEAR THREE SELF EVALUATION REPORT

PROGRAM	BRIEF DESCRIPTION	TARGET AUDIENCE	PROVIDED BY (DEPT.)	FREQUENCY
<b>Campus Tours</b>	Tours of campus resources and departments	New students and students from BTS department	SOAR	Weekly
<b>New Student Welcome Reception</b>	A reception to welcome and engage students to campus life	New students enrolled for winter and spring quarters	Student Life	2nd day of class during winter and spring quarters

### ADDITIONS OR DELETIONS OF COURSES OR PROGRAMS 2.D.4

Course and program additions and revisions are reviewed by the Curriculum and Instruction Committee (CIC), approved by the vice president of instruction, and forwarded to the district office and State Board for Community and Technical Colleges (SBCTC). The college follows the SBCTC program review and viability procedures for technical and professional programs that need revisions or are no longer current. When courses and/or programs are dropped or placed on inactive status, arrangements are made to ensure that currently enrolled students are able to complete their coursework at South or at nearby college.

Programs are systematically evaluated for viability and programs that are no longer meeting student needs or that fail to operate in a sustainably funded way are eliminated. Examples of discontinued programs in the last ten years are Cosmetology, Machining, Web Design, Transportation and Logistics, and Truck Driving. Each of these programs was carefully evaluated for viability and recommendations were made to the campus president for closure. All students still remaining in these programs received early notification and were given the opportunity to complete their degrees or certificates.

### PUBLICATION OF CURRENT INFORMATION 2.D.5

The Seattle Community College District publishes a combined biennial district catalog in print and online. The [current catalog](#) covers 2012-2014. The catalog serves as a reference guide for new and prospective students, staff and faculty and contains district-wide college information as well as a section specific to South Seattle Community College (pages 125-169) and the Georgetown Campus (pages 142-144). Because the district-wide catalog is published every other year, critical information is also published in the college's [quarterly class schedule](#). Information is reviewed and updated to provide students with the most accurate information.

South uses several distribution systems to ensure all current students and potential students living in the service area receive a printed copy of the schedule. Copies are available in public areas across campus. A large number are carrier-sort mailed to residences in the college service area, covering thirteen ZIP codes. Copies are mailed in response to inquiries by phone, web page or the online admissions page. Copies are also distributed by a service that reaches businesses, community centers and other facilities not reached by mail. The quarterly schedule is also available on the college website.

The district catalog provides information for the following areas as indicated; this information is also published on the college website, in the quarterly class schedule and in the student handbook.

- Institutional mission and core themes (page 125)
- Entrance requirements and procedures (pages 30-40)
- Grading policy (page 41)
- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, projected timelines to completion based on normal student progress, and the frequency of course offerings (pages 134-169)
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty (pages 321-345)
- Rules, regulations for conduct, rights, and responsibilities (pages 43-45)
- Tuition, fees, and other program costs (pages 37-38)
- Refund policies and procedures for students who withdraw from enrollment (pages 38-39)
- Opportunities and requirements for financial aid (pages 32-34)
- Academic calendar (inside back cover)

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## LICENSURE REQUIREMENTS 2.D.6

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Programs with specific eligibility requirements or licensures publish this information in the district catalog. Program descriptions are available on the college's website and in program brochures and handouts.

Synthesis of learning in many technical degree and certificate programs is demonstrated by external tests and licensing requirements.

- [Nursing](#) uses the National Council Licensure Examination (NCLEX) to validate that students are acquiring the needed skills.
- [Aviation](#) prepares students to pass the Federal Aviation Administration's airframe and powerplant certification.

For those programs such as Nursing and Aviation Maintenance that require state or federal licensing before graduates can work in their chosen fields, success rates for the exams are

closely monitored to ensure that program content qualifies students to pass the exams upon completion of the programs.

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## **STUDENT RECORDS 2.D.7**

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South Seattle Community College protects the confidentiality of student records in compliance with the [Family Educational Rights and Privacy Act](#) (FERPA) and follows the [general retention schedule](#) for Washington's community and technical college system.

The college adheres to FERPA regulations and provides students the ability to request non-disclosure of information and withhold the release of directory information. Registered students receive quarterly email notification explaining their rights as defined by FERPA.

Access to student records in the student management system database and the assessment databases is controlled through an approval process and individual password authentication. Approval is required from the department administrator and the associate dean of enrollment services. The student management system is hosted at a state data center in Olympia. All backup and related offsite storage is the responsibility of the State Board for Community and Technical Colleges.

Academic and financial aid records are processed and archived in a secured fire-proof room within the Robert Smith Building. Registration forms are filed and stored in paper format; all other academic records are scanned and stored electronically. Access to electronic records is by authorized personnel only.

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## **EFFECTIVE PROGRAM OF FINANCIAL AID 2.D.8**

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The administration of the financial aid office is audited annually by the state for compliance with federal and state regulations. In addition the department participates in state and national training and professional development opportunities and meets regularly to ensure all department employees remain current on applicable regulations and best practices.

The administration and control of financial aid funds is a joint venture among four entities: the college's financial aid office, the college's business office, the district accounting department and the source of the funds. The source of the funds may be federal or state agencies or private contributors. The financial aid office administers the funds, the business office disburses funds, the district accounting department processes third party billing and draws down funds for federally funded programs, and the contributing entities require and conduct reconciliation between funds authorized by the financial aid office and disbursed by the accounting department.

South participates in all six of the federal, state and local grant programs and in both federal and state work-study programs. As funding is exhausted for these programs, the financial aid office continues to track which students are eligible for funding through the financial aid management system. This allows funds to be distributed to unfunded students, in the order the

students were awarded, provided additional federal and state funds are awarded to the school or if students awarded financial aid fail to attend all quarters. In addition to handling the large financial aid programs provided by the federal and state governments, the college also works with public agencies to coordinate fund disbursements to the students from these agencies. Examples of such agencies include Division of Vocational Rehabilitation, the Department of Labor and Industries, Worker Retraining, and Work-Based Learning. Also, the college maintains relations with the South Seattle Community College Foundation, individual donors and private organizations that provide scholarship assistance to students. The financial aid office includes scholarship information and tips for conducting scholarship searches [on the website](#). As required by the program participation agreements with the federal and state governments, the financial aid office coordinates all outside resources (agency and scholarship funding) disbursed to students in conjunction with the regular financial aid programs. This process ensures that students are not being over-awarded according to federal and state regulations and that the funds flow to the students in time for them to pay tuition and fees, books, supplies and other living expenses.

Although there are numerous financial aid programs administered by the financial aid office, there are often students ineligible for financial aid based on the federal calculation for determining eligibility. If a student isn't eligible for financial aid, the college offers a payment plan in conjunction with Nelnet Business Solutions. For a nominal administrative fee, the [FACTS payment plan](#) allows students to sign up for a no-interest monthly payment plan. This service encourages student retention.

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## REPAYMENT OBLIGATIONS AND STUDENT LOAN PROGRAM 2.D.9

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*The Conditions of Award and Distribution of Fund*, which informs students about enrollment levels, refund disbursements and Return of Title IV funds informs students about repayment obligations if they fail to complete all classes. A student may access a copy of the [State Need Grant Repayment Policy](#) on the financial aid website or request a copy directly from the financial aid office. Since 1995, the college has not participated in any of the student loan programs. However, in January 2013 it was determined that all campuses in the Seattle Community College District would re-enter the Federal Direct Loan program. South is making preparations to begin offering loans again in Fall 2014.

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## ADVISING 2.D.10

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A number of positions directly support the academic advising needs of the general student population. These positions include:

- three full-time faculty counselors
- one full-time manager of advising
- two full-time Student Success Specialists/advisors
- two full-time educational planners (AANAPISI)
- one full-time Running Start manager



- six part-time advisors

Staff in specific programs also advise students interested or enrolled in their programs. These programs include:

- BAS
- Adult High School Completion
- Culinary Arts
- International Programs
- Nursing
- 13th year Promise Scholarship
- TRiO
- WorkSource

To provide continuity of service to students, staff members from the above areas meet twice monthly to discuss advising policies and procedures, provide ongoing support and training, obtain curriculum updates from instructional divisions, and meet with representatives from transfer institutions.

**ADVISORS:** The manager of advising oversees the coordination of transfer information and resources for the campus community and advises students. A part-time program coordinator brings representatives of baccalaureate institutions to campus to provide information about transfer and to conduct related workshops. All advisors serve as generalists for advising into any program.

All advisors help students interpret placement assessment tools, select courses, and create educational planning guides for staying on track with certificate and degree requirements. Part-time advisors meet with students for individual appointments and on a walk-in basis. Two part-time advisors are located in the professional/technical departments to assist students in navigating those program offerings. The student success specialists and part-time advisors also support small group advising in Start to Finish orientation sessions, and provide classroom visits and educational workshops on a number of student success topics.

**COUNSELORS:** In addition to other services, counselors also provide academic advisement to support student development and success. South has three full-time counselors who hold master's degrees in counseling and are faculty members. They maintain active membership and involvement with the Curriculum and Instruction Committee (CIC); therefore, they are extremely knowledgeable of the curriculum, program requirements and graduation requirements of the various degrees offered at the college. They use professional-level counseling knowledge and skills to help each student and prospective student establish educational goals based on assessments of his or her personality, interests, skills, values, life experiences, motivation, confidence, learning style and resources.

Counselors also help students develop educational plans to accomplish their educational goals, and specialize in serving undecided students. Counselors help students understand transfer

and professional/technical certificate and degree requirements, and support students through transfer preparation, and BAS program preparation. Additionally, counselors help students learn specific strategies for academic success through teaching, targeted workshops, and individual appointments. Areas of focus include study skills, test-taking, time-management, learning styles, and stress management. In addition, counselors help students resolve conflicts and problems related to classes, understand college policies and procedures as well as adjust to college life.

**EDUCATIONAL PLANNERS:** In 2011 the college received a follow up Title III grant to provide ongoing services to Asian American and Pacific Islander (AAPI) student populations. Funding provides for two full-time educational planners, one assigned to transfer programs and the other to professional-technical programs. This intrusive advising model, which provides students with the tools to track and evaluate their own academic progress, addresses the special needs of AAPI students and assists them in developing meaningful educational plans. Educational planners also develop and implement cohort-based strategies to promote student learning and success, and they provide support through workshops, community events, and the AANAPISI Center.

**RUNNING START:** Running Start is a dual-credit program providing high school juniors and seniors access to college level courses which satisfy high school graduation requirements and can be transferred to another college or university. Running start students are served and advised by one full-time manager, a half-time program coordinator, and two part-time advisors. Running Start students are required to meet with an advisor to assess placement scores and select courses and to develop an educational plan to ensure they remain on-track for their high school requirements. An intake and orientation process helps Running Start students successfully transition from high school to college and provides support as they to continue to attend both institutions. The program manager also serves as a liaison between the program/college and parents, high school counselors, school districts, the State Board for Community and Technical Colleges, and the Office of Public Instruction. While most program requirements and policies are set by state agencies, it is the Running Start manager's responsibility to ensure they are interpreted and applied appropriately.

**13TH YEAR PROMISE SCHOLARSHIP:** The 13th Year Promise Scholarship program provides academic support via a program coordinator throughout scholarship students' last year of high school and first year at South. The 13th year program is available to students at two feeder high schools: Chief Sealth International and Cleveland High Schools. Students apply during the fall of their senior year in high school and are held to all program requirements and expectations. They receive assistance from the program coordinator in completing the steps to enroll at South (application, financial aid, placement testing, advising, and registration), and they attend a three-day orientation program focused on student success strategies before their first quarter at the college. Once enrolled, students meet with the program coordinator individually at least once per quarter to check progress. Students are referred to appropriate departments and resources based on their needs. They also attend regularly scheduled workshops throughout

the academic year on topics such as time management, resume building, and online registration.

**BACHELOR OF APPLIED SCIENCE:** Students interested in pathways to the BAS Hospitality Management and BAS Professional Technical Teacher Education programs meet with advisors, counselors, and educational planners to discuss associate degree graduation requirements and general BAS degree requirements. Students are encouraged to schedule an appointment with department faculty and coordinators to clarify specific admission and graduation requirements. Once admitted to the BAS programs, students are placed in cohort groups and are also served in one-on-one entry advising appointments, where they discuss program policies as outlined in the BAS student manual and plan out their educational pathway to ensure timely completion of all coursework. In addition to entry advising appointments, BAS program staff send quarterly degree audits to each student prior to the start of every registration period. Students are invited to set up advising appointments as needed.

**NURSING PROGRAMS:** Students who are preparing for or have an interest in nursing and other health-related fields are first scheduled to meet with an advisor, counselor, or educational planner. As they are completing the nursing prerequisites, students attend nursing program information sessions run by the department. Since the college has a competitive admissions process within the LPN and RN programs, students are encouraged to work closely with advisors, counselors, and educational planners in developing plans for backup career options. Once admitted to the LPN or RN program, students work closely with department advisors to continue completion of certificate and/or degree requirements. Students are guided through application for graduation and review the process for applying to the Nursing Commission to take the NCLEX exam, the passing of which entitles them to licensure as either a practical or registered nurse in the state of Washington.

The college also offers a health care pathways option for students. Students in this cohort-based program receive additional support to help them succeed in prerequisite courses and work closely with an advisor to develop a long-term plan for success in health-care related career pathways.

**INTERNATIONAL PROGRAMS:** Department advisors assist international students with all aspects of advising including:

- pre-departure orientation
- orientation to the American college
- initial course placement
- quarterly course selection
- educational plan development for staying on track with program/degree requirements
- transition from the Intensive English program to college courses and programs

International programs (IP) advisors assist students in understanding admission, degree, and graduation requirements at receiving institutions (including BAS programs and other two-year and four-year colleges and universities). The International Transfer Fair, held in fall and winter

quarters on campus, brings international admissions representatives from baccalaureate institutions across the USA to provide information about their institutions. IP advisors are trained to provide accurate information and assistance in helping the international student maintain their student status in accordance with SEVIS regulations.

In addition to academic advising and assistance in meeting regulatory requirements, IP advisors also provide workshops and individual appointments to help international students with cross cultural adjustment and navigation of a successful student life in the USA. If needed, advisors make appropriate referral to counseling and/or community resources.

**ADULT HIGH SCHOOL COMPLETION:** Advisors with special expertise in adult high school completion work with students to clarify remaining course requirements related to earning the high school diploma. Upon submission of high school transcripts and completion of the COMPASS placement exam, students meet with the high school completion advisor to evaluate transcripts and scores. On a quarterly basis, they then meet to discuss course selection and educational planning for diploma completion. Students are also informed as to how courses align with an Associate of Arts or Science degree. If the student plans to continue to earn a college certificate or degree, the high school completion advisor provides referral to an advisor or counselor for continued support. International students seeking a high school diploma work directly with international programs.

**ADVISING AT GEORGETOWN:** Advisors, counselors, and educational planners provide general information to students interested in Georgetown programs. Students are then referred to the Georgetown campus for more detailed assistance.

**CAREER SERVICES (WORKSOURCE)/INTERNSHIP:** Career Services at South is the only collegiate career center in King County that leverages the resources of the [WorkSource](#) infrastructure in fulfilling students' post-secondary employment goals. The community-based WorkSource, a collaboration of federal, state and local partners, provides an aggressive student job program, intensive job seeker services, career counseling services through referral to the college counselors, and partners closely with community-based organizations and the Workforce office to help students navigate funding options. WorkSource has also developed Embedded Career Services, which supports students in finding employment by building relationships with employers while students are still in college. WorkSource also partners with Basic and Transitional Studies to serve ESL, GED and ABE students seeking employment.

The [internship](#) program serves all academic and professional-technical programs. Depending on the type of certificate or degree, an internship could be a requirement but is always an option for students.

**POLICY AND PROCEDURE AVAILABILITY:** District and college advising policies, procedures, requirements, and responsibilities are made available to students in a variety of ways, including:

- the college and district websites
- the district [catalog](#)
- the college's [quarterly class schedules](#)
- the student [handbook](#)
- *handouts in the student* registration center and in the offices of advisors, counselors, and educational planners.

These sources provide general information about admissions procedures, placement testing, financial aid and other payment options, course prerequisites, and enrollment. Students and community members can also access [‘student right to know’ information](#), campus security data, and other policies and procedures related to students’ rights and responsibilities.

The college also provides a [pre-advising site](#) that presents written and video information to help students successfully start and continue their college experience. The site is designed to serve first time students, returning students, students intending to transfer, Running Start/high school students, students needing ESL and ABE services, international students, veterans, and students interested in online learning options. Students enrolled in various programs also have access to an online degree audit system, where they can receive a real time reflection of completed and remaining course requirements for certificate and degree completion. The South website also offers an inquiry form that allows students to have advising questions answered via the web.

Steps to Enroll at South, which includes advising, is also available in both the print and web versions of the district catalog, the quarterly class schedules, and the student handbook. The registration and advising/counseling offices also provide important handouts that are easily accessible to all students. Sheets to register, add, drop, or audit a course, apply for graduation or degree completion, FAFSA worksheets, and numerous other handouts and forms are ready for students to pick up in person in these areas.

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## CO-CURRICULAR ACTIVITIES 2.D.11

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The dean of diversity, retention and student life supervises, organizes and guides two major areas : diversity and retention and student life.

The diversity and retention department includes the office of diversity and retention, the cultural center, the women’s center, the veterans student center, and the President’s Committee on Diversity. The goals of the diversity office are:

- to educate the campus community about diversity, equity and social justice
- to provide support services that encourage academic persistence through study groups, computer labs, and a textbook lending program

Student life departments include:

- Art Gallery

- Campus Recreation (Fitness Center, Games Room and Intramurals)
- Child Care Center
- Club Center
- Phi Theta Kappa
- Services and Activities Fee Board
- Student Grievances
- Student Leadership
- Student Life Operations
- Student Orientation and Activities Program
- United Student Association

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## AUXILIARY SERVICES 2.D.12

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The South Seattle Bookstore contributes both to the success of students and the intellectual climate of the community. Bookstore services include online and in-store new and used textbooks, rentals and digital books, and book buybacks. Products include school supplies, general reference books, digital media, greeting cards and gift items, food and drinks, sundry items and apparel.

The bookstore works to be responsive to its customers and stakeholders by holding advisory committee roundtables so that students, faculty and staff can have input into the quality of the products and services that are offered.

The [website](#) provides students, faculty, staff and the community a convenient way to order bookstore products, submit book orders, research publisher and textbook information, and find general bookstore information. The bookstore manager supports campus life by sponsoring textbook fairs, open forums, readings, author lectures and book release and signing events. Additionally, the bookstore displays titles that relate to campus events.

The bookstore complies with the textbook provisions of the Higher Education Opportunity Act (HEOA). In order to improve service ratings, several times each quarters the bookstore uses secret shoppers to evaluate customer service online, in store and on the phone.

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## INTERCOLLEGIATE ATHLETICS 2.D.13

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South Seattle does not have an intercollegiate athletic program. However, the college does offer a robust campus recreation and intramural sports program with facilities including tennis, basketball and volleyball courts; grass fields for soccer and rugby; a fitness center; and a games room.

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## IDENTITY VERIFICATION PROCESS 2.D.14

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South's identity verification process for students enrolled in distance learning courses is effective and consistent via fax and email. Both registration and eLearning use the same

protocol, which requires students to complete an [online form](#) that requests specific identifying information, then submit via email, fax or in person to receive their student ID number and PIN to access records and services via the web. The verification process protects student privacy following FERPA procedures. Each quarter students are informed of the [privacy policy](#) by email.

## 2.E LIBRARY AND INFORMATION RESOURCES

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### RESOURCES AND ACCESS 2.E.1

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The library supports the college's mission of providing quality learning experiences which prepare students to meet their goals for life and work. To address the college's core themes of Teaching and Learning, Student Achievement, and Community Engagement and Partnerships, the library provides a variety of services including instruction, access to electronic reference and periodical sources, in person and online reference service, and the circulation of print, digital and media materials.

The library provides access to its print and media collections and direct service to students, faculty, staff and community members at the reference, circulation, and media desks. Electronic resources and services are available around the clock from the [library website](#), the link to which appears on the front page of the [college website](#). From the library website, library users can:

- search the library catalog
- search online encyclopedias and reference databases
- search periodicals databases
- connect to topic-specific research guides
- access research help and tutorials
- access ebooks
- access [QuestionPoint](#) reference chat
- request instruction sessions
- suggest materials for purchase

The library is staffed by three full-time faculty librarians and two part-time librarians; three full-time paraprofessionals; and five student full-time equivalencies. Beyond ensuring that there is always someone at the service desks, this level of staffing:

- ensures effective collection development and timely acquisitions
- enables efficient collection management and interlibrary borrowing
- makes possible outreach to faculty in instructional divisions
- provides time for collaboration with faculty and staff colleagues

The library faculty are responsible for building and developing all print and electronic collections, acquiring materials in every medium to support the full array of the college's instructional programs and services. As new collections are built and existing ones strengthened, currency and coverage are foremost considerations. In subject areas where change is rapid, electronic books are one way to maintain currency.

Electronic resources are generally acquired in collaboration with the libraries at Seattle Central Community College and North Seattle Community College, the other two campuses in the district. District-wide committees, on which each of the campuses is represented equally, make decisions about shared acquisitions of databases and ebooks. Independently, the library at South subscribes to databases and online periodicals that serve programs unique to South.

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## PLANNING 2.E.2

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At the campus level, library faculty members and the dean serve on a number of committees engaged in data-based planning. These committees include:

- Instructional Deans and Directors
- Curriculum and Instruction Committee (CIC)
- Institutional Effectiveness (IE)
- Faculty Senate
- Safety Committee
- Grants Oversight Committee

At the district level, library faculty members and the dean serve on committees which either coordinate services district-wide or make recommendations to the chancellor. These committees include:

- Electronic Resources Committee
- Ebooks Committee
- Voyager Committee
- Copyright Committee
- Periodicals Committee
- Faculty Development Committee
- Chancellor's District-Wide Budget Committee

**COLLECTION DEVELOPMENT:** The library faculty actively seek input from the campus community to build and develop collections. Each librarian has distinct responsibilities for collection development and for coordinating with colleagues in the academic programs division, the professional technical programs division, the basic and transitional studies division, and the BAS programs in Hospitality Management and Professional Technical Teacher Education. Students, faculty, and staff may recommend new materials either at the reference desk or to a particular library faculty member. The library faculty also monitor student reference questions to guide acquisitions.



A major focus of collection development is meeting student research needs. As standing members of the Curriculum and Instruction Committee, the library faculty are able to:

- solicit suggestions from faculty developing new courses or programs for related materials to add to the collections
- advocate for information literacy components and related materials to be included in new courses or programs

**INFORMATION LITERACY:** In 2012, the library developed an information literacy plan. The Information Literacy Committee oversees fulfillment of the plan which is reviewed quarterly to assess progress. In support of the [student learning outcome on information literacy](#) the plan outlines work toward these goals:

- Foster collaborative relationships with faculty to integrate the teaching of information literacy in courses across the disciplines
- Teach students information literacy skills based on the college's Information Literacy Student Learning Outcomes
- Develop effective tools for the assessment of information literacy instruction
- Encourage librarians to attend conferences, trainings and workshops to develop their knowledge, abilities and skills in teaching information literacy
- Offer professional development opportunities to faculty on information literacy and library resources

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### INFORMATION LITERACY 2.E.3

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Information literacy, one of the college's seven [student learning outcomes \(SLOs\)](#), is a special focus of library service at South. Library faculty regularly schedule information literacy instruction sessions for particular classes at the request of, or as the result of outreach to, instructional colleagues. Typically, an instructor specifies a subject or assignment around which the librarian builds an information literacy module. These sessions introduce students to information literacy concepts such as basic search techniques, familiarity with library resources, critical analysis of resources, and the ethical use of information.

Since 2003 the library faculty at South have been active participants in the community college [information literacy initiative](#) funded through the Washington State Library by the the Library Services and Technology Act (LSTA ). In the most recent phase of the project, the library faculty partnered with colleagues from [a range of programs](#) to develop assignments jointly and provide information literacy instruction to their classes.

Each quarter, drop-in library workshops are offered on a range of topics to all members of the campus community. Workshops last for one hour and are advertised through flyers, on the library website, and by campus email.

**LIBRARY WEBSITE:** The [library website](#) and the many resources it connects students to are critical components for achieving the college's student learning outcome of information literacy. The website is a content-rich instructional tool that provides access to

- [guided tutorials](#)
- carefully selected databases with academically appropriate information
- links to citation guides with information about responsible use of others' creative content

The website serves as the primary teaching tool for collaborative instruction sessions with discipline faculty, as well as for LIB101 and the INFO online course series. With the introduction of the Canvas learning management system in 2012, the library website was embedded in classroom navigation and is now a feature of the online classroom.

**TRAINING FOR FACULTY:** At least once a year, the library faculty offer workshops designed for instructional colleagues on topics such as [copyright](#) or [open educational resources](#). Working with individual faculty, they provide research assistance and training on database searching, assignment design incorporating information literacy and its assessment, and other topics within the scope of their expertise.

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## EVALUATING COLLECTIONS AND SERVICES 2.E.4

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**INFORMATION LITERACY:** Since the library's initial involvement in 2005 with [ACRL's Information Literacy Immersion Program](#), library faculty and discipline faculty have worked together to infuse information literacy instruction into classes. As a direct result, the Nursing program has integrated information literacy into their entire curriculum and nursing students are now regularly assessed using rubrics which include criteria for information literacy.

Since 2008, there has been an emphasis on authentic assessment using rubrics which the library faculty have collaborated with other faculty to develop. Discipline faculty members have provided generally positive feedback regarding these rubrics. Examples of such collaborations include

- An English faculty member working with the library faculty to create a rubric for assessing an annotated bibliography assignment. This assessment tool continues to be used and has been adopted by other faculty in the division.
- Members of a Faculty Inquiry Group (FIG), including two library faculty members, working on developing students' own personal voice in their writing, which ultimately helps students avoid plagiarism. One of the librarians developed a simple rubric for assessing student voice across various levels, which was adopted by the four content instructors from Basic and Transitional Studies, English and Psychology.

For face to face reference service, students can complete an evaluation form which asks about satisfaction with the reference transaction and provides space for comments.

For online reference service, QuestionPoint chat provides students with an option for completing a short questionnaire about the transaction. When completed, the questionnaire is sent directly to the reference email inbox where the librarians can view the response.

**COLLECTION DEVELOPMENT:** The library faculty select materials for the library's collection based on evaluation criteria in the [collection development policy](#). The primary goal is to ensure that the collection meets the needs of the college's instructional programs and attention is paid to ensuring that the collection is adequate for students' research needs. The library faculty assess the adequacy of the collection a number of ways including:

- at the reference desk as they respond to student questions
- through collaboration on library-based projects with faculty in the various disciplines
- with usage reports generated by the [Voyager](#) library management system

In deselecting materials, the librarians consider the publication date of the materials, historical relevance, circulation of the materials, duplication in the collection, and physical condition of the item.

**SHARED DATABASES:** Database usage statistics are routinely collected at the campus level and regularly reviewed by the district-wide Electronic Resources Committee. If low usage suggests that a database is no longer serving student needs, trials of other databases with similar purpose are arranged and users asked to evaluate them. Cost, frequency of use, ease of use, age and relevance of the information contained in the database help determine which products to consider.

**LIBRARY WEB SITE:** In 2012, the library redesigned its website to update the underlying technologies and strengthen its value as an instructional tool. The process began with research for best practices and involved usability testing with a proven methodology that included drawing participants from various populations: students and faculty, international students and English language learners, students on an academic track and in professional technical programs.

The new site has been built in [LibGuides](#), a hosted service used by thousands of college libraries around the country. The site design addresses current user preferences, needs and search habits. The hosted solution simplifies maintenance and assures around the clock service and uptime. It also provides data collection capabilities for assessment.

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## 2.F FINANCIAL RESOURCES

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South Seattle Community College is a part of Seattle Community College District VI. The president of South reports to the chancellor of the district. In turn, the chancellor reports to the district Board of Trustees, an independent body of five members appointed to five-year terms by the governor of the state of Washington. It is the responsibility of the individual colleges to allocate resources and manage program offerings and operations in such a manner as to meet

its mission, core themes, and priorities. As part of a multi-college district, which includes North Seattle Community College, Seattle Central Community College, and Seattle Vocational Institute, the financial functions of South are aligned with central support functions performed at the district level for all four organizations.

The level of autonomy given to South for financial planning and budgeting matters has enabled the college to develop a collaborative and strategically guided budget process. This process continues to evolve as it is continually assessed by the business office, the College Council, and the President's Cabinet.

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### **ADEQUACY OF FINANCIAL RESOURCES 2.F.1**

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South Seattle Community College has a record of efficiently managing its resources, enrollment, and program mix as well as a history of proactive decision-making during difficult financial times. One major factor in helping the college achieve its financial stability has been the publication and wide circulation of a detailed quarterly financial report. An analysis of the reports over the last five years indicates that in each year the college:

- maintained very limited amounts of debt
- conservatively budgeted tuition revenue collection and program cost recoveries
- ended with a surplus in its operating budget
- had a positive cash balance in each of its major funds
- did not tap into official reserves

The college's operating budget consists of three major sources of funds: state allocation, tuition allocation based on prior-year collection and carry forward, and program cost recoveries. The operating budget for 2012-2013 is shown in the table below:

<b>SOURCE OF FUNDS</b>	<b>ANNUAL BUDGET</b>
State Allocation	16,770,216
Tuition & Carry Forward	13,947,605
Program Cost Recoveries	1,860,000
<b>TOTAL</b>	<b>\$32,577,821</b>

Over the last five years, state funding has declined from 69.5% of the total operating budget in 2008 to 48.5% of the total operating budget in 2013. Also during this same time period, the average tuition rates have increased 45%. This increase in tuition has impacted enrollment and overall tuition collection. In the past two years, tuition collection was below projected allocations.

In an attempt to be proactive during this time of change the college has budgeted conservatively at the same time as it has sought to maximize local sources of revenue while being sensitive to student demand. New programs aimed at increasing the number of students

who pay full tuition were implemented, including programs in composites, logistics, and industrial manufacturing, and the college laid the foundation for the new Bachelors of Applied Science in Professional Technical Teacher Education. At the same time the college eliminated the commercial truck driving program which was not meeting student needs and required a disproportionate share of financial resources.

On the revenue side, the college has made a strong effort to ensure that tuition and fees are set at appropriate levels for a variety of programs.

- Tuition is allocated based on projected enrollment for the academic year. Tuition revenue collection is analyzed and monitored on both the college and district levels to ensure that targets are met and adjustments are made when necessary.
- A number of student fees have been increased to more accurately reflect the true cost of programs such as drafting and design, welding, and nursing.
- With student approval, the number of credits to which the Universal Technology Fee (UTF) applies was increased from 15 credits to 18 credits.

In 2009 the college adopted a new allocation model for the Universal Technology Fee, approved by the UTF committee. The new allocation enables more efficient long and short term financial planning for college technology. Increasingly, the college is looking for tuition revenue and other local revenue sources to maintain fiscal stability and a balanced budget.

The college actively pursues grants, contracts, and partnerships with business and industry in order to serve student needs and enhance learning experiences. In fiscal year 2011-2012, the college entered into grants and contracts totaling more than \$7.4 million. Although grants and contracts are not included in the operating budget calculations, they contribute to the operating budget through indirect charge back. These grants and contracts have become increasingly important in helping the college meet the educational demands of its students.

Overall, the college has a formal reserve of \$3,579,909 identified in its budget and financial reports. This is in compliance with the Seattle Community College District [Policy 608](#) which states in part that the college will establish and maintain a reserve of 5-10% of all funds, operating, non-operating, and student government.

Not only does South's reserve amount meet the standard set by Board policy, it is also tied to the amount of Running Start and International Student revenues which supplement the college's operating budget. This is meant to ensure that the college will be able to withstand significant fluctuations in these potentially volatile revenue sources with minimal impact on the operations of the college. The college projects a relatively stable financial condition over the next three years.

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## RESOURCES PLANNING AND DEVELOPMENT 2.F.2

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South received a commendation during the 2009 accreditation visit for its successful and collaborative budget development process which allows the college to realistically prioritize

budget requests and cuts. The process ensures input from all constituencies, faculty, staff, administrators, and students. The process is based on three essential ideas: collaborative development, a focus on [core themes](#), and the role played by the College Council as it manages and oversees input to the budget development process.

South is funded on a biennial calendar by the state so its strategic planning and budgeting processes are structured around that calendar. The college's core themes are now used as decision-making aids throughout the budget process. The president and vice presidents emphasize the core themes in major meetings and public appearances, and they are published in the minutes from the meetings of the President's Cabinet which are shared with the college. During the budget development process, requests for new or continued funding must align with one or more of these core themes in order to gain approval. Budget cuts are also measured and prioritized based on the potential impact on core themes.

The [budget development process](#) at South begins with a campus-wide kick-off meeting in early [March](#) and ends with a district-wide public hearing in June. The process is widely publicized at numerous budget meetings, campus-wide hearings, and public presentations. Participation in the annual budget process is highly encouraged and supported by the college administration.

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### **PROCESSES FOR FINANCIAL PLANNING 2.F.3**

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The district, as part of the thirty four community and technical colleges within Washington state, is subject to the policies and procedures of the Washington State Board for Community and Technical Colleges, the SBCTC. The SBCTC is the agency of the state of Washington of which District VI and South are a part. The SBCTC provides procedural guidance to the state's community and technical colleges and acts as the conduit for legislative appropriations, as it receives and then distributes these dollars to the state's institutions. These appropriations include general operating funds in addition to dedicated funds for specific purposes and initiatives. South has significant autonomy in the delivery of its educational offerings, as the Board of Trustees is a policy-making board with limited involvement in the management of the institution. Although the SBCTC has the ability to set procedural guidelines and impact the allocation of resources to the district, it has no impact on matters of institutional management outside of compliance monitoring with legislative mandates and statewide policies and procedures.

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### **ACCURATE FINANCIAL INFORMATION 2.F.4**

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Since South Seattle Community College is part of a multi-college district, financial information is presented to the Board of Trustees by the chancellor's office. On a quarterly basis, the chancellor presents to the Board of Trustees a summary of the financial condition of the district and the colleges. In addition, a significantly more detailed report is presented to President's Cabinet that contains financial information for the college on fund and program level. This report provides an analysis of budget allocation, revenue, and expenditures, and it highlights potential areas of concern for consideration and appropriate action. All budget administrators

and their support staff have access to the online [Financial Management System \(FMS\)](#) which allows them to monitor budget allocation, revenues, and expenditures in detail. FMS provides up to date financial information that helps deans and directors monitor resources and make informed decisions for their respective programs.

South Seattle follows federal and state laws, rules, and regulations and Generally Accepted Accounting Principles (GAAP). The college budgets and expends resources in accordance with the policies and procedures established by the Washington State Legislature, the [Office of Financial Management \(OFM\)](#), the [State Board for Community and Technical Colleges](#), the [Washington Student Achievement Council](#), and policies established by the district's Board of Trustees. The college uses a financial reporting system that is common to all of the state's community and technical colleges and is GAAP compliant.

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## CAPITAL BUDGETS AND PLANNING 2.F.5

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Capital budget planning is also a strategically guided process; however, the process for major projects is one that involves all thirty four community and technical colleges in the state of Washington. This long-standing statewide capital budget process prioritizes projects to ensure that the preservation of existing facilities is balanced with new construction to expand capacity and meet changing program needs. Each college develops a capital request shaped by program-based strategic planning and facility master planning. The needs of all thirty four colleges are then prioritized to form a ranked list of major capital projects that, depending on the state capital budget allocation for the biennium, are funded in descending order. In 2011-2013, the state allocated \$366.5 million in new appropriations for capital projects and facilities repair. South has been very successful in this process over the last few biennia and has received \$51.1 million for the time period July, 2003 to July, 2013 to support improved facilities. A large part of the reason that the college has been so successful in this process is that its [Master Plan](#) is tightly tied to the college's mission and goals. An excerpt from South's Master Plan document states: "The goals of the master plan are founded on the College's mission and Institutional Goals and represent ideals to strive for in the preservation, enhancement and improved development of the main campus. They provide the foundation and help direct the structure of the near-term and long-range master plans."

Master Plan goals are as follows:

- Reinforce the college as a student-centered campus which values diversity, supports learning and promotes student success
- Use architecture and design to express and reinforce college values and mission
- Value existing open space and strengthen stewardship of the environment and connections within the campus community
- Create facilities that strengthen community connections
- Optimize operational and maintenance efficiencies
- Establish a dynamic, flexible, responsive framework for future growth and decision-making

To further aid in capital resource planning and allocation, South utilizes an internal small-capital request process. This process allows for the campus vice presidents to solicit small project proposals (\$10,000 - \$150,000) from their divisions which are then presented to the President's Cabinet for prioritization. This list of projects is posted on the campus intranet and updated when projects are completed. The schedule allows for proposals to be re-prioritized every six months and focuses on meeting the college-wide priorities.

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## **COLLEGE OPERATIONS AND AUXILIARY ENTERPRISES 2.F.6**

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Auxiliary service includes five distinct operations: Rental, Food Services, Intensive English, Transportation Services, and the Copy Center. All of the college's auxiliary enterprise programs are projected to be self-sustaining, if not revenue producing. The college has made significant progress in its ongoing effort to exercise prudent, balanced, and effective financial management of its auxiliary enterprise operations. There is an ongoing concern outlined in the quarterly financial reports related to the deficit in the Food Services operations. This concern is partly mitigated by the fact that Food Services have been breaking even for in the past five years; in addition, food service for events contributes to generating substantial revenue in room rentals. In 2012 the college contracted out the operation of Bernie's Pasty Shop and expects to generate additional revenue through commissions as well as gain efficiencies and savings. The college currently has a more than adequate balance in the auxiliary reserve account to offset any shortfall in food service operations.

Furthermore, it was noted that there are a few instances in which auxiliary enterprises such as rental income, bookstore commissions, parking, and technology fees are contributing to the overall operations of the college. Although the college utilizes auxiliary funds to finance various projects and activities, it does not rely on its auxiliary resources for ongoing core operations. Examples of projects funded by auxiliary revenue include:

- graduation
- parking lot maintenance and improvement
- a small percentage of related salaries
- local fund contribution for capital projects
- initial start-up costs for the corporate training program at the Georgetown campus

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## **EXTERNAL FINANCIAL AUDIT 2.F.7**

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The college is audited as part of the Seattle District which is included in aggregated financial reports for the State Board for Community and Technical Colleges (SBCTC). SBCTC then works with the Office of Financial Management (OFM) to accurately transfer the college's records into OFM's Agency Financial Reporting System (AFRS). AFRS is the state-owned accounting system that contains the financial information of all state agencies and higher education institutions in the state of Washington. Each year the State of Washington undergoes two audits by the Washington State Auditor's Office. The AFRS financial records of the Seattle District are subject to those audits and form a part of these audit reports:



- [Comprehensive Annual Financial Report \(CAFR\)](#)
- [State-Wide Single Audit \(SWSA\)](#)

In addition, Seattle District records are subject to further randomly selected audits. As an example for fiscal year 2010-2011, the State Auditor's Office performed on-site audit review and testing at the Seattle District for both the CAFR and SWSA. In addition, in fiscal year 2011-2012, the State Auditor's Office performed testing of the college's internal controls and financial activities in such areas as grants and contributions.

The State Auditor's Office also performs accountability audits at the Seattle District. An accountability audit is a review of a college's compliance with state laws and regulations and its own policies and procedures. An accountability audit can also assess a college's compliance with administering federal awards as well as the adequacy of its internal controls. South Seattle received no findings in its [last accountability audit](#) in 2011.

Because of substantial state budget reductions, the state audit schedule was changed from annual to biennial in 2010. No findings have been reported for South for the past five years in any of the audit processes outlined above.

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## FUNDRAISING AND COMPLIANCE 2.F.8

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Institutional advancement activities are clearly and directly related to the college's mission and core themes. The college has a four-person development office led by an associate vice-president of college relations and advancement; the emphasis of the staff is on attracting philanthropic support for the college and its students, primarily in the form of major and planned gifts. These staff members also support the work of the South Seattle Community College Foundation, a closely affiliated 501(c)(3) nonprofit.

During 2012, the Foundation received \$2.18 million in total income, and as of December 31 of that year held \$11.5 million in net assets. From 2006 – 2012, the Foundation contributed more than \$2.2 million in scholarships, emergency grants and childcare support to nearly 1,200 students. The Foundation is also funding the [13th Year Promise Scholarship](#) program, which guarantees every graduate of Chief Sealth and Cleveland High Schools can attend South tuition free for one-year through financial aid or private funds and provides a Readiness Academy to support student success.

These activities, and all others, comply with all IRS policies regarding tax issues. Senior staff members are Certified Fundraising Executives (CFRE) which requires adherence to the code of ethics established by the Association of Professional Fundraising (AFP). The Foundation has a gift acceptance policy that governs the receipt of gifts. In addition, there is a policy regarding fundraising activities on campus, which has been emailed campus-wide and is available on the college's intranet.

The Foundation conducts an annual independent audit and complies with all legal and ethical requirements concerning donor restrictions and other financial reporting information. The

Foundation has a specific contractual agreement with the college that has been approved by the State of Washington Attorney General's Office, SSCC President, SSCC Foundation Board of Directors and the Seattle Community Colleges Chancellor. The agreement clearly outlines the relationship between the college and the Foundation. The agreement also includes expectations and responsibilities of both parties.

## 2.G PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

### PHYSICAL FACILITIES 2.G.1

The [main campus](#) of South Seattle Community College has operated on eighty seven acres in West Seattle since fall 1970. The site has twenty two buildings; eighteen are instructional facilities with classrooms and specialized labs and the remainder house student support and administrative services.

Since 2009, the college has improved the infrastructure of the main campus in a variety of ways, including these:

- Replaced the siding and renovated the exterior of the Jerry Brockey Center
- Installed three electronic announcement signs, one at each campus entrance
- Resurfaced and restriped the north parking lot
- Regraded and regraveled the south overflow parking lot and added 25 spaces
- Installed new roofs over the entry and restrooms of the Alhadeff Grill and a new roof on the existing overhang on the Auto Collision Repair building
- Installed new fixtures and finishes in the cafeteria restrooms
- Upgraded the HVAC in the Preschool & Childcare, Aviation, and Technology Center buildings
- Upgraded the HVAC and sewer for the shower facilities in the Multipurpose building
- Installed five outdoor speakers and four communication towers to improve emergency communications capability
- Invested close to \$100,000 in backup batteries and a generator to ensure that the campus's IT can function if electrical service is interrupted by a catastrophe
- Replaced the folding wall in the Brockey Center to allow different groups to meet at the same time in the auditorium
- Upgraded the campus phone system to Voice Over Internet Protocol (Voip)
- Renovated a vacant machine shop to provide over 5,500 square feet of instruction, production and retail space for the Wine program.

The college expects to complete the replacement of the aging Cascade Court building with a \$34.8 million LEED silver-certified Integrated Education Center by 2017. The new 59,000 square foot facility will provide instructional space and faculty offices for the Nursing, Adult Basic Education and ESL programs.

**GEORGETOWN CAMPUS:** The [Georgetown campus](#) of South Seattle Community College operates in partnership with the main campus and trains 15 percent of the apprentices in Washington state. The five buildings on the Georgetown campus occupy thirteen acres in the Duwamish corridor and are well situated to serve Seattle’s industrial community.

The newest building at Georgetown is the 10,300 square foot addition to [Building C](#), which was completed in 2012. The addition contains office space and a large multipurpose room for conferences. LEED silver certification was achieved by incorporating many environmental features such as a vegetated roof to decrease stormwater runoff and a variable refrigerant flow system that uses 30 percent less electricity than traditional HVAC. White reflective roofing material was used to reduce cooling costs, and interior lights automatically shut off when there is enough daylight present.

The only remaining older building, Building B, was updated in 2011 to repair the roof and create an instructional composites lab for the Aviation Technology program.

**HANGAR AT KING COUNTY INTERNATIONAL AIRPORT (KBFI):** Through a partnership with a private investor, South built a new facility in 2010 to replace a hangar in poor condition. The new space features about 14,700 square feet of airplane parking and ramp space, a lecture/ video presentation area, a library-research room, offices and 6,225 square feet of aircraft maintenance hangar space. The space contains the equipment to perform basic and advanced student training on the college’s single and multi-engine aircraft and helicopter. This improvement helped position the Aviation program to receive a \$1.5 million grant to triple the number of students trained each year.

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## **SAFETY POLICIES AND PROCEDURES 2.G.2**

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South carries out the safety policy detailed in its [Accident Prevention Program](#) by following the recommendations of the college’s Safety Committee. The committee, which is chaired by the environmental, health and safety (EHS) manager, investigates accidents and near-misses to find ways to prevent recurrences. The EHS manager makes weekly unannounced inspections of the campus and then writes a report which includes digital photographs. The intent of the report is twofold: to draw attention to situations that need correction and to showcase modifications worthy of duplication. This report has proven to be an effective means of inspiring and maintaining productive change and of maintaining compliance with safety and environmental regulations.

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## **MASTER PLAN FOR DEVELOPMENT 2.G.3**

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The [Master Plan](#) for South Seattle Community College was developed over a three year period to allow for extensive collaboration between faculty, staff and the external community. This thorough, long-term plan is intended to serve as a decision making tool for decades.

To supplement the Master Plan, a facility condition survey is conducted every two years by consultants hired by the State Board for Community and Technical Colleges . The consultants identify deficiencies that qualify for capital repair projects, and the college uses this assessment along with the Master Plan to plan capital improvements. After major construction projects are completed, the college conducts user surveys to improve future projects.

Smaller projects are also planned with the institution's mission and core themes in mind. Toward this end, the college continues to use a small capital request process begun in 2007. Campus vice presidents solicit small project proposals (\$10,000 to \$150,000) from their divisions which are prioritized by the President's Cabinet and posted on the college's intranet. Pending proposals are examined every six months to keep the focus on the college's mission and core themes.

All requests for repairs are handled by a computerized maintenance management system. The college monitors the progress of work orders and tracks time and materials for each project. This data can be sorted and reported in many ways, an invaluable tool for facility planning.

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## **EQUIPMENT MANAGEMENT 2.G.4**

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In the professional technical programs, the need for updated instructional equipment, procedures and facilities is assessed every three years as part of the program review process. The three year cycle feeds both the strategic planning process and the accreditation process. An external committee of industry experts reviews the program and facility under the oversight of an independent consultant. Inventory control of equipment is reconciled with the district office database. Every two years the district office hires a firm to conduct a full-scale inventory of campus equipment.

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## **TECHNOLOGY SYSTEMS AND INFRASTRUCTURE 2.G.5**

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Information technology services (ITS) works to realize the college's mission and core themes with the design, installation, maintenance and support of the electronic infrastructure through which educational services and information resources are delivered to students, faculty, and staff. The electronic infrastructure is based on a high-speed network which links to the internet via a fiber-optic backbone, integrating new and legacy technologies.

The IT services office is located centrally on the main campus along with the campus core technologies. The IT services team focuses on instructional and administrative computing support, network management, hardware and software support, moves, adds, and changes, information technology security and server administration for the college. IT services includes nine full-time classified staff and six part-time student workers, and the department reports to the director of the business office.

Additionally, support for the college's programs, services, and institutional operations is provided by a legacy system which distributes several key computing functions across the entire

district: registration and student records; financial management; personnel and payroll. There are also third-party systems for library information, e-mail, and telephone technology. Although the legacy and third party systems are managed centrally at the district office, IT services acts as the liaison between the district office and the campus at large with regard to all computing matters.

The college provides, and IT services supports, seven dedicated computer labs for math, writing, second language learning, CAD-CAM, automotive technology, information technology and career enhancement. Students have access to approximately 900 computers across campus, accessible from the information commons, the technical education lab, classrooms and student success services. Support requests are made to the IT services helpdesk by email or phone.

IT services works closely to support the media services team. Media services consists of the media services manager who reports to the director of the business office and one classified employee. The team provides support for all of the audio/visual (A/V) needs of the college, including direct classroom support, instructional technology support, and special events support. Direct classroom support consists of specifying, installing, maintaining and repairing classroom A/V technology. Instructional support consists of providing direct technical assistance to faculty to help with the creation of media-rich instructional materials. Special event support consists of setting up and operating A/V amplification, mixing and recording technologies for student events, administrative events as well as outside events.

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## **TECHNOLOGY TRAINING AND SUPPORT FOR COLLEGE EMPLOYEES**

### **2.G.6**

Information technology services provides and supports IT services for student, faculty, and staff on the main campus as well as at the Georgetown campus and [the NewHolly learning center](#). Services include help desk, network systems and infrastructure, security and intrusion protection, software and hardware purchase, installation and maintenance, student-accessed technology and classroom support. Hours of operation are 7:30 a.m. to 7:30 p.m, Monday through Friday.

IT services coordinates with the Teaching and Learning Center (TLC) to provide training and instruction for the college's employees in the effective use of new technologies. The TLC is equipped with twenty workstations, general productivity and vendor-specific software, a data projector, and a printer. In addition, employees may get training on vendor-specific products through a vendor's online support or training website.

Employees and students can request IT help and support by email or phone and through a web interface. Helpdesk support staff handle routine daily help requests and visit labs, classrooms, and offices to provide quick help. Problems requiring more time and expertise are referred to a team of IT specialists.

ITS staffs two open labs with lab aides who provide technical support to students at the same time as they maintain an environment conducive to student learning. The lab aides and a senior member of the ITS team are on campus to meet student needs Monday through Thursday from 7:30 a.m. to 7:30 p.m.; Friday from 7:30 a.m. to 4:00 p.m.; and Saturday from 9:30 a.m. to 2:00 p.m.

Although funding for commercial professional training is limited, IT staff members are encouraged to enroll in appropriate SCCD information technology classes. ITS team members have full access to SafariBooksOnline.com training material for learning about new technologies.

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## **INSTITUTIONAL CONSULTATION IN TECHNOLOGY PLANNING 2.G.7**

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ITS activities and processes are defined in district procedures and [SSCC administrative procedures](#). The SSCC procedures cover:

- technology ownership
- technology plan
- equipment replacement plan
- foreign technology
- purchases outside equipment replacement plan
- technology contracts and partnerships
- software for home office
- emergency communications

Web Help Desk software helps the ITS team keep track of work orders, but also allows for input from faculty, students and staff regarding the technological needs of the campus. The ITS team can be reached directly by any individual or group. There are also avenues of communication through campus committees where awareness may be raised regarding technological concerns. ITS staff members hold advisory (non-voting) positions on the Universal Technology Fee committee and on [the Services and Activities Fee Board](#).

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## **TECHNOLOGY UPDATE AND REPLACEMENT PLAN 2.G.8**

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The main campus, including the two remote sites, has twenty seven student computer classrooms and three open labs. All computer classrooms and labs use different Dell OptiPlex models and platforms. Student computers are refreshed every four years. Student computer replacement is funded by the annual allocation of the universal technology (UT) fees. Computers removed from the student network classrooms, which have higher technical requirements, are recycled to classrooms with lower technical requirements. Outdated student computers are sent to state surplus.

At SSCC, including the two remote sites, there are 499 employee desktop computers with a mix of different Dell OptiPlex models. As with student computers, employee computers are on a

four-year upgrade and replacement cycle. Funding for employee computer replacement is contingent on securing state funds. Network infrastructure, such as switches and servers, is planned for a five-year refresh cycle. Projectors and other classroom AV equipment are scheduled for a six-year refresh cycle. Funding to replace network infrastructure and AV equipment comes either from one-time state allocations or from the annual UT fee allocation.

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## CONCLUSION

This Year Three Self-Evaluation Report includes a revised Chapter One that articulates the core themes inherent in South Seattle Community College's mission statement, defines the objectives for each of the core themes, and identifies specific, assessable and meaningful indicators that form the basis for evaluating accomplishment of the college's mission. Based on feedback from the peer evaluators on our Year One Self-Evaluation Report, Chapter One also includes a revised definition of mission fulfillment that more specifically frames how the accomplishment of the core themes objectives and indicators contribute to the achievement of the college's mission, as well as establishing reasonable expectations for continuous institutional improvement.

Chapter Two documents that the college's resources and capacity are adequate to fulfill the College's mission and core themes outcomes, even in the context of limited resources and declining state revenue.

The college responded positively to the new accreditation processes and the creation of core themes. The preparation of both the Year One and Year Three Reports has been a collaborative effort from start to finish. Faculty and staff throughout the campus were actively engaged in developing the college's initial set of core themes objectives and outcomes for the Year One Report. This high level of faculty engagement and participation continued in the preparation of the Year Three Self-Evaluation Report documenting the college's ability to achieve its core themes outcomes and mission.

Two of the more significant outcomes of the revised accreditation process and standards have been (1) increased campus-wide recognition that, ultimately, all planning should support the achievement of the College's four core themes and mission and (2) greater awareness about the need to pay particular attention to educational assessment and institutional effectiveness and how to use assessment results to improve student performance and institutional quality.

This enhanced focus on the centrality of the college's mission has caused the college to carefully revisit its planning processes in order to ensure that there is an alignment between strategic planning, accreditation, unit-level planning, and allocation of resources. Ultimately, the degree to which a culture of evidence and assessment becomes part of the college's ethos will help foster a cycle of continuous improvement and ensure that quality assurance remains an institutional priority.

We believe South Seattle Community College's Year Three Self-Evaluation Report provides the Northwest Commission on Colleges and Universities with a candid and honest assessment of the college's successes and challenges and we look forward to the evaluation team's collegial appraisal and feedback

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## APPENDICES

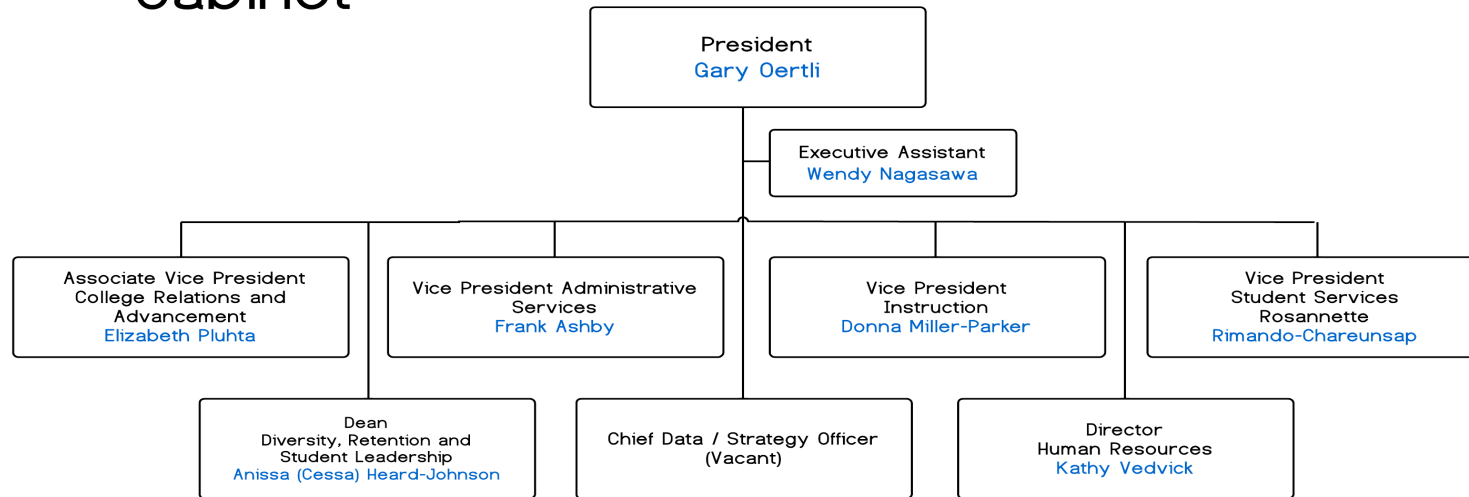
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# APPENDIX 1 – ADMINISTRATIVE STRUCTURE

*A detailed college organizational chart can be found on the campus website.*

## SOUTH SEATTLE COMMUNITY COLLEGE Administrative Structure

### President's Cabinet

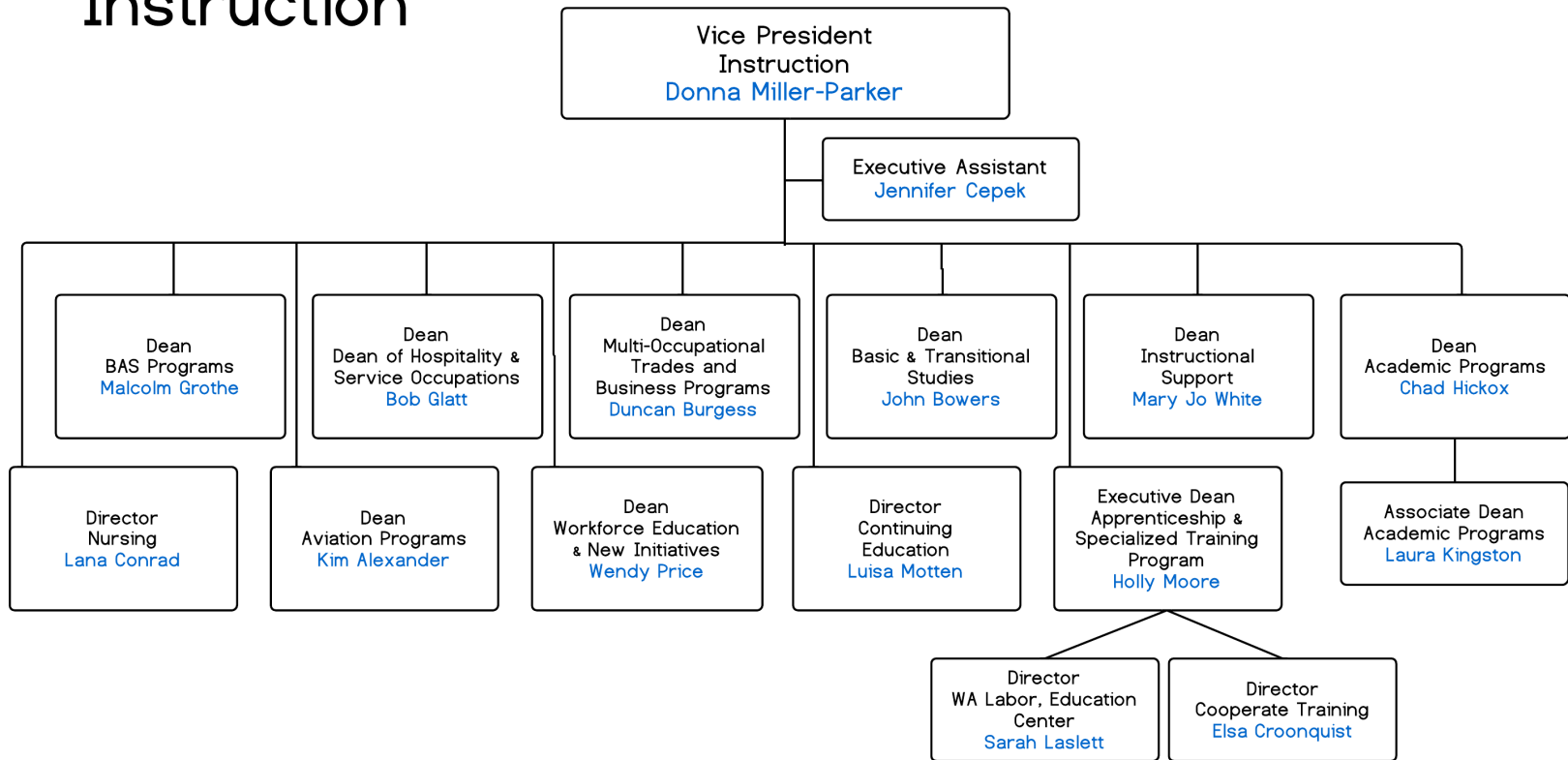


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SOUTH SEATTLE COMMUNITY COLLEGE  
Administrative Structure

# Instruction

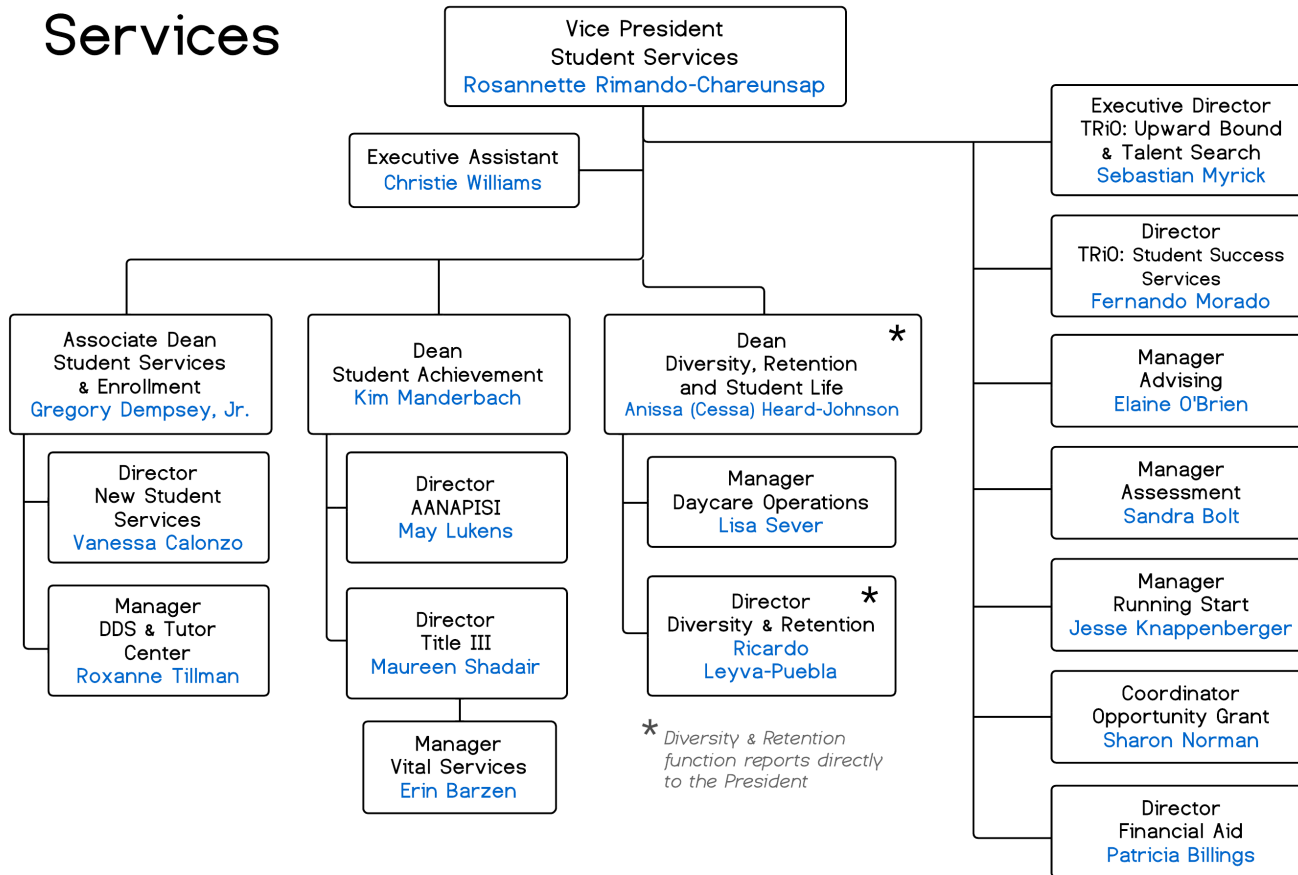


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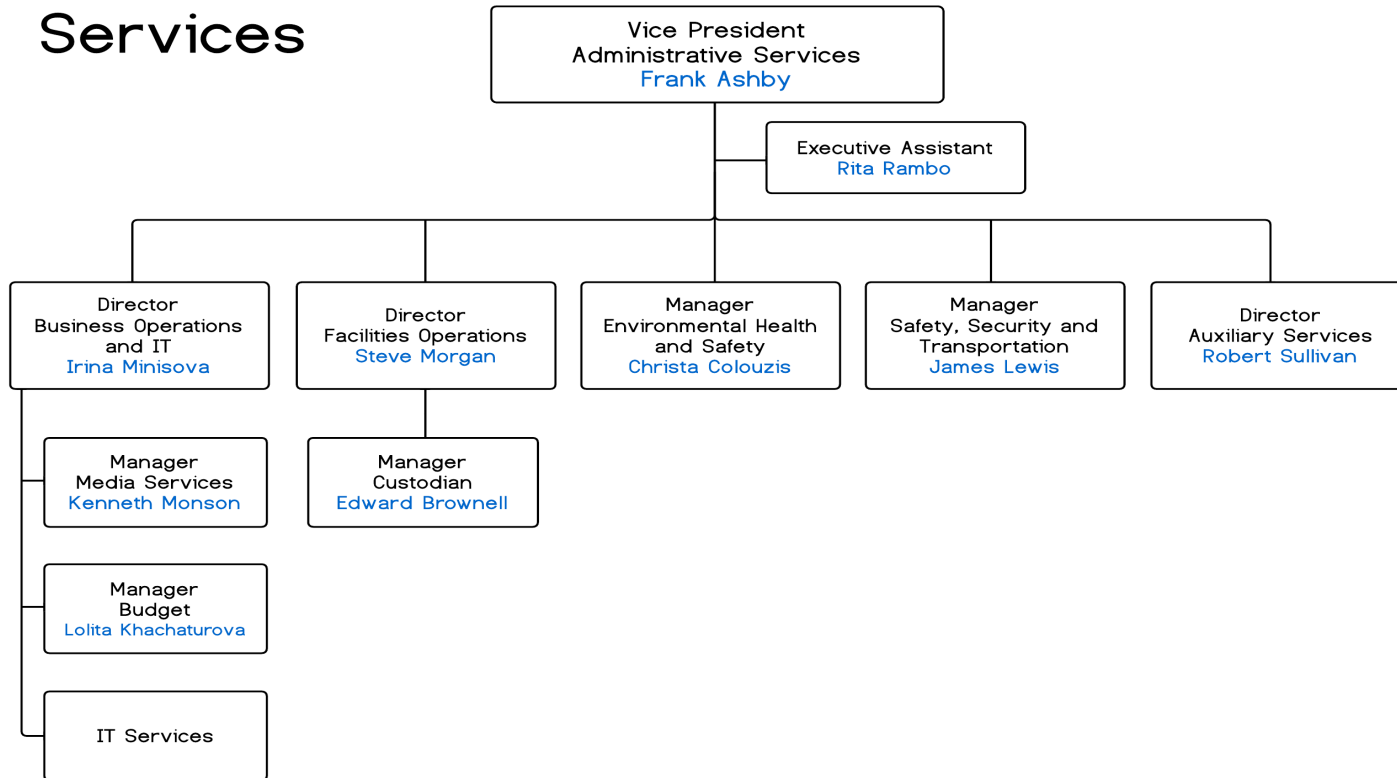
Student Services



*A detailed college organizational chart can be found on the campus website*

SOUTH SEATTLE COMMUNITY COLLEGE  
Administrative Structure

# Administrative Services





## **APPENDIX 2 – MISSION STATEMENT**

**South Seattle Community College is a constantly evolving educational community dedicated to providing quality learning experiences which prepare students to meet their goals for life and work.**

**The college values and promotes a close involvement with the community and strong partnerships with business, labor and industry.**

The college commits to meeting the diverse needs of students by providing:

- Applied baccalaureate, associate degree, college transfer, certificate, technical and professional, and pre-college programs which prepare students to succeed in their careers and further their education.
- Responsive technical and professional training programs developed in collaboration with business, labor and industry.
- Student-centered and community-centered programs and services which value diversity, support learning, and promote student success.
- Lifelong learning opportunities for the cultural, social, professional and personal development of the members of our communities.

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# APPENDIX 3 - SEATTLE COMMUNITY COLLEGES 2010-2015 DISTRICT-WIDE STRATEGIC PLAN

## Goals, Objectives and Measures

### Goal 1: *STUDENT SUCCESS* – Increase student learning and achievement

	Measure	Performance Target	How Measured	Baseline/Historical Data																																
<i>New</i>	<b>OBJECTIVE 1: MEET ANNUAL STATE-FUNDED ENROLLMENT ALLOCATION</b>																																			
<i>New</i>	State-funded enrollment	100% of allocation and two-year rolling average achieved and maintained	Annualized FTES for the District	<table border="1"> <thead> <tr> <th></th> <th>2008-09</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>Annual Enrollment</td> <td>101%</td> <td>97.5%</td> </tr> <tr> <td>Two-year rolling average</td> <td>99.7%</td> <td>99%</td> </tr> </tbody> </table>		2008-09	2011-12	Annual Enrollment	101%	97.5%	Two-year rolling average	99.7%	99%																							
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Annual Enrollment	101%	97.5%																																		
Two-year rolling average	99.7%	99%																																		
<i>New</i>	<b>OBJECTIVE 2: INCREASE STUDENT COMPLETION AND JOB PLACEMENT</b>																																			
<i>New</i>	Student completion of certificates & degrees	Achieve completion rate above the state system average	State Board Cohort analysis- Completions within 4 years	<b>2008 Cohort – Completed in 2012</b> <table border="1"> <thead> <tr> <th></th> <th>SCCD</th> <th>State System</th> </tr> </thead> <tbody> <tr> <td>Academic Transfer w/degree</td> <td>16%</td> <td>21%</td> </tr> <tr> <td>Academic Transfer w/o degree</td> <td>45%</td> <td>42%</td> </tr> <tr> <td>Professional-Technical</td> <td>24%</td> <td>28%</td> </tr> <tr> <td>All Programs</td> <td>20%</td> <td>24%</td> </tr> </tbody> </table>		SCCD	State System	Academic Transfer w/degree	16%	21%	Academic Transfer w/o degree	45%	42%	Professional-Technical	24%	28%	All Programs	20%	24%																	
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Professional-Technical	24%	28%																																		
All Programs	20%	24%																																		
<i>New</i>	Job Placement	Achieve job placement rate above the state system average	Students employed the year following program completion	<b>Job Placement</b> <table border="1"> <thead> <tr> <th></th> <th>2008-09</th> <th>2010-11</th> </tr> </thead> <tbody> <tr> <td>SCCD</td> <td>73%</td> <td>78%</td> </tr> <tr> <td>State System</td> <td>74%</td> <td>77%</td> </tr> </tbody> </table>		2008-09	2010-11	SCCD	73%	78%	State System	74%	77%																							
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SCCD	73%	78%																																		
State System	74%	77%																																		
<i>New</i>	Student Achievement Point progress	Increase student achievement points over the prior year	SBCTC- Future awards based on: Total Points=45% Points per student=45% Completions=10%	<b>Achievement Point Changes – 2010-2011 to 2011-2012</b> <table border="1"> <thead> <tr> <th></th> <th>North</th> <th>Central</th> <th>South</th> <th>SVI</th> </tr> </thead> <tbody> <tr> <td>Total Points</td> <td>-9%</td> <td>-9%</td> <td>.9%</td> <td>-27%</td> </tr> <tr> <td>Points/ student</td> <td>0</td> <td>.03</td> <td>.04</td> <td>-.45</td> </tr> <tr> <td>Completions</td> <td>.4%</td> <td>-4.5%</td> <td>-2.1%</td> <td>-.9%</td> </tr> </tbody> </table>		North	Central	South	SVI	Total Points	-9%	-9%	.9%	-27%	Points/ student	0	.03	.04	-.45	Completions	.4%	-4.5%	-2.1%	-.9%												
	North	Central	South	SVI																																
Total Points	-9%	-9%	.9%	-27%																																
Points/ student	0	.03	.04	-.45																																
Completions	.4%	-4.5%	-2.1%	-.9%																																
<i>Continuing</i>	Transfer student achievement	Meet/ exceed UW “native “ student performance	UW database	<b>Fall 2009 Cohort completing in 2012</b> SCCD: GPA - 3.36; 1-yr. persistence- 95%; 3-yr. completion- 85% UW: GPA - 3.36; 1-yr. persistence- 97%; 3-yr. completion- 91%																																
<i>Continuing</i>	<b>OBJECTIVE 3: IMPROVE STUDENT ACHIEVEMENT IN PRE-COLLEGE MATH</b>																																			
<i>New</i>	Developmental math progression	Increase the percentage of students that complete the developmental math sequence	SCCD database	<b>% Students starting in developmental math</b> <b>3-year sequence completion (2008-2009 cohort)</b> <b>1-year sequence completion (2009-2010 cohort)</b> <table border="1"> <thead> <tr> <th>Completion</th> <th>081</th> <th>083</th> <th>084</th> <th>085</th> <th>097</th> <th>098</th> <th>Total*</th> </tr> </thead> <tbody> <tr> <td>3-years</td> <td>18%</td> <td>22%</td> <td>41%</td> <td>56%</td> <td>49%</td> <td>77%</td> <td>44%</td> </tr> <tr> <td>3-years*</td> <td></td> <td></td> <td>41%</td> <td>56%</td> <td>49%</td> <td>77%</td> <td>54%</td> </tr> <tr> <td>1-year</td> <td>5%</td> <td>9%</td> <td>31%</td> <td>50%</td> <td>50%</td> <td>80%</td> <td>36%</td> </tr> </tbody> </table>	Completion	081	083	084	085	097	098	Total*	3-years	18%	22%	41%	56%	49%	77%	44%	3-years*			41%	56%	49%	77%	54%	1-year	5%	9%	31%	50%	50%	80%	36%
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3-years	18%	22%	41%	56%	49%	77%	44%																													
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1-year	5%	9%	31%	50%	50%	80%	36%																													

APPENDIX 1 – ADMINISTRATIVE STRUCTURE

	Measure	Performance Target	How Measured	Baseline/Historical Data				
				1-year*			31%	50%
				*Excluding students who start in Math 081 or Math 083				

**Seattle Community Colleges | 2010-2015 District-wide Strategic Plan**

**Goals, Objectives and Measures**

**Goal 2: PARTNERSHIPS – Build community, business & educational partnerships**

	Measure	Performance Target	How Measured	Baseline/Historical Data
	<b>OBJECTIVE 1: INCREASE AWARENESS OF THE SIGNIFICANT ECONOMIC IMPACT OF THE SEATTLE COMMUNITY COLLEGES</b>			
<i>Continuing</i>	Economic impact of Seattle Community Colleges	Increase at historic rate to \$1.3 billion	Economic impact study by EMSI	2010: \$1.1 billion
<i>New</i>	Awareness of importance to the economy	Maintain awareness at 95% or above	Community survey	2012: 96% aware
<i>Continuing</i>	<b>OBJECTIVE 2: INCREASE PROFESSIONAL-TECHNICAL PROGRAM GRADUATES TO RESPOND TO LOCAL INDUSTRY WORKFORCE NEEDS</b>			
<i>Continuing</i>	B.A.S. Degrees	3 additional degrees developed and offered by 2015	Degrees approved and offered to students	2009-10: 2 degrees (Hospitality Management, Applied Behavioral Sciences)
<i>New</i>	New certificates and Associate Degrees in high-demand areas	3 new programs in high-demand areas	Certificates and degrees approved and offered	100+ professional-technical programs
<i>Continuing</i>	<b>OBJECTIVE 3: INCREASE PRIVATE, FOUNDATION AND LOCAL FUNDING</b>			
<i>New</i>	Diversity of funding sources for operations	Reduce dependence on state, tuition and current other funding sources*	Revenue from new funding sources	<u>FY 2012-13</u> State Support – 50% Tuition – 37% Other – 13%*
<i>New</i>	Financial reserves	Maintain between 5% to 10%	Reserves/budget	2012: 8.4%
<i>Continuing</i>	Fundraising	Fundraising campaign goals and initiatives set and campaign under way	Campaign launched	<b>Building the Best Campaign</b> -1993-1999: \$21.5 million <b>Fundraising</b> – 2000-2006: \$19 million <b>Power &amp; Promise Campaign</b> – 2006-2009: \$34 million <b>Fundraising</b> – 2010-2012: \$16.9 million; pledges - \$1.2 million

\*Examples include Running Start and International revenue contributions

**Seattle Community Colleges | 2010-2015 District-wide Strategic Plan**

**Goals, Objectives and Measures**

**Goal 3: INNOVATION – Increase innovation and improve organizational effectiveness**

	Measure	Performance Target	How Measured	Baseline/Historical Data										
<i>Continuing</i>	<b>OBJECTIVE 1: INCREASE INNOVATIVE INSTRUCTIONAL OPTIONS FOR STUDENTS</b>													
<i>New</i>	eLearning enrollment	Increase enrollment in online and hybrid courses;	Enrollment in online and hybrid courses	<table border="1"> <thead> <tr> <th>2007-08</th> <th>2008-09</th> <th>2009-10</th> <th>2010-11</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>8,051</td> <td>9,596</td> <td>10,625</td> <td>10,775</td> <td>10,166</td> </tr> </tbody> </table>	2007-08	2008-09	2009-10	2010-11	2011-12	8,051	9,596	10,625	10,775	10,166
2007-08	2008-09	2009-10	2010-11	2011-12										
8,051	9,596	10,625	10,775	10,166										
<i>New</i>	Developmental math curriculum	Develop new approaches to increase acceleration through developmental math	Student progress with accelerated approaches	New approaches: STATWAY, QUANTWAY, ALEKS Baseline acceleration data under development through Gates grant <i>Pathways to Completion</i> .										
<i>New</i>	<b>OBJECTIVE 2: IMPROVE EFFECTIVENESS, EFFICIENCY AND RESPONSIVENESS OF COLLEGE OPERATIONS</b>													
<i>New</i>	Cost per completion	Achieve cost per completion less than state average	Degrees, completions & spending per outcome	<u>Delta Cost Project –2009</u> SCCD - \$44,212 State System \$38,651										
<i>New</i>	Administrative systems efficiency	Completion of 10 “Innovations Projects”, including automation of administrative processes, by 2015	# of Innovations projects completed.	Current administrative systems in place developed in the 1980s.										
<i>Continuing</i>	Carbon footprint (energy consumption, water usage and other measures)	On-pace to achieve 2020 State Agency Climate Leadership Act Seattle District target, 14,181 MTCO <sub>2</sub> e	SCCD carbon emissions data	2009: 16,055 MTCO <sub>2</sub> e emissions from operations										
<i>New</i>	<b>OBJECTIVE 3: INCREASE EMPLOYEE ETHNIC AND RACIAL DIVERSITY AND RECOGNITION</b>													
<i>New</i>	Ethnic and racial diversity	Increase employee ethnic and racial diversity to be more reflective of the greater Seattle Community	SCCD, King County, City of Seattle data	SCCD – 28% employees of color City of Seattle – 35% citizens of color King County – 36% citizens of color <i>CC State System – 21% employees of color</i>										
<i>Continuing</i>	Employee awards and recognition	25% increase to 41 external awards	College records of employee awards	2005-09: 33 external awards or recognition of SCCD faculty/staff/college publications										

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## APPENDIX 4 – STUDENT LEARNING OUTCOMES

1. **Communication**
  - Read and listen actively to learn and communicate.
  - Speak and write effectively for academic and career purposes.
2. **Computation**
  - Use arithmetic and other basic mathematical operations as required by program of study
  - Apply quantitative skills for academic and career purposes.
3. **Human Relations**
  - Use social interactive skills to work in groups effectively.
  - Have knowledge of the diverse cultures represented in our multicultural society.
4. **Critical Thinking & Problem-Solving**
  - Think critically in evaluating information, solving problems and making decisions.
5. **Technology**
  - Select and use appropriate technological tools for academic and career tasks.
6. **Personal Responsibility**
  - Uphold the highest standard of academic honesty and integrity.
  - Respect the rights of others in the classroom, online and in all other school activities.
  - Attend class regularly, complete assignments on time and effectively participate in classroom and online discussions, group work and other class-related projects and activities.
  - Abide by appropriate safety rules in laboratories, shops and classrooms.
7. **Information Literacy**
  - Independently access, evaluate and select information from a variety of appropriate sources.
  - Have knowledge about legal and ethical issues related to the use of information.
  - Use information effectively and ethically for a specific purpose.

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## APPENDIX 5 – PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

### ACCOUNTING

#### ACCOUNTING CERTIFICATE

1. Demonstrate understanding of terminology related to accounting. (SLO1.2)
2. Access information, analyze and classify source documents. (SLO1.1, 4.1, 5.1 & 7.1)
3. Perform basic accounting functions e.g. adjusting closing entries, recording depreciation and transactions using common practices and GAAP (Generally Accepted Accounting Principles). (SLO 2.1, 2.2 & 2.3)
4. Prepare basic financial statements. (SLO 2.2 & 7.1)
5. Analyze individual components of income statements, balance sheets, and statements of retained earnings/statement of owner's equity. (SLO 4.1 & 7.1)
6. Document transactions according to accounting standards and procedures. (SLO 4.1)
7. Demonstrate responsibility and honesty in recording and reporting accounting transactions. (SLO 6.3 & 6.4)
8. Apply standard English rules in clear, concise and effective business communications. (SLO 1.1 & 1.2)
9. Apply mathematical skill to business and banking situations. (SLO 2.1, 2.2 & 2.3).
10. Apply computer skills to all forms of business communication including presentation materials and graphics. (SLO 5.1)
11. Use office technology for inter and intra office communication. (SLO 1.1, 1.2 & 5.1)
12. Identify and manage tasks involved in managing meetings. (SLO 3.1 & 6.5)
13. Demonstrate accuracy and skill in handling the telephone. (SLO 1.1, 1.2 & 5.1)
14. Demonstrate time management and organization skills. (SLO 6.2 & 7.1)
15. Identify and use appropriate resources for problem solving. (SLO 7.1)
16. Receive, interpret, and follow both written and verbal instructions. (SLO 1.1)
17. Import graphics, charts and text into business applications. (SLO 2.2)
18. Demonstrate flexibility, motivation when faced with change. (SLO 6.1)
19. Use the Internet for information searches. (SLO 7.1)
20. 20 Create and manage physical and electronic data systems in business applications. (SLO 1.2 & 2.2)
21. Adapt to workplace practices and practice appropriate professional conduct. (SLO 6.4 & 6.5)
22. Interact effectively with individuals and groups. (SLO 3.1 & 3.2)
23. Create and present effective presentations, (with and without software). (SLO 6.3, 7.2 & 5.1)
24. Interpret business data. (SLO 2.1, 2.2 & 4.1)
25. Demonstrate knowledge of laws and regulations, which affect the US workplace and work force, and an appreciation for ethics in business. (SLO 3.2, 4.1 & 7.2)

26. Create effective spreadsheets that communicate financial and other business information (SLO 5.1 & 2.3)
  27. Work with others on larger scale projects (SLO 3.1)
- 

**ACCOUNTING DEGREE (AAS, AAS-T) –ALL SLOS IN CERTIFICATE PLUS:**

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1. Distinguish between financial and managerial accounting by learning the terms, concepts, classifications, and related information used by managers in a manufacturing setting (SLO 7.1)
2. Recognize traditional and developing costing system designs for basic manufacturing processes by studying both classic cost behavior patterns and emerging issues related to inventory management automation and quality control (SLO 4.1 & 7.1)
3. Prepare basic, but comprehensive manufacturing budgets as derived from sales forecasts including production, materials, overhead, cash, income, and position statements. (SLO 2.3, 4.1)
4. Compute material, labor and overhead variances from standard costs for inclusion in managerial accounting reports (SLO 4.2 & 4.3)
5. Prepare analyses for decision making related to retaining or dropping products, make versus buy, sell or process further, acceptance of special orders, and utilization of scarce resources (SLO 4.1)
6. Prepare basic net present value analyses of competing investment projects for capital budgeting decisions (SL) 2.3 & 4.1)
7. Demonstrate proficiency in production of business documents. (SLO 1.2)
8. Understand career paths and advancement criteria typical of office occupations. (SLO 6.1, 6.2 & 7.2)

## **AEROSPACE**

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### **POWERPLANT CERTIFICATE PROGRAM OUTCOMES**

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1. Pass FAA exams. (SLO 1.2, 4.1 & 7.2)
2. Consistently follow EPA guidelines, shop and personal safety standards set by industry. (SLO 6.4, 6.5 & 7.2)
3. Measure weights, temperatures, and speeds. (SLO 2.2 & 2.3)
4. Locate and interpret data in manufacturers' technical manuals. (SLO 7.1)
5. Explain terms, processes and systems related to aircraft. (SLO 1.2)
6. Demonstrate ability to follow correct troubleshooting procedures. (SLO 7.2)
7. Demonstrate ability to run-up, move and tie-down an aircraft. (SLO 5.1)
8. Repair generators, alternators, motors, magnetos, and other aircraft units. (SLO 5.1 & 7.2)
9. Operate and maintain powerplant reciprocating engines and gas turbine engines. (SLO 7.1)
10. Diagnose, repair, replace and overhaul powerplants. (SLO 4.1)
11. Apply electrical and magnetic theories and interpret schematics using meters and testing equipment for troubleshooting power plant electrical systems. (SLO 5.1 & 7.1)
12. Inspect aircraft for conformity and airworthiness in accordance with FAA and manufacturer's documentation. (SLO 4.1 & 7.2)
13. Demonstrate ability to effectively work independently and in groups. (SLO 3.1)
14. Demonstrate work ethic and responsibility appropriate to the industry. (SLO 6.4)

### **AIRFRAME CERTIFICATE PROGRAM OUTCOMES**

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1. Pass FAA exams. (SLO 1.2, 4.1 & 7.2)
2. Consistently follow EPA guidelines, shop and personal safety standards set by industry. (SLO 6.4, 6.5 & 7.2)
3. Measure weights, temperatures, and speeds. (SLO 2.2 & 2.3)
4. Locate and interpret data in manufacturers' technical manuals. (SLO 7.1)
5. Explain terms, processes and systems related to aircraft. (SLO 1.2)
6. Demonstrate ability to follow correct troubleshooting procedures. (SLO 7.2)
7. Demonstrate ability to use standard tools and materials common for structural repairs including composites. (SLO 5.1 & 6.5)
8. Form, heat-treat and fabricate metal and composite structures and install common fasteners in metal and composites. (SLO 5.1)
9. Apply electrical and magnetic theories and interpret schematics using meters and testing equipment for troubleshooting airframe electrical systems. (SLO 5.1 & 7.1)
10. Inspect airframes for conformity and airworthiness in accordance with FAA and manufacturer's documentation. (SLO 4.1 & 7.2)
11. Demonstrate ability to effectively work independently and in groups. (SLO 3.1)
12. Demonstrate work ethic and responsibility appropriate to the industry. (SLO 6.4)

### **AERONAUTICAL TECHNOLOGY DEGREE (AAS, AAS-T) ALL SLOS IN CERTIFICATE PLUS**

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1. Pass FAA exams. (SLO 1.2, 4.1 & 7.2)

## APPENDIX 5 - PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

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2. Consistently follow EPA guidelines, shop and personal safety standards set by industry. (SLO 6.4, 6.5 & 7.2)
3. Measure weights, temperatures, and speeds. (SLO 2.2 & 2.3)
4. Locate and interpret data in manufacturers' technical manuals. (SLO 7.1)
5. Explain terms, processes and systems related to aircraft. (SLO 1.2)
6. Demonstrate ability to follow correct troubleshooting procedures. (SLO 7.2)
7. Demonstrate ability to use standard tools and materials common for structural repairs including composites. (SLO 5.1 & 6.5)
8. Form, heat-treat and fabricate metal and composite structures and install common fasteners in metal and composites. (SLO 5.1)
9. Demonstrate ability to run-up, move and tie-down an aircraft. (SLO 5.1)
10. Repair generators, alternators, motors, magnetos, and other aircraft units. (SLO 5.1 & 7.2)
11. Operate and maintain aircraft powerplant reciprocating engines and gas turbine engines. (SLO 7.1)
12. Diagnose, repair, replace and overhaul power plants. (SLO 4.1)
13. Apply electrical and magnetic theories and interpret schematics using meters and testing equipment for troubleshooting airframe and power plant electrical systems. (SLO 5.1 & 7.1)
14. Inspect aircraft for conformity and airworthiness in accordance with FAA and manufacturer's documentation. (SLO 4.1 & 7.2)
15. Demonstrate the ability to read manuals at industry standards (SLO 1.1 & 6.1)
16. Demonstrate industry applied technical writing skills including log books (SLO 1.2 & 6.3)
17. Demonstrate ability to effectively work independently and in groups. (SLO 3.1)
18. Demonstrate work ethic and responsibility appropriate to the industry. (SLO 6.4)
19. Demonstrate computational abilities by applying industry standards of embedded mathematics (SLO 3.1 & 3.2)

## **AUTO BODY COLLISION REPAIR**

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### **AUTO BODY COLLISION REPAIR CERTIFICATE**

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1. Demonstrate knowledge of metal joining and straightening methods. (SLO 2.2, 4.1 and 5.1)
2. Inspect, remove, install, and align panels, doors and trim to meet shop standards. (SLO 4.1, 5.1, and 6.3)
3. Determine type of paint; plan refinishing system; remove, prepare, seal and mask; apply coatings to vehicle. (SLO 2.1, 4.1, 5.1, 6.2, and 6.3)
4. Demonstrate correct use of chemicals within the shop environment. (SLO 1.1, 2.3, 4.1, 5.1, 6.4, 6.5, and 7.1)
5. Work safely and responsibly within all safety and environmental guideline standards for a shop. (SLO 1.1, 3.1, 3.2, 4.1, 5.1, 6.2, 6.4, 6.5, and 7.1)
6. Demonstrate computer competency by accessing data and documents used for repair records. (SLO 2.3, 4.1, 5.1, and 7.1)
7. Document service records. (SLO 1.2, 2.2, 5.1, and 7.1)
8. Work with accuracy, dependability, proficiency and speed when repairing vehicles. (SLO 1.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3, 6.4, 6.5, and 7.2)
9. Identify and strategize career plans for employment in the auto collision field. (SLO 1.2, 2.2, 3.1, 3.2, 4.1, 5.1, 6.2, 6.4, and 7.2)

### **AUTO BODY COLLISION REPAIR DEGREE (AAS, AAS-T) –ALL SLOS IN CERTIFICATE PLUS:**

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1. Handle customer needs, complaints, questions and special challenges. (SLO 1.1, 3.1, 3.2, 4.1, 6.5, and 7.1)
2. Demonstrate the ability to pass the ASE specialty tests required under the NATEF certification standards. (SLO 1.1, 1.2, 2.3, 4.1, 5.1, 6.1, 6.5, and 7.2)
3. Compute costs, time, and measurements estimates for completing repairs. (SLO 1.2, 2.1, 4.1, 5.1, and 7.1).
4. Demonstrate leadership skills for working independently and in teams to diagnose, service, prep and repair vehicles. (SLO 1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 6.2, 6.3, 6.4, 6.5, 7.1, and 7.2)
5. Communicate and document on-the-job learning experiences through internships. (SLO 1.2, 2.2, 2.3, 3.2, 4.1, 5.1, 6.1, 6.4, 6.5, and 7.2)
6. Work independently and in teams to diagnose, service, prep and repair vehicles. (SLO 1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 6.2, 6.3, 6.4, 6.5, 7.1, and 7.2)

## **AUTOMOTIVE TECHNOLOGY**

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All Student outcomes meet or exceed NATEF (ASE) requirements

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### **GENERAL SERVICE TECHNICIAN CERTIFICATE**

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1. Identify and properly use hand and power tools, recognize and use different types of fasteners, and know how to read and use precision measuring tools. (SLO 5.1)
2. Identify major components on the vehicle understand the basics of how they work, understand the basic terms associated with automotive electrical and look up proper repair procedures using online service manuals. (SLO 7.1, 7.2)
3. Perform basic services on the vehicle, belts, hoses, filters and lubricants and properly perform a lube oil and filter. (SLO 4.1, 6.3)
4. Understand each component in the different types of steering systems and suspension systems. (SLO 5.1)
5. Know how to diagnose and repair hydraulic and electric power steering system problems, tire maintenance, suspension systems, braking systems, (SLO 4.1)
6. Work safely and responsibly within all shop safety and environmental guidelines and standards. (SLO 6.4 & 6.5)
7. Demonstrate ability to pass the ASE test required for NATEF certification. (SLO 1.1, 1.2 & 7.1)
8. Communicate and document service records, compute costs, time and measurements (SLO 2.1) (SLO 2.1, 2.2 & 7.1)
9. Work independently and in groups to service, repair, test and maintain vehicles. (SLO 3.1 & 6.3)
10. Use technology to test vehicles. (SLO 5.1)
11. Describe employer expectations for employees within the automotive industry workplace (SLO 7.2)

### **MINOR CERTIFICATE INCLUDES**

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*Automotive Electronics*

*Basic Power Accessories*

*Advanced Electrical Systems*

*Air Conditioning and Heating*

*Emission Controls Diagnostic Test Equipment*

*Advanced Drivability and Fuel Systems*

*Engine Computers*

*Emission Controls Diagnostic Test Equipment*

1. Inspect, diagnose, disassemble, repair, replace and service each of the major electrical systems in various types of vehicles. (SLO 4.1, 5.1 & 7.3)
2. Inspect, diagnose, disassemble, repair, replace and service each of the basic power accessory systems in various types of vehicles. (SLO 4.1, 5.1 & 7.3)

## APPENDIX 5 - PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

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3. Inspect, diagnose, replace and service each of the major systems in various types of HVAC systems. (SLO 4.1, 5.1 & 7.3)
4. Inspect, diagnose, disassemble, repair, replace and service each of the major emissions control systems in various types of vehicles. (SLO 4.1, 5.1 & 7.3)
5. Inspect, diagnose, disassemble, repair, replace and service each of the major drivability and fuel systems in various types of vehicles. (SLO 4.1, 5.1 & 7.3)
6. Describe, analyze, and repair engine computer systems for maximum vehicle performance, (SLO 4.1, 5.1 & 7.3)
7. Describe, analyze, and repair engine emission control diagnostic systems including Federally mandated OBD. (SLO 4.1, 5.1 & 7.3)

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### **MASTER CERTIFICATE INCLUDES –ALL SLOS IN MINOR CERTIFICATE PLUS:**

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*Manual Transaxles and Clutches*

*Manual Transmissions, transfer Cases and Drive Axle*

*Automatic Transmission diagnosis and Service*

*Advanced Automatic Transmission Service*

*Automotive Engine Diagnosis & Automotive Engine Rebuild*

*Automotive Welding*

1. Inspect, diagnose, disassemble, repair, replace and service of manual transaxles in various types of vehicles. (SLO 4.1, 5.1 & 7.3)
2. Rebuild and troubleshoot manual and automatic transmissions. (SLO 4.1 & 5.1)
3. Inspect, diagnose, disassemble, repair, replace and service manual transmissions, transfer cases and drive axles in various vehicles. (SLO 4.1, 5.1 & 7.3)
4. Inspect, diagnose, disassemble, repair, replace and service automatic transmissions including band adjustment, T.V. linkage, shift linkage, and neutral safety switches. (SLO 4.1, 5.1 & 7.3)
5. Understand and demonstrate removal and replacement of automatic transmissions including replacing bands, clutches, bushings, and seals. (SLO 4.1)
6. Understand and demonstrate the ability to diagnose engine compression components and systems. (SLO 4.1, 5.1 & 7.3)
7. Learn and demonstrate proficiency in oxy-acetylene welding, brazing, cutting, and MIG welding. (SLO 4.1, 5.1 & 7.3)
8. Learn and demonstrate which type of welding process to use in different repairs and metals. (SLO 4.1, 5.1 & 7.3)

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### **ASSOCIATE OF APPLIED SCIENCE AUTOMOTIVE TECHNOLOGY (AAS) AND ASSOCIATED OF APPLIED SCIENCE TRANSFER AUTOMOTIVE TECHNOLOGY (AAS-T) PROGRAM OUTCOMES INCLUDES ALL SLOS IN ASE CERTIFICATES PLUS:**

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1. Locate sources, make parts write-ups, calculate costs and explain repair or service.
2. (SLO 2.1, 2.2 & 7.1)
3. Handle customer needs, complaints, questions and special challenges. (SLO 3.1 & 3.2)
4. Compute costs, time and measurements. (SLO 2.1, 2.2 & 7.1)
5. Describe employer expectations for employees within the automotive industry workplace (SLO 7.2)
6. Examine career opportunities within the Automotive industry and strategize own career. (SLO 1.2, 4.1, 5.1, 6.2, 7.2)

## APPENDIX 5 - PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

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7. Observe and create plans utilizing professionalism and management skills for an automotive repair facility including supervision and operation. (SLO 1.2, 2.3, 3.1, 4.1, 7.1)
8. Assess and implement procedures for personnel management and training skills. (SLO 1.1 3.1, 3.2)
9. Critique and improve one's own performance, listening skills and customer relations. (SLO 1.1, 1.2, 3.2, 4.1, 6.1, 7.2)
10. Assess and formulate plans for all aspects of automotive repair facility operations. (SLO 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 7.1)



## **BUSINESS INFORMATION TECHNOLOGY**

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### **MEDICAL OFFICE CLERK CERTIFICATE**

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1. Demonstrate an understanding of terminology related to accounting careers and understand the career opportunities available (SLO 5.1 & 7.2)
2. Demonstrate an understanding of basic accounting terminology and concepts for a sole proprietorship (SLO 7.1)
3. Demonstrate accounting procedures used in a sole proprietorship by recording business
4. Understand and demonstrate, Patient Accounting Software, processing standard HCFA health insurance claims forms, ICD-9 (International Classification of Diseases) using an electronic software program. (SLO 5.1)
5. Demonstrate knowledge of CPT (Current Procedural Terminology) coding systems using an electronic software program and apply both ICD-9 and CPT codes to electronic patient statements and insurance billings. (SLO 5.1 % 7.2)
6. Calculate patient statements to identify insurance amount and individual amount due (SLO 2.1 & 2.3)
7. Apply mathematical skills to medical insurance situations (SLO 2.1)
8. Demonstrate accuracy in medical claims processing (SLO 4.3)
9. Demonstrate knowledge of medical terminology with emphasis on basic rules, vocabulary, and abbreviations. (SLO 7.1 & 7.2)
10. Demonstrate knowledge of prefixes and suffices common to the medical field. (SLO 7.2)
11. Demonstrate identification of Greek and Latin word roots and medical terms relating to body systems and medical specialties. (SLO 7.1)

### **BUSINESS INFORMATION TECHNOLOGY CERTIFICATE**

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1. Increase and demonstrate ability to deal constructively with information, ideas and emotions associated with diversity issues. (SLO 3.2 & 6.5)
2. Demonstrate self-awareness with regard to personal culture, history and group awareness with appreciation of the contributions of many cultures to American business. (SLO 3.2 & 7.1)
3. Demonstrate knowledge of laws and government agencies which control the American work place. (SLO 7.1 7 7.2)
4. Demonstrate improved understanding of techniques for successful cross-culture communication in small groups. (SLO 3.1 & 3.2)
5. Apply mathematical skill to business applications, mathematical skills to banking situations, calculate percentages, discounts, taxes and loans, and demonstrate proficiency in use of the calculator. (SLO 2.1 & 2.2)
6. Integrates English grammar, punctuation, and word usage skills with the composition of effective basic business letters and memos. (SLO 1.1 & 1.2)
7. Demonstrate oral communication skills essential to the successful giving and receiving of information in context with cultural aspects of the communication process. (SLO 1.2 & 3.2)
8. Demonstrate skills to identify and resolve customer complaints, handle difficult customers utilizing effective verbal and nonverbal communication methods. (SLO 4.1, 1.1 & 1.2)
9. Demonstrate proficiency using software for word processing, database, spreadsheet applications, and graphic presentations in business application. (SLO 5.1)

## APPENDIX 5 - PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

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10. Demonstrate the ability to use Excel software tools in core business applications including bookkeeping, data entry, and numerical functions. (SLO 2.1, 2.2, & 5.1)
11. Demonstrate the ability to use Word software tools in core business applications including document creation, editing, and proofing business documents. (SLO 1.1 & 5.2)
12. Demonstrate contemporary knowledge of database systems; basic alphabetic, numeric, subject and geographic filing principles necessary to manage database filing systems. (SLO 5.1 & 7.1)
13. Demonstrate ability in using a database system to create files, tables, forms and queries; enter and manipulate data and generate reports. (SLO 5.1 & 7.2)

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### **BUSINESS INFORMATION TECHNOLOGY DEGREE (AAS, AAS-T) –ALL SLOS IN CERTIFICATE PLUS:**

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1. Demonstrate an understanding of terminology related to Business Information Technology Careers (SLO 5.1 & 7.2)
2. Demonstrate an understanding of basic accounting terminology and concepts for a sole proprietorship (SLO 7.1)
3. Demonstrate accounting procedures used in a sole proprietorship by recording business
4. Demonstrate knowledge of the basic accounting cycle, general ledger software, journalizing transactions, posting, and receivable, payable, inventory, payroll and fixed asset (SLO 1.1, 4.1, 5.1 & 7.1)
5. Understand and demonstrate statistical concepts and techniques used in public and private business sector decision making. (SLO 5.2, 5.3 & 6.1)
6. Show proficiency statistical techniques in data applications, quantitative literacy, statistical thinking and the use of statistical software. (SLO 5.2, 5.3 & 6.1)
7. Demonstrate ability to apply descriptive statistics methods, probability, and the decision making processes. (SLO 5.2, 5.3 & 6.1)
8. Understand and apply principles associated with maintaining good mental and physical health, and personal grooming.
9. Identify and correct common communication problems including awareness of diversity issues which affect the workplace.
10. Understand moral and ethical principles and theories that are integral to personal development.
11. Demonstrate abilities in speaking, nonverbal communication, effective meeting and parliamentary procedures, telephone and interviewer/interviewee techniques.

## **COMPUTER AIDED DRAFTING AND DESIGN TECHNOLOGY**

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### **COMPUTER AIDED DRAFTING MECHANICAL CONCENTRATION CERTIFICATE**

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1. Communicate effectively with written, oral, and visual means (SLO 1.2)
2. Apply mathematical and scientific problem solving techniques to resolve mechanical and spatial geometry related problems (SLO 2.1, 5.1)
3. Demonstrate proficiency in CAD skills by creating complex 2-D drawings, using 3-D
4. solid-modeling techniques, manipulating analytic and nonanalytic surfaces, and analyzing drawing data.(SLO 2.3)
5. Work productively as an individual and as a team member of a problem solving team in an engineering environment. (SLO 3)
6. Think critically and use creativity in the design of mechanical components and systems. (SLO 4.1)
7. Demonstrate knowledge, techniques, skills, and use of the appropriate tool in mechanical design applications. (SLO 5)
8. Recognize the need to stay current in the mechanical design career field. (SLO 6.1)
9. Demonstrate professional and ethical behavior. (SLO 6.3)
10. Recognize problems in mechanical design applications and develop appropriate solutions. (SLO 6.2,3)
11. Access, analyze, interpret and evaluate information from a variety of sources as Machinery Handbook, Catalogs and Internet etc.. (SLO 7)

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### **COMPUTER AIDED DRAFTING AND DESIGN TECHNOLOGY (AAS, AAS-T) –ALL SLOS IN CERTIFICATE PLUS:**

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1. Use effective communication skills as a team member to research data and generate technical documentation. (SLO 1.1, 1.2)
2. Apply knowledge related academic skills as mathematics and scientific principles to resolve technical engineering / drafting problems. (SLO 2.1, 5.1)
3. Demonstrate proficiency in CAD skills by creating complex 2-D drawings using 3-D wire-frame and 3-D solid-modeling techniques, manipulating analytic and nonanalytic surfaces, and analyzing drawing data.(SLO 2.3)
4. Apply knowledge of CADDS technology and engineering design process to solve engineering design projects. (SLO 2.2)
5. Understand and function on diverse, multi-disciplinary teams. (SLO 3.1)
6. Demonstrate the ability to identify, think critically, formulate, and present creative solutions in the design projects. (SLO 4.1)
7. Use modern technical engineering techniques, skills, and technology including computing tools necessary for technical engineering/drafting practice. (SLO 5)
8. Recognize the need for life-long learning and adapt to change (SLO 6.1)
9. Function as an effective member of a multi-disciplinary team while committing to the quality of results and time management of assignments or design project execution. (SLO 6.2,3)
10. Understand the professional and ethical responsibility (SLO 6.5)

## APPENDIX 5 - PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

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11. Access, and extrapolate information, data and specifications from technical resources and standards for application on drawings, projects and reports, (SLO 5, 7.1)
12. Collaborate and cooperate in a team setting to enhance cognitive and social learning by sharing in a CAD engineering environment. (SLO 3.2, 7.2)

## COMPUTING TECHNOLOGY PROGRAMS

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### COMPUTER SUPPORT SPECIALIST CERTIFICATION

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1. Identify hardware and operating system components and explain their functions. (SLO 5.1 & 7.1)
2. Identify network devices and operating system combinations. (SLO 5.1 & 7.1)
3. Begin using software applications for utilitarian or presentation purposes.(SLO 4.1, 5.1, 6.2 & 7.1)
4. Demonstrate knowledge of file systems and naming conventions. (SLO 4.1, 5.1 & 6.3)
5. Install and properly configure PC hardware devices and operating systems. (SLO 4.1, 5.1, & 7.2)
6. Select, implement appropriate troubleshooting tools and methods for problem solving. (SLO 4.1, 5.1, 6.1 & 7.2)
7. Select components; install, configure, troubleshoot, and repair computers in preparation for the A+ certification exam. (SLO 4.1, 5.1, 6.3, & 7.2)
8. Use critical thinking for analysis of hardware and operating systems problems. (SLO 4.1 & 5.1)
9. Access information efficiently and accurately to resolve computer problems. (SLO 4.1, 5.1 & 7.2)
10. Work effectively with others to accomplish complex tasks, develop logical thinking skills and effective communication skills. SLO 1.2, 3.1, 3.2, 4.1, & 6.2)
11. Use safety precautions while working in and around computers and people. (SLO 6.2 & 6.3)
12. Be able to explain and communicate problems accurately and the related solutions effectively. (SLO 1.2, 3.2 & 4.1)

### VIRTUALIZATION CERTIFICATION

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1. Select, configure, and use different virtualization systems (SLO 5.1 & 7.1)
2. Build, configure, and prepare a server for a given role. (SLO 5.1 & 7.2)
3. Be able to install, configure, and use Microsoft and/or open source operating systems to support a particular virtualization project. (SLO 4.1 & 5.1)
4. Select, implement appropriate troubleshooting tools and methods for problem solving. (SLO 4.1 & 5.1)
5. Troubleshoot and solve problems occurring at any level of the OSI model in a virtualized system. (SLO 4.1 & 5.1)
6. Correctly add/remove/change users, guests and computers and domains in a virtualized environment. (SLO 4.1, 5.1 & 7.2)
7. Accurately discuss the advantages/disadvantages, platforms and costs of Cloud Computing. (SLO 1.2, 5.1, & 7.2)
8. Accurately discuss advantages/disadvantages of the different types and brands of virtualization and implement one application layer (hosted) virtualization package. (SLO 4.1 & 5.1)
9. Use critical thinking for analysis of hardware, OS, or network problems. (SLO 1.2, 5.1, & 7.2)
10. Access information efficiently and accurately to resolve computer problems. (SLO 4.1, 5.1 & 7.2)

### **IT SYSTEMS SPECIALIST DEGREE (AAS, AAS-T)**

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1. Identify hardware and operating system components and explain functions. (SLO 5.1 & 7.1)
2. Identify network devices and OSI components and systems (SLO 5.1 & 7.1)
3. Identify network devices and operating system combinations. (SLO 5.1 & 7.1)
4. Begin using software applications for utilitarian or presentation purposes. (SLO 5.1 & 7.2)
5. Learn and demonstrate common applications and presentation software. (SLO 1.2, 5.1 & 7.2)
6. Demonstrate knowledge of file systems and naming conventions. SLO SOL 5.1, 6.2 & 7.2)
7. Install and properly configure network devices and related operating systems. (SLO 4.1, 5.1 & 6.3)
8. Install and properly configure computer hardware components and operating systems. (SLO 4.1, 5.1 & 6.3)
9. Be able to install, configure, and use various Microsoft and open source operating systems. (SLO 4.1, 5.1 & 6.3)
10. Create basic database queries in Access; apply common controls and formulas. (SLO 4.1, 5.1 & 7.2)
11. Create and manage a small Access database and develop tables, queries, forms, and reports. (SLO 4.1, 5.1, 6.3, & 7.2)
12. Select, configure, and use different operating systems. (SLO 4.1 \* 5.1)
13. Select, implement appropriate troubleshooting tools and methods for problem solving. (SLO 4.1, 5.1 & 7.2)
14. Be able to analyze and troubleshoot various Microsoft and open source operating systems (SLO 4.1 & 5.1)
15. Troubleshoot and solve problems occurring at any level of the OSI layers in a network in a small LAN or wireless environment. ((SLO 4.1, 5.1, 6.1 & 7.2)
16. Correctly add/remove/change users and computers, sites, and domains in a network. (SLO 5.1, 6.1, & 7.2)
17. Select components; install, configure, troubleshoot, and repair computers. (SLO 4.1, 5.1, 6.3 & 7.2)
18. Design a non-complex program in a structured modular/visual language. (SLO 4.1, 5.1, 6.3, & 7.2)
19. Use critical thinking for analysis of hardware, OS, or network problems. (SLO 4.1 & 5.1)
20. Access information efficiently and accurately to resolve computer problems. (SLO 4.1 & 7.1)
21. Work effectively with others to accomplish complex tasks, demonstrate logical thinking, and effective communication skills. (SLO 1.2, 3.1 4.1, 5.1, & 7.2)
22. Be able to explain and communicate problems accurately and the related solutions effectively. (SLO 4.1)
23. Use safety precautions while working in and around computers and people. (SLO 6.4)

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### **NETWORK ADMINISTRATION AAS, AAS-T**

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1. Identify hardware and operating systems components and proper combinations. (SLO 5.1 & 7.1)
2. Identify network devices and OSI components and systems. (SLO 5.1 & 7.1)
3. Identify network devices and operating systems combinations. (SLO 5.1 & 7.1)
4. Begin using software applications for utilitarian or presentation purposes. (SLO 4.1, 5.1 & 6.1)

## APPENDIX 5 - PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

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5. Install and properly configure network devices and related operating systems. (SLO 4.1, 5.1 & 6.1)
6. Install and properly configure computer hardware components and operating systems. (SLO 4.1, 5.1 & 6.2)
7. Build, configure, and prepare a server for a given role. (SLO 4.1, 5.1 & 6.3)
8. Be able to install, configure, and use Microsoft and open source operating systems (SLO 4.1, 5.1 & 6.3)
9. Create basic database queries; apply functions and formulas. (SLO 3.3, 4.1, 5.1 & 7.2)
10. Create and manage databases and develop tables, queries, forms, and reports. (SLO 3.3, 4.1, 5.1 & 7.2)
11. Select, configure, and use different operating systems. (SLO 4.1, 5.1, 6.3 & 7.2)
12. Select, implement appropriate troubleshooting tools and methods for problem solving. (SLO 4.1, 5.1, 6.3 & 7.2)
13. Be able to analyze and troubleshoot various Microsoft and open source operating systems. (SLO 4.1, 5.1, 6.3 & 7.2)
14. Troubleshoot and solve problems occurring at any level of the OSI model in a network. (SLO 4.1, 5.1, 6.3 & 7.2)
15. Correctly add/remove/change users and computers, sites, and domains in a network. (SLO 4.1, 5.1, 6.3 & 7.2)
16. Setup, configure, insert, and provide basic security and traffic control using Cisco routers and switches. (SLO 4.1, 5.1, 6.3 & 7.2)
17. Be able to secure and monitor activities on computers and networks. (SLO 4.1, 5.1, 6.3 & 7.2)
18. Accurately discuss the advantages/disadvantages, platform and costs of Cloud Computing. (SLO 5.1 & 7.1)
19. Accurately discuss advantages/disadvantages of the different types and brands of virtualization and implement one application layer virtualization package. (SLO 1.2, 4.1, 5.1 & 7.2)
20. Design a non-complex program in a structured modular/visual language. (SLO 4.1, 5.1, 6.3, & 7.2)
21. Use critical thinking for analysis of hardware, OS, or network problems. (SLO 4.1, 5.1, 6.1 & 7.2)
22. Access information efficiently and accurately to resolve computer problems. (SLO 5.1 & 7.2)
23. Work effectively with others to accomplish complex tasks, develop and demonstrate logical thinking skills and effective communication skills. (SLO 1.2, 3.1, 3.2, 4.1, 5.1 & 6.3)
24. Be able to explain and communicate problems accurately and the related solutions effectively. (SLO 1.2, 3.1, 4.1, 5.1 & 6.5)
25. Use safety precautions while working in and around computers and people. (SLO 5.1 & 6.5)

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## CULINARY ARTS

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### CATERING AND BANQUET OPERATIONS CERTIFICATE

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1. Explain and apply sanitation guidelines related to food handling. (SLO 1.2, 4.1, 6.4)
2. Define and describe classic cooking terminology, methods, health and safety and hand tool usage. (SLO 1.2 6.4)
3. Describe various components for Front-of-the-House operations. (SLO 1.1, 3.1, 5.1, 7.1)
4. Demonstrate station organization, purchasing, storage, menu writing, and sanitation principles. (SLO 1.1, 2.2, 4.1, 5.1, 6.4, 6.5, 7.2)
5. Identify and apply guidelines for handling of meats, dairy products, fresh produce, and bakery items. (SLO 4.1, 6.4)
6. Demonstrate skill in dish handling, beverage service, food service. (SLO 6.2)
7. Demonstrate production line management and organization. (SLO 1.2, 3.1, 3.2)
8. Use computer for all aspects of food service and management. (SLO 5.1, 7.1, 7.2)
9. Demonstrate responsibility and team skills for the food service. (SLO 1.1, 3.1, 3.2, 6.2, 6.4, 6.5)
10. Describe and demonstrate skill in continental and classic French culinary methods. (SLO 1.2, 3.2, 6.4)

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### CATERING AND BANQUET OPERATIONS DEGREE (AAS, AAST) –ALL SLOS IN CERTIFICATE PLUS:

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1. Calculate operation budgets, various food and labor costs, menu pricing, inventory controls, and forecasting. (SLO 4.1 5.1)
2. Plan and prepare vegetables and starches. (SLO 4.1, 5.1, 6.2, 6.4 )
3. Design and evaluate decorative plate presentation. (SLO 4.1, 6.2, 6.4, 7.1)
4. Formulate recipes and prepare sauces, soups, and sautés. (SLO 1.1, 2.3, 3.2, 4.1, 5.1, 7.1)
5. Examine career opportunities within the food industry and strategize own career. (SLO 1.2, 4.1, 5.1, 6.2, 7.2)
6. Observe and create plans utilizing professionalism and management skills for dining room supervision and operation. (SLO 1.2, 2.3, 3.1, 4.1, 7.1)
7. Assess and implement procedures for personnel management and training skills. (SLO 1.1 3.1, 3.2)
8. Critique and improve one's own performance, listening skills and customer relations. (SLO 1.1, 1.2, 3.2, 4.1, 6.1, 7.2)
9. Assess and formulate plans for all aspects of dining operations. (SLO 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 7.1)

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### RESTAURANT FOOD SERVICE PRODUCTION CERTIFICATE

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1. Explain and apply sanitation guidelines related to food handling. (SLO 1.2, 4.1, 6.4)
2. Define and describe classic cooking terminology, methods, health and safety and hand tool usage. (SLO 1.2 6.4)
3. Describe various components for Front-of-the-House operations. (SLO 1.1, 3.1, 5.1, 7.1)



## APPENDIX 5 - PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

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4. Demonstrate station organization, purchasing, storage, menu writing, and sanitation principles. (SLO 1.1, 2.2, 4.1, 5.1, 6.4, 6.5, 7.2)
5. Identify and apply guidelines for handling of meats, dairy products, fresh produce, and bakery items. (SLO 4.1, 6.4)
6. Demonstrate skill in dish handling, beverage service, food service. (SLO 6.2)
7. Demonstrate production line management and organization. (SLO 1.2, 3.1, 3.2)
8. Use computer for all aspects of food service and management. (SLO 5.1, 7.1, 7.2)
9. Demonstrate responsibility and team skills for the food service. (SLO 1.1, 3.1, 3.2, 6.2, 6.4, 6.5)
10. Describe and demonstrate skill in continental and classic French culinary methods. (SLO 1.2, 3.2, 6.4)

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### **RESTAURANT FOOD SERVICE PRODUCTION DEGREE (AAS, AAST) –ALL SLOS IN CERTIFICATE PLUS:**

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1. Calculate operation budgets, various food and labor costs, menu pricing, inventory controls, and forecasting. (SLO 4.1 5.1)
2. Plan and prepare vegetables and starches. (SLO 4.1, 5.1, 6.2, 6.4 )
3. Design and evaluate decorative plate presentation. (SLO 4.1, 6.2, 6.4, 7.1)
4. Formulate recipes and prepare sauces, soups, and sautés. (SLO 1.1, 2.3, 3.2, 4.1, 5.1, 7.1)
5. Examine career opportunities within the food industry and strategize own career. (SLO 1.2, 4.1, 5.1, 6.2, 7.2)
6. Observe and create plans utilizing professionalism and management skills for dining room supervision and operation. (SLO 1.2, 2.3, 3.1, 4.1, 7.1)
7. Assess and implement procedures for personnel management and training skills. (SLO 1.1 3.1, 3.2)
8. Critique and improve one's own performance, listening skills and customer relations. (SLO 1.1, 1.2, 3.2, 4.1, 6.1, 7.2)
9. Assess and formulate plans for all aspects of dining operations. (SLO 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 7.1)

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### **PASTRY AND SPECIALTY BAKING CERTIFICATE**

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1. Explain and apply sanitation guidelines related to food handling. (SLO 1.2, 4.1, 6.4)
2. Define and describe classic baking terminology, methods, food safety and sanitation guidelines, and tool usage. (SLO 1.2 6.4)
3. Demonstrate station organization, mixing methods, ingredient storage, mis en place, and station sanitation. (SLO 1.1, 2.2, 4.1, 5.1, 6.4, 6.5, 7.2)
4. Identify and apply guidelines for handling of dairy products, fresh produce, and baking ingredients. (SLO 4.1, 6.4)
5. Demonstrate personal responsibility and teamwork skills. (SLO 1.1, 3.1, 3.2, 6.2)
6. Assess and implement procedures for personnel management and training skills. (SLO 1.1 3.1, 3.2)

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### **PASTRY AND SPECIALTY BAKING DEGREE (AAS, AAST) –ALL SLOS IN CERTIFICATE PLUS:**

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1. Utilize computation skills needed to formulate recipe extensions and production planning. (SLO 1.2, 2.3, 4.1, 5.1, 6.5, 7.1)

## APPENDIX 5 - PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

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2. Calculate food costs and retail pricing.
3. Demonstrate information literacy through the use of computers and literature for research and development of menu and recipes. (SLO 1.2, 2.3, 4.1, 5.1, 7.1)
4. Design and evaluate decorative plate and tray presentation. (SLO 4.1, 6.2, 6.4, 7.1)
5. Examine career opportunities within the baking and hospitality industries and strategize one's own career path. (SLO 1.2, 4.1, 5.1, 6.2, 7.2)
6. Observe and create plans utilizing professionalism and management skills. (SLO 1.2, 2.3, 3.1, 4.1, 7.1)
7. Critique and improve one's own performance, listening skills and customer relations. (SLO 1.1, 1.2, 3.2, 4.1, 6.1, 7.2).
8. Analyze and trouble-shoot baking faults. (SLO 2.3, 4.1, 5.1, 6.2, 6.4, 7.1)

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## **DIESEL AND HEAVY EQUIPMENT TECHNOLOGY**

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### **DIESEL AND HEAVY EQUIPMENT TECHNOLOGY ONE YEAR CERTIFICATE**

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1. Identify tools, use measuring tools, jacks, hoists and overhead cranes used in industry. (SLO 6.1 & 7.1)
2. Learn safety and industry work habits including timeliness and attendance. (SLO 6.1, 6.2, 6.3 & 6.4)
3. Identify parts of a small gasoline motor (SLO 7.1)
4. Demonstrate basic welding techniques with appropriate safety procedures (SLO 5.1, 6.3 & 6.4)
5. Identify and name diesel exhaust and after treatment systems. (SLO 6.1 & 7.1)
6. Identify and disassemble steering components and understanding power steering components, demonstrate testing power steering systems. (SLO 4.1, 5.1, 6.2, 6.4, & 7.2)
7. Understand air brake and hydraulic brake systems. (SLO 5.1 & 7.1)
8. Perform computerized alignment, use laser technology to align axles to frame and adjust axle bearings. (SLO 4.1, 5.1, 6.1, 6.4, & 7.2)
9. Demonstrate tire repair, installation and proper torquing of bolts and nuts (SLO 5.1, 6.1, 6.3 & 7.2)
10. Identify and install foundation brake parts, adjust brakes, and bleed hydraulic brakes. (SLO 4.1, 5.1, 6.3 & 7.2)
11. Calculate gear ratios, set of differential back lash, replace and adjust a clutch assembly. (SLO 4.1, 5.1, 6.3, & 6.5)
12. Disassemble and reassemble manual and automatic transmissions. (SLO 4.1, 5.1, 6.2, & 6.4)
13. Disassemble and reassemble truck differentials. (SLO 4.1, 5.1, 6.2, & 6.4)
14. Read ISO and ANSI hydraulic schematics Disassemble and reassemble hydraulic pumps, actuators and cylinders, troubleshoot basic hydraulic systems. (SLO 5.1 & 7.2)
15. Earn a forklift operator certification for class four and class five counterbalance forklifts. (SLO 5.1 & 6.3)
16. Build professional resume, (SLO 1.2 & 6.3)

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### **DIESEL AND HEAVY EQUIPMENT TECHNOLOGY TWO YEAR CERTIFICATE –ALL SLOS IN ONE YEAR CERTIFICATE PLUS:**

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1. Understand electrical theory and circuits, calculate current, resistance and voltage using ohms law, repair a starter and alternator. (SLO 2.2, 5.1, & 7.3)
2. Test and diagnose cranking systems, charging systems, batteries, and perform main functions of a dmm (digital multi meter) (SLO 4.1, 5.1, 6.1, 6.2 & 7.3)
3. Test and diagnose parasitic drains, perform preventative maintenance procedures and voltage drop tests. (SLO 4.1, 5.1, 6.1, 6.2 & 7.3)
4. Diagnose and repair basic lighting issues, read ISO and ANSI electrical wiring diagrams and use industry scan and diagnostic equipment. (SLO 2.2, 4.1, 5.1, 6.1, 6.2 & 7.3)
5. Understand diesel engine theory, disassemble and reassemble diesel engines. (SLO 4.1, 5.1, 6.1, 6.3 & 7.3)
6. Understand diesel fuel injection system operations and repair. (SLO 4.1, 5.1, 6.1, & 7.1)

## APPENDIX 5 - PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

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7. Know basic HVAC system functions and parts, recover Freon gasses from air conditioning systems, perform basic test for leaks in HVAC systems, and the ability to diagnose of air conditioning systems malfunctions. (SLO 4.1, 5.1, 6.1, 6.3, 6.4, & 7.3)
8. Test and identify engine sensors Ignition systems for gasoline engines, k=understand emission systems for diesel engines systems and gasoline engines. (SLO 4.1, 5.1, 6.1, & 7.1)
9. Understand truck engine brake systems (Jake and Exhaust brakes) (SLO 4.1, 5.1, 6.1, 6.2 & 7.3)

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### **DIESEL AND HEAVY EQUIPMENT TECHNOLOGY DEGREE (AAS, AAS-T) –ALL SLOS IN ONE YEAR & TWO YEAR CERTIFICATE PLUS:**

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1. Demonstrate entry level industry competency through 80 hours of industry internship (SLO 1.2, 3.1, 3.2, 4.1, 5.1, 6.2, 6.3, 6.4 & 7.3)
2. Demonstrate computational abilities by applying industry standards of imbedded mathematics. (SLO 3.1 & 3.2)
3. Demonstrate industry applied technical writing skills including repair order writing (SLO 1.2 & 6.3)
4. Demonstrate the ability to read manual at industry standards (SLO 1.1 & 6.1)
5. Demonstrate computing technology skills keyboarding, Excel spreadsheets, and fleet management software. (SLO 5.1, 6.1 & 7.3)
6. Complete technical specialty courses in advanced engine diagnoses, welding and welding fabrication. (SLO 6.1, 7.1 & 7.3)
7. Demonstrate effective human relations with service writers , parts personnel, and customers. (SLO 3.1, 3.2 & 6.1)

## **ENGINEERING TECHNOLOGY DEGREE (AAS)**

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### **ENGINEERING TECHNOLOGY (AAS)**

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1. Demonstrate an ability to communicate effectively through proper use of oral, written and engineering graphic language in both interpersonal and group/team environments. (SLO 1.1, 1.2)
2. Apply principles of mathematics and applied science, to perform technical calculations and solve technical problems of the types commonly encountered in engineering technology careers. (SLO 2.2, 5.1)
3. Apply knowledge of CADD technology and engineering design process to solve engineering design projects. (SLO 2.3)
4. Understand and function on diverse, multi-disciplinary teams. (SLO 3.1)
5. Collaborate and cooperate in a team setting to enhance cognitive and social learning by sharing in a CAD engineering environment. (SLO 3.2)
6. Demonstrate the ability to identify, think critically, formulate, and present creative solutions to technical problems in a variety of specialty areas within the broad field of engineering technology. (SLO 4.1)
7. Use modern technical engineering techniques, skills, and technology including computing tools necessary for technical engineering/drafting practice. (SLO 5.)
8. Be able to work as an effective member of a multi-disciplinary team while committing to the quality of results and time management of assignments or design project execution. (SLO 6.2,3)
9. Understand the importance of teamwork, lifelong learning, professional, ethical and social responsibility, respect for diversity, and commitment to quality, timeliness and continuous improvement (SLO 3, and SLO 6)
10. Access, and extrapolate information, data and specifications from technical resources and standards for application on drawings, projects and reports, (SLO 5, 7.1)
11. Function effectively as technicians in related field of engineering technology (SLO 7.2)
12. Make a transition into a Bachelor of Science Degree Program in Engineering or Engineering Technology with junior level status in the receiving institution as part of the Engineering Pathway Program. (SLO 7.2)

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## **LANDSCAPE HORTICULTURE**

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### **LANDSCAPE DESIGN AND CONSTRUCTION CERTIFICATE**

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1. Work with site requirements, installation contractors, clients, and maintenance personnel. (SLO 1.1, 2.1, 3.1, 3.2, 4.1, 6.2, 6.4, 6.5, 7.1)
2. Consistently know and practice safety, environment protection, workplace standards, work ethics, and leadership issues. (SLO 1.2, 3.1, 3.2, 6.1, 6.4, 6.5)
3. Effectively communicate and document for customers, co-workers, suppliers, and general public satisfaction. (SLO 1.2, 2.3, 3.1, 3.2, 5.1)
4. Describe career opportunities and requirements for entry and advancement within the field. (SLO 1.2, 4.1, 5.1, 6.2, 6.3, 7.2)
5. Describe and demonstrate skill in use of equipment, tools, environmental controls, and computers. (SLO 1.2, 5.1, 6.2, 6.4, 6.5)

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### **LANDSCAPE DESIGN AND CONSTRUCTION DEGREE (AAS, AAS-T) –ALL SLOS IN CERTIFICATE PLUS:**

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1. Confer with clients, assess needs (client & sites), create a plan, present and modify design. (SLO 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 6.2, 6.5, 7.2)
2. Plan progression, measure, purchase, and construct hardscape and install plants according to plan. (SLO 1.2, 2.2, 2.3, 4.1, 5.1, 6.4, 6.5)
3. Analyze site, plan and schedule maintenance, solve problems, and manage for cost efficiency. (SLO 1.2, 2.2, 2.3, 4.1, 5.1, 6.5, 7.2)
4. Implement sound business practices as it relates to planning operations, budgets, personnel, customer service, and sales & marketing. (SLO 1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 6.1, 6.4, 6.5, 7.2)

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### **SUSTAINABLE LAND MANAGEMENT CERTIFICATE**

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1. Work with site requirements, installation contractors, clients, and maintenance personnel. (SLO 1.1, 2.1, 3.1, 3.2, 4.1, 6.2, 6.4, 6.5, 7.1)
2. Consistently know and practice safety, environment protection, workplace standards, work ethics, and leadership issues. (SLO 1.2, 3.1, 3.2, 6.1, 6.4, 6.5)
3. Effectively communicate and document for customers, co-workers, suppliers, and general public satisfaction. (SLO 1.2, 2.3, 3.1, 3.2, 5.1)
4. Describe career opportunities and requirements for entry and advancement within the field. (SLO 1.2, 4.1, 5.1, 6.2, 6.3, 7.2)
5. Describe and demonstrate skill in use of equipment, tools, environmental controls, and computers. (SLO 1.2, 5.1, 6.2, 6.4, 6.5)

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### **SUSTAINABLE LAND MANAGEMENT DEGREE (AAS, AAS-T) –ALL SLOS IN CERTIFICATE PLUS:**

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1. Confer with clients, assess needs (client & sites), create a plan, present and modify design. (SLO 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 6.2, 6.5, 7.2)

## APPENDIX 5 - PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

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2. Plan progression, measure, purchase, and construct hardscape and install plants according to plan. (SLO 1.2, 2.2, 2.3, 4.1, 5.1, 6.4, 6.5)
3. Analyze site, plan and schedule maintenance, solve problems, and manage for cost efficiency. (SLO 1.2, 2.2, 2.3, 4.1, 5.1, 6.5,7.2)
4. Implement sound business practices as it relates to planning operations, budgets, personnel, customer service, and sales & marketing. (SLO 1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 6.1, 6.4, 6.5, 7.2)

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### **HORTICULTURE STUDIES CERTIFICATE**

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1. Work with site requirements, installation contractors, clients, and maintenance personnel. (SLO 1.1, 2.1, 3.1, 3.2, 4.1, 6.2, 6.4, 6.5, 7.1)
2. Consistently know and practice safety, environment protection, workplace standards, work ethics, and leadership issues. (SLO 1.2, 3.1, 3.2, 6.1, 6.4, 6.5)
3. Effectively communicate and document for customers, co-workers, suppliers, and general public satisfaction. (SLO 1.2, 2.3, 3.1, 3.2, 5.1)
4. Describe career opportunities and requirements for entry and advancement within the field. (SLO 1.2, 4.1, 5.1, 6.2, 6.3, 7.2)
5. Describe and demonstrate skill in use of equipment, tools, environmental controls, and computers. (SLO 1.2, 5.1, 6.2, 6.4, 6.5)

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### **HORTICULTURE STUDIES DEGREE (AAS, AAS-T) –ALL SLOS IN CERTIFICATE PLUS:**

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1. Research, plan, implement, and market all phases of crop production. (SLO 1.1, 1.2, 2.3, 3.2, 4.1, 5.1, 7.2)
2. Confer with clients, assess needs (client & sites), create a plan, present and modify design. (SLO 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 6.2, 6.5, 7.2)
3. Plan progression, measure, purchase, and construct hardscape and install plants according to plan. (SLO 1.2, 2.2, 2.3, 4.1, 5.1, 6.4, 6.5)
4. Analyze site, plan and schedule maintenance, solve problems, and manage for cost efficiency. (SLO 1.2, 2.2, 2.3, 4.1, 5.1, 6.5,7.2)
5. Implement sound business practices as it relates to planning operations, budgets, personnel, customer service, and sales & marketing. (SLO 1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 6.1, 6.4, 6.5, 7.2)

## **NURSING PROGRAMS**

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### **NURSING ASSISTANT CERTIFIED**

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1. Describe and utilize the nursing process in assessment, diagnosis, planning, implementing and evaluating the patient to meet the needs of the patient, family, in a variety of settings. (SLO 1, 2, 3, 4, 5, 7)
2. Apply the concepts of health and illness, and promote self-care concepts to maintain and restore the highest level of wellness of the patient/family throughout the life cycle; (SLO 1, 2, 3, 4,7)
3. Provide safe, competent care for the patient/family, and communicate in a purposeful and facilitative manner with patient, family, and members of the health care team; (SLO 1, 2, 3, 4, 5, 6, 7)
4. Employ the appropriate actions regarding cultural, ethical, legal and professional nursing values for self and others; (SLO 3, 6)
5. Evaluate one's own capabilities and limitations, identify individual needs of continued growth is able to seek consultation from other nurses when appropriate. (SLO 3, 6)
6. Practice within the standards established by the profession, and identify the parameters of accountability. (SLO 2, 4, 5, 6, 7)
7. Can describe the dynamic aspects of health care delivery in America and the role of the NA-C in the health care delivery system. (SLO 4, 6)

### **LICENSED PRACTICAL NURSE CERTIFICATE**

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1. Describe and utilize the nursing process in assessment, diagnosis, planning, implementing and evaluating the patient to meet the needs of the patient, family, in a variety of settings. (SLO 1, 2, 3, 4, 5, 7)
2. Apply the concepts of health and illness, and promote self-care concepts to maintain and restore the highest level of wellness of the patient/family throughout the life cycle; (SLO 1,2,3,4,7)
3. Provide safe, competent care for the patient/family, and communicate in a purposeful and facilitative manner with patient, family, and members of the health care team; (SLO 1, 2,3, 4, 5, 6, 7)
4. Employ the appropriate actions regarding cultural, ethical, legal and professional nursing values for self and others; (SLO 3, 6)
5. Evaluate one's own capabilities and limitations, identify individual needs of continued growth is able to seek consultation from other nurses when appropriate. (SLO 3, 6)
6. Teaches patients who in response demonstrate understanding of the concepts the graduate is teaching. (SLO 1, 3, 5,6, 7)
7. Practice within the standards established by the profession, and identify the parameters of accountability. (SLO 2, 4, 5, 6, 7)
8. Can describe the dynamic aspects of health care delivery in America and the role of the practical nurse in the health care delivery system. (SLO 4, 6)



**LPN TO RN LADDER**

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1. Utilize knowledge, critical thinking and decision making through the nursing process of assessment, analysis, planning, implementation and evaluation to meet the complex needs of the client/family, in a variety of settings. (SLO 1, 2, 3, 4, 5, 7)
2. Utilize theory and clinical practice to ensure critical thinking, clinical expertise and human caring that treat all clients/families with respect and dignity. (SLO 1,2,3,4,5,6,7)
3. Apply thorough knowledge of the concepts of health and illness, client medications, treatments and diagnosis and self-care concepts to maintain and restore the highest level of wellness of the client/family throughout the life cycle; (SLO 1,2,3,4,7)
4. Assess health and incorporate principles and methods of health promotion and education to facilitate informed decision-making, achieve positive outcomes, and support self-care activities. Provide effective client/family education and evaluate response to teaching. (SLO 1, 3, 5,6, 7).
5. Provide safe and competent care utilizing knowledge, skills, informational technology and resources in an interactive process to promote effective communication between clients/families from various socio-cultural and linguistic backgrounds, and members of the health care team. (SLO 1, 2,3, 4, 5, 6, 7)
6. Assess family systems/dynamics and collaborates and shares planning, decision-making, problem solving and goal setting to meet clients' complex needs. (SLO 1,2,3,4,5,6,7)
7. Demonstrate professional standards regarding cultural, ethical, legal and professional nursing values. (SLO 3, 6)
8. Demonstrate awareness of own capabilities and limitations and actively seek learning opportunities for continued growth. (SLO 3, 6)
9. Function as a registered nurse within various health care settings recognizing management and leadership qualities, accountability, decision-making tools, and ethical and legal basis for practice (SLO 2, 4, 5, 6, 7).
10. Describe the dynamic aspects of health care delivery in America and the professional role of the registered nurse in the health care delivery system. (SLO 4, 6).

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## **SUPERVISION AND MANAGEMENT**

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### **SUPERVISION AND MANAGEMENT CERTIFICATE**

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1. Explain the function and role of supervisor in contemporary business. (SLO 1.2 & 7.1)
2. Discuss implications of diverse populations in the workplace. (SLO 3.2)
3. Describe each step of project management from planning to cost benefit analysis. (SLO 2.2, 3.1, 4.1 & 5.1)
4. Evaluate various principles and techniques of employee performance systems (SLO 7.1)
5. Assess needs planning and development of training within an organization. (SLO 4.1, 7.1, & 7.2)
6. Explain the influence a leader and an employee behavior have on an organization. (SLO 4.1 & 7.2)
7. Discuss the role of labor within an organization. (SLO 4.1, & 7.2)
8. Define the role of marketing, promotion, advertising and public relations in business. (SLO 1.2)
9. Demonstrate ability to communicate and work effectively within a group. (SLO 3.1)
10. Access and apply labor and management standards/laws relating to specific business situations. (SLO 6.4, 6.5 & 7.1)
11. Prepare a budget at the organizational level using both private sector and public organizational formats and formulas. (SLO 2.3, 5.1 & 7.1)
12. Present a project, budget, or marketing plan to a group. (SLO 3.1 & 5.1)
13. Demonstrate a coherent understanding of hiring practices. (SLO 4.1 & 7.1)
14. Demonstrate knowledge of city, county, state and federal best practices for hiring qualified staff/personnel. (SLO 6.1 & 7.1)
15. Know and discuss the importance of hiring and training appropriate staff in an organization's project, budget. (SLO 4.1, 3.1, 3.2 & 7.3)
16. Discuss implications of diverse populations in the workplace. (SLO 3.2)
17. Describe each step of project management from planning to cost benefit analysis. (SLO 2.2, 3.1, 4.1 & 5.1)
18. Evaluate various principles and techniques of employee performance systems (SLO 7.1)
19. Explain the influence a leader and an employee behavior have on an organization. (SLO 4.1 & 7.2)
20. Discuss the role of labor within an organization. (SLO 4.1 & 7.2)
21. Define the role of marketing, promotion, advertising and public relations in business. (SLO 1.2)
22. Demonstrate ability to communicate and work effectively within a group. (SLO 3.1)
23. Access and apply labor and management standards/laws relating to specific business situations. (SLO 6.4, 6.5 & 7.1)
24. Prepare a budget at the organizational level using both private sector and public organizational formats and formulas. (SLO 2.3, 5.1 & 7.1)
25. Present a project, budget, or marketing plan to a group. (SLO 3.1 & 5.1)
26. Know and discuss various behavioral models in successful organizations. (SLO 1.2 & 3.1)
27. Demonstrate the ability to develop organizational budgets; create work projects; and use an appropriate technology to explain a budget. (SLO 1.2, 3.1, 6.3 & 7.3)
28. Demonstrate planning, project management and technology skills in developing an appraisal instrument. (SLO 3.2; 4.1, 5.1 & 7.3)

## APPENDIX 5 - PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

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29. Demonstrate and evaluate the pros/cons of an employee performance system. (SLO 4.1, 6.2 & 7.3)
  30. Ability to read a labor contract, discuss the technical aspects of a labor contract, and discuss critically the importance of labor history in the U.S.A. (SLO 1.2, 3.2, 4.1, 6.2, 6.3, 6.4 & 7.3)
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### **SUPERVISION AND MANAGEMENT DEGREE (AAS, AAS-T) –ALL SLOS IN CERTIFICATE PLUS:**

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1. Understand and explain the nature of business and the business environment, (SLO 1.2, 3.2, 4.1, 6.1)
2. Develop and use a general business vocabulary. (SLO 1.1, 1.2, 3.2, 4.1, & 7.1)
3. Discuss various management concepts and organizational structures. (SLO 1.2, 3.2, 4.1 & 7.2)
4. Understand and explain management of resources – human, finance, and natural (land). (SLO 1.2, 3.2, 4.1, 7.2)
5. Identify and demonstrate understanding of basic marketing concepts. (SLO 4.1, 7.1 & 7.3)
6. Understand and discuss the general methods of financing business ventures. (SLO 1.2, 4.1 & 7.3)
7. Understand and be able to explain securities and commodities markets in the US. (SLO 1.2, 3.2, 4.1, & 7.3)
8. Understand and explain the common ethical challenges and issues of diversity in business and the professions. (SLO 1.2, 3.2, 4.1, & 7.3)
9. Demonstrate knowledge of the different definitions of law. (SLO 4.1 & 7.1)
10. Define and explain how law is a means by which society promotes, protects, and punishes behavior. (SLO 4.1, 6.1 & 7.1)
11. Understand and discuss how law regulates different types of business entities, persons who own or operate businesses, and inter-business agreements. (SLO 3.2, 4.1, & 7.1)
12. Apply standard business rules in clear, concise, and effective business communications. (SLO 1.2, 4.1 & 7.3)
13. Apply computer skills to all forms of business communication including presentation materials and graphics. (SLO 1.2 & 5.1)
14. Demonstrate mastery of business office standard office procedures and technologies including the ability to identify and manage tasks involved in organizing meetings, accuracy and skill in handling the telephone, and time management and organization skills. (SLO 1.2, 3.1, 3.2, 4.1, 5.1 & 7.3)
15. Adapt to workplace practices and practice appropriate professional conduct, interact effectively with individuals and groups and work with others on larger scale projects. (SLO 1.2, 3.1, 3.2, 4.1 & 6.4)
16. Create and present effective presentations (with and without software). (SLO 1.2, 3.1, 3.2, 4.1, & 7.3)
17. Understand career paths and advancement criteria typical of office occupations. (SLO 4.1 & 7.3)

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## **WELDING FABRICATION**

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### **WELDING FABRICATION CERTIFICATE**

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1. Use equipment and tools properly (SLO 5)
2. Take personal responsibility for skills, safety and production (SLO 6.4)
3. Take responsibility for one's own development of skills, observe safety procedures and produce workmanship samples. (SLO 6.2, 6.3, 6.4)
4. Diagnose and cure common welding defects ( SLO 4.1)
5. Demonstrate safe operation of oxyacetylene equipment. (SLO 5.1)
6. Communicate and work in groups to complete minimum skills activities. (SLO 3.1)
7. Tack, production weld, and finish as required for assigned activities. Demonstrate consistent safe work habits including citizenship. Demonstrate consistent quality workmanship per industry standards. (SLO 6.2, 6.3, 6.4)
8. Formulate and communicate a plan of action for assigned fabrication and maintenance projects. (SLO 4.1)
9. Speak and write effectively to communicate formulated action plans for activities and projects (SLO 1.1)

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### **WELDING FABRICATION DEGREE (AAS, AAS-T) ALL SLOS IN CERTIFICATE PLUS**

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1. Select and demonstrate various joining processes. (SI-05.1)
2. Identify and demonstrate common power tools, and accessories. (SLO 5.1)
3. Read and interpret fabrication blueprints using a systematic process. (SLO 1. 1 & 2.2)
4. Perform basic layouts using template paper and patterns. (SLO 7.2)
5. Estimate type, quantity, costs, weight, of a welded fabrication from information on a blueprint. (SLO 2.3 & 7.1)
6. Describe and demonstrate safe and proper use of each type of welding equipment. (SLO 6.4)
7. Identify major parts, set up and adjust the press brake for a variety of forming operations. (SLO 7.2)
8. Demonstrate proper transport, set up, adjustment and use of Shielded Metal Arc Welding, oxyacetylene equipment. (SLO 5.1)
9. Demonstrate techniques and devices-for controlling heat effect during welding. (SLO 5.1)
10. Recognize, inspect and document proper applications of welding processes. (SLO 6.5 & 7.2)
11. Demonstrate proficiency of maintenance and repair operations using welding and joinery procedures. (SLO 4.1)
12. Describe employer expectations for employees within the welding industry. (SLO 1.2)
13. Use current industry technology to test and repair welding related equipment. (SLO 5.1)

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## **WINE TECHNOLOGY**

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### **WINE MAKING CERTIFICATE**

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1. Explain and demonstrate wine tasting techniques in a systematic approach (SLO 1.2, 6.2, 6.4)
2. Define and describe classic wine making terminology, methods, styles and international varieties. (SLO 1.2, 7.1)
3. Describe various components for winemaking operations. (SLO 1.1, 7.1)
4. Demonstrate production of winemaking practices throughout the calendar year. (SLO 2.2, 3.1, 4.1, 5.1, 6.2, 6.4, 6.5, 7.1, 7.2)
5. Demonstrate responsibility and team skills for the winery. (SLO 1.1, 3.1, 3.2, 6.1, 6.2, 6.5)
6. Describe wine regions globally, viticultural practices, and wine styles internationally. (SLO 1.2, 3.2, 7.1)
7. Use computer for all aspects of winemaking and wine logging. (SLO 5.1, 2.3, 4.1, 5.1, 7.2)
8. Describe and demonstrate winemaking organization, purchasing, storage, wine inventory, and marketing principles. (SLO 1.2, 2.2, 3.2, 4.1, 5.1, 6.5, 7.1)
9. Identify and apply guidelines for handling of wines during manufacturing, cellaring and for shipping wines through retail. (SLO 4.1, 5.1, 6.4)
10. Demonstrate skill in winemaking, wine service, and basic viticultural practices. (SLO 4.1, 5.1, 6.2, 6.5)
11. Use computer for all aspects of management in a winery. (SLO 2.3, 4.1, 5.1, 7.2)
12. Describe wine regions globally, viticultural practices, and wine styles internationally. (SLO 1.2, 3.2)

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### **WINE MAKING DEGREE (AAS, AAS-T) –ALL SLOS IN CERTIFICATE PLUS:**

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1. Analyze and critique various wines through sensory evaluations. (SLO 1.2, 4.1, 6.2, 6.4)
2. Estimate and analyze operation budgets, production and labor costs, wine pricing, inventory controls, and forecasting. (SLO 1.2, 2.3, 4.1, 5.1, 7.1)
3. Evaluate results in winemaking and basic viticultural practices. (SLO 1.2, 4.1, 6.2, 6.5, 7.1)
4. Analyze and trouble-shoot all aspects of winery operations. (SLO 2.3, 3.1, 4.1, 5.1, 7.2)
5. Observe and create plans utilizing professionalism and management skills for winery supervision and operation. (SLO 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 6.4, 6.5, 7.2)
6. Examine career opportunities within the wine industry and strategize own career. (SLO 1.2, 4.1, 5.1, 6.2, 6.3, 7.2)
7. Assess and implement procedures for personnel management and training skills. (SLO 1.1, 1.2, 3.1, 3.2, 4.1)
8. Critique and improve one's own performance, listening skills and customer relations. (SLO 1.1, 1.2, 3.2, 4.1, 6.1, 7.2)

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### **WINE MARKETING AND SALES CERTIFICATE**

---

1. Explain and demonstrate wine tasting techniques in a systematic approach (SLO 1.2, 6.2, 6.4)
2. Define and describe classic wine making terminology, methods, styles and international varieties. (SLO 1.2, 7.1)
3. Describe various components for winemaking operations. (SLO 1.1, 7.1)

## APPENDIX 5 - PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

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4. Demonstrate responsibility and team skills for the wine industry. (SLO 1.1, 3.1, 3.2, 6.1, 6.2, 6.5)
5. Describe wine regions globally, viticultural practices, and wine styles internationally. (SLO 1.2, 3.2, 7.1)
6. Describe and demonstrate purchasing, storage, wine inventory, and marketing principles. (SLO 1.2, 2.2, 3.2, 4.1, 5.1, 6.5, 7.1)
7. Identify and apply guidelines for handling of wines during manufacturing, cellaring and for shipping wines through retail. (SLO 4.1, 5.1, 6.4)
8. Demonstrate skill in wine service. (SLO 4.1, 5.1, 6.2, 6.5)
9. Describe and match various wines with food and menu items. (SLO 1.2, 4.1, 5.1, 6.2)
10. Use computer for all aspects of wine service and management in a winery, restaurant wine list, and retailing of wines. (SLO 2.3, 4.1, 5.1, 7.2)
11. Demonstrate responsibility and team skills for retailing wine, and wine service. (SLO 3.1, 3.2, 6.1, 6.5)
12. Describe wine regions globally, viticultural practices, and wine styles internationally. (SLO 1.2, 3.2)

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### **WINE MARKETING AND SALES DEGREE (AAS, AAS-T) –ALL SLOS IN CERTIFICATE PLUS:**

1. Analyze and critique various wines through sensory evaluations. (SLO 1.2, 4.1, 6.2, 6.4)
2. Estimate and analyze operation budgets, wine pricing, inventory controls, and forecasting. (SLO 1.2, 2.3, 4.1, 5.1, 7.1)
3. Evaluate results in wine service practices. (SLO 1.2, 4.1, 6.2, 6.5, 7.1)
4. Design and evaluate menus utilizing various food and wine pairing combinations. (SLO 1.2, 4.1, 5.1, 6.4, 7.2)
5. Manage wine sales and marketing through winery materials, labels and price structure. (SLO 1.2, 2.2, 3.1, 3.2, 4.1, 5.1, 7.2)
6. Examine career opportunities within the wine industry and strategize own career. (SLO 1.2, 4.1, 5.1, 6.2, 6.3, 7.2)
7. Observe and create plans utilizing professionalism and management skills for wine service supervision and operation. (SLO 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 6.4, 6.5, 7.2)
8. Assess and implement procedures for personnel management and training skills. (SLO 1.1, 1.2, 3.1, 3.2, 4.1)
9. Critique and improve one's own performance, listening skills and customer relations. (SLO 1.1, 1.2, 3.2, 4.1, 6.1, 7.2)

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### **FOOD AND WINE PAIRING CERTIFICATE**

1. Explain and demonstrate wine tasting techniques in a systematic approach (SLO 1.2, 6.2, 6.4)
2. Define and describe classic wine making terminology, methods, styles and international varieties. (SLO 1.2, 7.1)
3. Describe wine regions globally, viticultural practices, and wine styles internationally. (SLO 1.2, 3.2, 7.1)
4. Describe and demonstrate purchasing, storage, wine inventory, and marketing principles. (SLO 1.2, 2.2, 3.2, 4.1, 5.1, 6.5, 7.1)
5. Identify and apply guidelines for handling of wines during cellaring and shipping wines through retail. (SLO 4.1, 5.1, 6.4)
6. Demonstrate skill in wine service. (SLO 4.1, 5.1, 6.2, 6.5)

## APPENDIX 5 - PROFESSIONAL TECHNICAL PROGRAM OUTCOMES

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7. Describe and match various wines with food and menu items. (SLO 1.2, 4.1, 5.1, 6.2)
8. Use computer for all aspects of wine service and management in a restaurant wine list and retailing of wines. (SLO 2.3, 4.1, 5.1, 7.2)
9. Demonstrate responsibility and team skills for retailing wine, and wine service. (SLO 3.1, 3.2, 6.1, 6.5)
10. Describe wine regions globally, viticultural practices, and wine styles internationally. (SLO 1.2, 3.2)

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### **FOOD AND WINE PAIRING DEGREE (AAS, AAS-T) –ALL SLOS IN CERTIFICATE**

#### **PLUS:**

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1. Analyze and critique various wines through sensory evaluations. (SLO 1.2, 4.1, 6.2, 6.4)
2. Evaluate results in winemaking, wine service, and basic viticultural practices. (SLO 1.2, 4.1, 6.2, 6.5, 7.1)
3. Design and evaluate menus utilizing various food and wine pairing combinations. (SLO 1.2, 4.1, 5.1, 6.4, 7.2)
4. Manage wine sales and marketing through winery materials, labels and price structure. (SLO 1.2, 2.2, 3.1, 3.2, 4.1, 5.1, 7.2)
5. Examine career opportunities within the wine industry and strategize own career. (SLO 1.2, 4.1, 5.1, 6.2, 6.3, 7.2)
6. Observe and create plans utilizing professionalism and management skills for wine service supervision and operation. (SLO 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 6.4, 6.5, 7.2)
7. Critique and improve one's own performance, listening skills and customer relations. (SLO 1.1, 1.2, 3.2, 4.1, 6.1, 7.2)





## APPENDIX 6 – POLICY 522

# SEATTLE COMMUNITY COLLEGE DISTRICT POLICY

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**NUMBER: 522**

**TITLE: CREDIT HOUR POLICY**

The State Board for Community and Technical Colleges has defined the credit hour as, “...*the unit by which an institution measures its course work. The number of credit hours assigned to a course is defined by the number of hours per week in class and the number of hours per week in out of class preparation.*” The Seattle Community College District has adopted and supports this policy, and has used the SBCTC’s rules to establish credit for its course offerings, as follows:

**Lecture / Discussion:**

1:1; one credit hour is equivalent to one hour of direct teacher instruction in lecture/discussion, and approximately two hours of out-of-class student work (time spent on studying, working on assignments, etc.) per week. For example, a 5-credit course would involve five hours of in-class direct instruction, and approximately 10 hours of additional work by students outside of the classroom per week.

**Laboratory / Applied learning:**

2:1; one credit hour is equivalent to two hours of laboratory work under the supervision of the instructor, and approximately one additional hour for out-of-class student work on assignments per week.

**Work site educational experience:**

3:1; one credit hour is equivalent to three hours of work per week under the intermittent supervision of the instructor, and includes working with professional practitioners; includes a required one-hour-per-week seminar or discussion group activity.

**Other:**

one credit hour is equivalent to five hours of work per week in which minimum supervision is provided or required for work-related activities. In this case, work site experiences have no related seminar or discussion activity.

The above guidelines apply to all types of courses offered for credit and modalities of instruction offered by the Seattle Community College District.

*Adopted: 4/15/2013*

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# APPENDIX 7 – LIST OF PARTICIPANTS/CONTRIBUTORS TO THE YEAR ONE AND YEAR THREE SELF-EVALUATION REPORTS

## YEAR ONE SELF-EVALUATION REPORT

### CORE THEMES

#### ACCREDITATION CORE THEMES STEERING COMMITTEE:

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Joe Hauth  
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Kim Manderbach  
Irina Minasova  
Luisa Motten  
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Rosie Rimando  
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#### CORE THEMES SUBCOMMITTEES:

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Maureen Shadair – Co-chair  
Marla Coan  
Saovra (Sy) Ear  
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Margo Harder  
Ricardo Leyva-Puebla  
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Sharon Norman  
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Sarah Laslett  
May Lukens  
Tom Mayburry  
Sebastian Myrick

Holly Moore  
Elizabeth Pluhta  
Wendy Price  
Ben Taves

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**INSTITUTIONAL EFFECTIVENESS  
COMMITTEE:**

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Erik Gimness  
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Kristin Lysaker  
Tom Mayburry  
Irina Minasova  
Rita Rambo  
Mary Sitterley  
Esther Sunde  
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**STUDENT SUCCESS TASK FORCE:**

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Maureen Shadair – Co-chair  
Donna Miller-Parker  
Kim Alexander  
Molly Ward  
Marsha Brown  
Chad Hickox

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**CONTRIBUTORS TO THE  
ACCREDITATION/STRATEGIC  
PLANNING PROCESS FOR THE  
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REPORT:**

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Monica Lundberg

*Special thanks to Mary Jo White and Jessie  
McDonald for editing and formatting the  
Year One Self-Evaluation Report*

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## YEAR THREE SELF-EVALUATION REPORT

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### ACCREDITATION EXECUTIVE COMMITTEE MEMBERS:

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Frank Ashby  
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Donna Miller-Parker  
Marsha Brown  
Mary Jo White  
Larry Reid  
Heidi Lyman

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### STANDARD TWO STEERING COMMITTEE MEMBERS:

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Kathy Vedvick  
Mary Jo White

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### STANDARD TWO SUBCOMMITTEE MEMBERSHIP:

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Elizabeth Pluhta: co-chair  
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Vanessa Calonzo  
Christie Williams  
Daniel Cordas (Siegal Center)

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#### 2B – HUMAN RESOURCES

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#### 2C – EDUCATIONAL RESOURCES

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Doug Clapper: co-chair  
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Arne Reed  
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Shireen Deboo  
Holly Moore  
Katie Frazier  
Van Bobbit  
Luisa Motten  
Laura Matson  
Sara Baldwin  
Jon Nachman

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#### 2D – STUDENT SUPPORT RESOURCES

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Patricia Billings  
Roger Bourret  
Kelly Deforrest  
Sy Ear  
Katie Frazier  
Fernando Morado  
Sharon Norman

Stephen Coates-White  
Molly Ward  
Cessa Heard-Johnson

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## **2E – LIBRARY AND IT RESOURCES**

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Mary Jo White: chair  
Randy Nelson  
Esther Sunde  
Shireen Deboo

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## **2F – FINANCIAL RESOURCES**

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Irina Minasova: chair  
Frank Ashby  
Marcella Wing  
Wendy Price  
Marla Coan  
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Will McNamara  
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Jake Ashcraft

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## **2G – PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE**

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Christa Colouzis & Thary Khun: co-chairs

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