

Northwest Commission on Colleges and Universities

**A Regular Interim Report
South Seattle Community College
Seattle, Washington**

October 24-25, 2005

Prepared by

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Chief Academic Officer
College of Southern Idaho**

and

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*A confidential reported prepared for the
Northwest Commission on Colleges and Universities
that represents the views of the evaluators*

Institutional Accreditation History

South Seattle Community College was established in 1970 and approved as a Candidate for Accreditation in 1971. In 1975, the college received initial accreditation. In 1980, accreditation was reaffirmed. Full accreditation status has been reaffirmed upon subsequent evaluation visits, with the last full scale visit occurring in October 2000. In its report the team gave general commendations concerning the college's shared governance; overall enthusiasm of the administration, faculty and staff; the development of a quality self study; creative use of community partners; cooperative education offerings; and its decade long commitment to the assessment process. The teams also made three recommendations to the College and requested a progress report be submitted to the Commission on these recommendations in December 2002. This report was accepted by the Commission, and the College was asked to prepare for a Regular Fifth Year Interim Report and visit in October of 2005.

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Summary of Report and Visit

The evaluators found the College's Interim Report to be informative and well organized and commends the college on its efforts to produce this report.

The evaluators used arranged interviews with appropriate college representatives and open door meetings with faculty, staff, and students; review of supporting and requested documents; and review of the College web site to gather data and validate the College's Interim Report. The Evaluators met jointly or individually with the following College personnel and students during their visit:

Charles Mitchell, Chancellor
Tom Malone, Chair Board of Trustees
Dr. Jill Wakefield, President
Dr. Cheryl Roberts, VP Instruction
Malcolm Grothe, Dean Technical Education
Dr. Kurt Buttleman, VP Administrative Services
Dawn Vinberg, Director Business Services
Mike Munson, Director of Public Relations
Luisa Motten, Representative from College Council, Program Mgr Continuing Education
Betsy McConnell-Gutierrez, Campus Classified Union Representative
Collette Swan, Director of Nursing
Pinky Dale, Dean, Apprenticeship Training
Cessa Heard-Johnson, Dean, Retention, diversity and Student Leadership
David Rowe, United Student Association, President
Bob Hughes, Dean General Studies
Stephan Coates-White, Campus Union Leader
Bonnie Flahavan-Aghai, Campus Union Leader
Marsha Brown, Director, Planning and Research
Karen Foss, VP, Student Services
Woody Ahn, Executive Dean, Workforce Education
Frank Post, Dean, Academic Programs
Mathew Horwitz, SSCC Director of Facilities Operations
Mike Porter, Puget Sound Industrial Excellence Center Coordinator
Johanna Dugger, Ex. Dir. Of Apprenticeship and Non-Traditional Employment
Laura Lutz, Business Development Director, City of Seattle
Kelly Humann, Apprenticeship Coordinator, Glaziers and Ironworkers
Randy Johnson, Apprenticeship Coordinator, Tilesetters and Brickmasons

Members of the Diversity and Retention committee:

Teri Eguchi
Dana Owens
Pedro Reyesilli
CeCe Smith
Karen Foss

Institutional Effectiveness and Assessment Committee Members were:

Tom Phillips
Astrid Larsen
Heather Foss
Jane Harness
Henry Eugene Johnson
Sara Baldwin
Roger Bourrret
Delores Mirabella
Frank Post
Marsha Brown
Michael May
Nahid Talebi
Randy Nelson
Cheryl Roberts
Karen Foss

Community Partners included:

Joyce Connor, Volt
Susan Crane, Port Jobs
Cathy Garland, Children's Home Society
Beth Blanchard, WDC
Millicent Blocquer, Employment Security
Laura Rowley, Seattle Jobs Initiative
Mike Morris, DSHS
Carmen Steiner, Bessie Burton Sullivan Skilled Nursing Facility
Joe Garcia, Northwest Area Foundation
Bob Faulk, TRAC & Associates
Jim Diers, University of Washington
Ron Angeles, City of Seattle
Terry Finn, Port of Seattle
Helen Sutton, Foundation & former Trustee
Peggy Cullar, Foundation

Academic Faculty included:

Jan Oehlschlaeger
Marjie Vittum-Jones
Judy Bentley

Managers of Student Services included:

Kim Mandesbach, Dean of Enrollment
Lisa Sever, Manager, Child Care Center
Betsy Hale, Assoc. Dean of WorkSource Development & Employment Services
Ellen Earth, Career and Employment Specialist
Rosie Rimando, Dir. Student outreach, Admissions & Recruitment
Roxanne Tillman, Dir, Educ. Support Services, Tutoring, Disability Services
Lorraine Odom, Financial Aid Director
Maureen Shadair, Dir, Student Success Services (TRIO)
Sebastian Myrick, Dir, Educational Talent Search

Classified Staff who attended a meeting were:

Sandy Thompson
Carol Martin
Vince Partridge
Katherine Flenniken
Marilyn Allen
Barb Krompholz
Heather Foss
Danelle Johnson
Rita Rambo
Kathy Reistad
Sue Nelson
Nahid Talebi
Annie Zadra

Student meetings (2) included:

Irina Rozgnovskaya
Sindy Jo
Maria Senger
Minh-Trang Duong
Craig Fulbright
Thanh Nguyen
Natashi Ray
Kathie Pham
Julie Bensen
Louis Shipley
Trista Martin

Faculty meetings (3) included:

Blanca Farrelly
Ted Coskey
Stephen Coates-White
Don Bissonnette
Michael Steffancin
Delores Marabella
Mike Hickey
Esther Sunde
Dorrienne Chinn
Suzanne Quillian
Jihad M. Othman
Jim Daniels

The team was provided with requested access to all areas of the College campus, college documents, and college staff. The team thanks the college for its openness and hospitality during the team's visit.

During the Interim visit, the Seattle Community College Federation of Teachers (SCCFT) was involved in a demonstration, calling attention to the pay for part time and adjunct faculty members in the Seattle Community College District. The demonstration line included printed materials titled R.E.S.P.E.C.T. This printed material contained information on part time salaries, state legislative appropriations, and urged support for the Seattle Community College District Board of Trustees to approve increases in salaries. The demonstration was peaceful and did not interfere with the activities associated with the Interim visit.

Part A: Recommendations

Recommendation One: The college should assign full-time faculty to each program offering a degree or one year certificate in order to provide substantive progressive, and well designed programs of study (Standard Two_ Educational Program and its Effectiveness: 2.C – Undergraduate Program, and standard Indicator 2.C.7)

The College has assigned full-time faculty to each degree and certificate program. This was verified through interviews with faculty, staff and students. There are structures in place to ensure that full time faculty members are represented in all educational programs:

- External program review material occurs every third year. Program review materials were available in the documents provided to the Evaluation team. In all cases, full time faculty members were engaged in the instructional programs.
- The Seattle Community College Federation of Teachers' (SCCFT) faculty agreement contains explicit language that requires each educational program to employ full time instructors.

Recommendation Two: Several auxiliary funded programs have accumulated significant deficits. Currently, no plan exists to deal with these deficits and their negative cash balances are being offset by surplus balances from other programs in the fund. The college needs to ascertain whether it is possible that these programs will be able to operate on a self-sustaining basis. If not, the college should consider budget transfers to other strategies to eliminate the deficits and bring revenues in line with expenditures (Standard Seven – Finance; 7.B Adequacy of Financial Resources; and Standard Indicator 7.B.8)

This recommendation resulted from the fact that the accounts of the following cost centers all had carried deficits for one year or more: Hospitality/Food Service Support, Jerry Brockey Center Operations, and Intensive English. The full-scale evaluation team observed, “Standard 7.B.8 requires that the institution demonstrate an understanding of the financial relationship between its education and general operations and its auxiliary operations and their respective contributions to the overall operations of the institution.”

SSCC’s 2002 Progress Report for Reaffirmation of Accreditation outlined the steps the College had taken to resolve the accumulated deficits. These steps included (1) beginning in the 2001-2002 budget cycle, developing revenue and expenditure plans for all special revenue and enterprise fund budgets, (2) reallocating costs [e.g., positions] from special revenue and enterprise fund budgets to the instructional budget, and (3) developing more accurate revenue projections. These three steps produced improvements in the auxiliary fund balances. The College has continued to refine revenue and expenditure planning with each subsequent budget cycle. In addition, to the three accounts cited in the report, the College identified two other auxiliary accounts with negative cash balances—computer lab fee and cosmetology resale--which it has addressed using the three strategies noted above.

The College engaged a consultant to review the Food Services program with the goal of making it profitable, an action that resulted in a five-year plan, currently underway, to achieve its goal of profitability. In the meantime, the College has eliminated some costs and transferred others to state supported funds. This plan involved a number of strategies, the most significant of which was the remodel of the cafeteria and dining buildings in 2004. While profits are rising, the profitability goal has not been reached. This year, the College employed a new Dean with demonstrated expertise in managing the costs of food services. His guidance promises to hasten progress towards the profitability goal.

SSCC’s effort to improve revenue collections from Brockey Center have focused on increasing rental fees, improving marketing, and implementing a more efficient invoicing and accounts receivable process.

Recommendation Three: The College should improve and expand the physical facilities at the Duwamish Training Center. This would enhance student safety, improve learning environments, and expand student parking as well as project a more positive technological image (Standard Eight – Physical Resources and 8.A – Instructional and Support Facilities Standard 8.A)

The generally crowded, decrepit, and inadequate classroom, lab, and parking space at Duwamish Training Center (Duwamish) led the full scale evaluation team to make the above recommendation. Student safety was compromised by the crowded labs and the need to store industrial materials in spaces that were not secure and were used by students on a daily basis. The buildings at Duwamish were a combination of Quonset huts and portable buildings and the site had received few improvements over the years.

The Duwamish Training Center is in the process of being transformed since the full scale team's visit in 2000. Accomplishments to-date include: (1) the acquisition of a long-term lease of adjacent property through the collaborative efforts with the State legislature and the Washington State Department of Natural Resources which will more than double the land site of Duwamish; (2) a capital building project, currently underway, which has resulted in one new building on the site with another two buildings planned with financing secured; (3) agreement with the DC5 Painters and Allied Trades Apprenticeship and Training Trust to replace one existing building; (4) and expanded and improved student parking. The above improvements are incorporated in the Duwamish Apprenticeship and Education Center Master Plan.

It is important to note that in addition to initiating the build-out of the master plan, the College has worked closely with its partners—labor, business and industry, schools, and social service agencies—to provide the educational and service programming needed at Duwamish by the SSCC community. Thirty-five percent (35%) of Washington State's apprentices are now trained at Duwamish, and a new endeavor developed in collaboration with the Washington Manufacturing Services will provide additional services, such as small business incubation. This entity, The Puget Sound Industrial Excellence Center (PSIEC), focuses on the creation of new family wage jobs and the preparation of workers to fill those jobs.

The College is aware of and is taking steps to address issues related to cleaning and maintenance of the Duwamish buildings, diversifying the apprenticeship programs, and identifying demographic and economic changes that will impact the community's needs at Duwamish in the future.

The College has fully addressed Recommendation #3 and is realizing the potential of its Duwamish site.

The regular Interim Evaluation was also required to include a thorough review and evaluation of the Licensed Practical Nursing Certificate Program. Key items to be addressed include a review of: 1) enrollment patterns and projections including an analysis of the program's success in attracting students whose first language is not English; 2) an analysis of the revenues and expenditures associated with the program; 3) adequacy and availability of library and information resources to support the program; 4) Adequacy and availability of student services to support the program; 5) an assessment of student learning outcomes; and 6) student satisfaction with the program.

The nursing program provided written materials and exhibits to the team. Exhibits were readily available and informative. During interviews with administration, faculty, students, graduates, and employers information was verified that:

- The program is meeting the mission of the college by providing educational and employment opportunities for students from diverse backgrounds.
- The college and the community are committed to strong partnerships with business, labor and industry. Life long learning is a theme throughout the nursing program literature. The students participate in the governance of the program and the college. The administrator is well qualified for the position.
- Faculty are sufficient in number and nursing experience. Both full time faculty and the administrator are relatively new to the program. Professional development is available for the faculty. Student have input to the evaluation of the instructional staff and of the program. Students evaluate each course and are afforded the opportunity to offer evaluation as they complete the educational program. There is one administrator, two full time faculty members, and five part time faculty members. Part time faculty are employed mostly in the clinical areas. There is also a laboratory/nursing skills instructor.
- There are numerous services afforded to the students. Non Native English Speaking (NNES) students have mentors and tutors who attend class and hold one-on-one study sessions with students. Counseling sessions are available, as well as financial aid and other services.
- The nursing program uses a career ladder curriculum, in that, most students begin as Certified Nursing Assistants, enroll in the Bridge program, and complete the Licensed Practical Nursing program. There are a variety of learning experiences within the educational program, including didactic, laboratory and clinical experiences.
- The content of the courses within the curriculum are adequate to prepare a graduate to enter the workforce. Graduates are highly regarded in the hospitals and skilled nursing facilities. There is a balance in the curriculum of general education components.
- The library and computer resources are supportive of the nursing program. Resources have been provided to increase both print and electronic resources. Students have access to computers and electronic data based information.

- Financial resources are evident. The program is supported by the College and by the community. Several grants have supported the development and delivery of the nursing program. Students have adequate learning resources in the nursing skills laboratory.
- The program uses a variety of outcome assessments. Retention is high, given the demographics and diversity of the student body. According to one administrator, of the 23 students enrolled in a nursing class, seventeen different languages were spoken. The pass rate on the NCLEX-PN has been above the national average for each graduating class.
- Employers commented that the graduates were well prepared to enter the workforce. To date, there has been no formal survey of employers used to ascertain satisfaction of graduates.

Part B: Standards

Standard One: Institutional Mission and Goals, Planning and Effectiveness

The College uses a variety of methods to develop goals, implement planning and to measure effectiveness. The mission and goals statements are reviewed on a regular schedule. South Seattle Community College has made institutional effectiveness and strategic planning a high priority. The planning process has been used to set directions for the college and to make budget decisions. In interviews with faculty and staff, the term, “transparent” was applied to the budget process. All budget decisions are open to the college, and all those interviewed, commented about the openness of the process. Fiscal decisions are based on strategic planning.

Standard Two: Educational Program and Its effectiveness

Programs are well administered and offer a variety of areas of study. While there are many Professional Technical programs, the transfer degree offerings have grown over the past several years. All programs are involved in extensive outcome assessment measurements. All programs had excellent syllabi, learning outcomes, program review every three years and research to identify how graduates were meeting the intended program outcomes. In every case, there was strong evidence of regular and continuous assessment of educational programs. The processes are clearly defined, encompass all of the educational offerings, are conducted on a regular basis, and results are integrated into overall planning and evaluation.

It was apparent that the college utilizes a variety of assessment tools and is committed to the assessment process. There is campus-wide understanding of educational assessment and genuine support from the administration, faculty and staff for the process.

Standard Three: Students

As reported in the full scale evaluation, the administration, staff, and faculty engaged in student support services at SSCC continue to demonstrate commitment and competence

in their efforts to provide students with the array of programs and services typical of a community college. It is notable that in all student services areas employees focus their attention on attaining the College's student learning and retention goals. The student services and instructional units of the College cooperate well in achieving the goals set for the student body. The College supports student services with adequate funding and physical resources, and the units comprising student services participate fully in the College's budgeting process and are eligible to request special funds available to address the College's prioritized goals.

There have been no major changes in the purpose and organization of the student services at SSCC.

SSCC has continued to improve its processes for assessing student needs and developing programs and services to meet those needs. The evaluator saw evidence that students participate in governance of the institution and that faculty members are included in setting policies related to student programs and services. Student services units all engage in regular and systematic evaluation of the programs and services they provide. These evaluations primarily are student satisfaction surveys but include peer evaluations, too. Faculty members provide evaluative input in less formal ways. There is strong evidence that student services personnel make changes to improve their services based on the results of these formal and informal evaluations. The publications and web pages regarding admissions, enrollment, degree completion requirements, tuition and fees, and students rights and responsibilities are up-to-date and thorough. It appears that management and staff members of student services cooperate effectively to meet students' needs. The College has made the following changes to the staffing of student services:

- Two full-time career counseling staff
- One full-time ESL Transitional Services Coordinator (Title III)
- One full-time Office of Diversity and Retention Director
- One part-time Women's Programs Coordinator

The College has made no significant changes to its criteria for evaluating student learning and achievement, the application of those criteria, the award of credit, the acceptance of transfer credit, or its provisions for the security of student records.

SSCC continues to employ admission policies and procedures that reflect the mission and goals of the institution. Since the full scale evaluation, the College has implemented a new online application process that allows it to serve more students more efficiently and to collect more biographic information. This system also provides online registration, making application and registration at SSCC accessible to students seven days a week, twenty-four hours a day. Like many community colleges in the Northwest, SSCC has experienced either a slight decline or flat enrollment during the past two years. In response to a suggestion in the last full scale evaluation, the college has used the on-line

admission process to bring it in line with the admission processes of the other colleges in the District. To ensure that its open door policy does not become a revolving door, SSCC provides appropriate assessment, orientation, advising and counseling to support its students after admission. At the time of the full scale evaluation, SSCC had an appropriate orientation process for international students, but did not have a full orientation program for other students; however, it was in the planning stages for a formal orientation process for non-international students and has now implemented that process. The College assesses academic preparedness and provides students with developmental education offerings to bridge many preparation gaps. Last year, it implemented a sophisticated student tracking and intervention program to assist at-risk students (Early Intervention System). The College replaced its testing instrument for ESL students with ESL COMPASS, a computerized assessment instrument with more diagnostic and information gathering capacity. Since the student population mix includes many first generation, low income, and English language learners, the College has developed many specialized services and programs to meet student needs while demonstrating regard for students' rights and responsibilities. Important among these is the Title III grant that now funds additional staff members to provide career counseling and more intensive assessment of ESL students. Financial aid continues to be an important service for SSCC students since the College serves one of the lowest income communities in Seattle, and that office uses data from student satisfaction surveys to improve services and better meet student needs.

Career information and employment counseling is provided on campus in a center that serves the community as well as students. It provides a number of services funded through state and federal programs. It is evident that the collaboration between staff housed in the center has created a symbiotic relationship that benefits all. The center's Cooperative Education/Internship Program continues to develop with internship FTE more than doubled between 2002-03 and 2003-04 (15.7 to 37.4). The program uses technology to increase efficiency (e.g., a customized database that tracks employers, interns and faculty advisors, a designated site on the Computing Technology website, e-recruiting, and web-based application). The program has improved the process for students to choose their final projects and has improved communication between the program's staff and instructors college-wide. Finally, marketing has improved and the program has begun selecting an "intern of distinction" each quarter who is featured in the campus newsletter.

The College created an Office of Diversity and Retention in 2001 with a director and five student commissioners. The commissioners coordinate monthly meetings, plan multicultural events, provide peer counseling, and serve as liaisons to ethnic and Lesbian, Gay, Bi-Sexual, Transgender and Questioning (LGBTQ) campus clubs.

The College bookstore has not experienced significant changes since the full scale evaluation. Food services at SSCC are operated by the Culinary Program. New and remodeled operating space, the appointment of a new dean with a strong background in

the fiscal management of food services, and an enhanced marketing campaign are three strategies the College is using to improve profitability in its food service centers (cafeteria, bakery, and restaurant).

Standard Four: Faculty

Since the full scale evaluation, faculty have negotiated a new contract with the College. This contract retained previous processes related to faculty selection, but made some changes in evaluation, welfare and development. These changes have not affected the College's ability to meet accreditation standard. Changes include: Intensive English faculty being placed on the pay scale equivalent to other liberal arts and professional technical faculty; part time faculty earning one additional personal leave day per quarter and pro-rated sick leave; and faculty performance evaluation processes being refined.

Professional development continues to be an important undertaking at SSCC. New efforts in the professional development arena have focused on assisting faculty and staff to meet the College's goals. For example, a fund has been established to support faculty competence in teaching online. Also, Spring 2004's professional development day featured Dr. Vincent Tinto, an expert on student retention, who engaged the faculty and staff in a dialogue regarding the theories related to student retention and specific actions the College would take to realize better retention. There is evidence that actions developed during this development day are still being pursued and have helped the College meet its goals.

Standard Five: Library and Information Resources

It is clear that the library staff is committed to meeting the needs of the students and the faculty. Discussions with faculty, staff and student, indicated a high level of satisfaction with the library. Students and staff indicated an overall high level of satisfaction with the quality of and upkeep of technology at SSCC. When the new nursing program was initiated, library resources were provided to purchase print and non-print resources. The building is open and spacious. Internet access is available in a variety of locations. Electronic access to on-line data bases and library holdings support the educational programs. Students commented that the library staff was very helpful and always courteous.

Standard Six: Governance and Administration

The organization of the governing structure at SSCC has not changed since the full scale evaluation, but there have been many changes in personnel who hold positions within that structure. SSCC is part of a three college Seattle Community College District. The District is governed by a five member Board of Trustees. The District Chancellor reports

to this Board. The College's President reports to the Chancellor. The District and the College have experienced considerable turnover in administrative staff during the past five years including the following positions which are filled by new employees: the Chancellor, the District's Chief Financial Officer, the District's Chief Human Resources Officer (interim), the SSCC President, the SSCC Vice President for Instruction, the SSCC Vice President for Administrative Services, and the SSCC Development Director.

The membership of the Board of Trustees, however, has not changed since 2000 nor has its organization, focus, or operating procedures. To improve leadership and management at SSCC, the College President has focused on attaining the goal set in its 2000 *Report for Reaffirmation of Accreditation* of decreasing by at least 10 percent the areas of dissatisfaction among faculty and staff related to governance and administration. Examples of these areas of dissatisfaction include (1) the administration's competence in communicating its own responsibilities and the College's policies and procedures and (2) the effectiveness of the organizational structure of the college. Due in large part to the leadership of the President and her executive team, the 2003 Climate Survey showed the College had reached its goal in seven of the eight areas of dissatisfaction and was only 1 percent shy of meeting the goal in the eighth area.

Faculty at SSCC continues to play an important role in the governance of the institution. The four main governing councils, the President's Cabinet, the College Council, the Instructional Council, and the Managers of Student Services provide advice and consent to the President in her decision-making. In addition, information and recommendations to the President emanate from the following committees: Institutional Effectiveness, Curriculum and Instruction, Exempt Development Advisory, Classified Development Advisory, Diversity and Retention, and Academic Programs Advisory. Finally, the Faculty Senate provides regular input to Presidential decisions.

Students continue to play a role in governance of SSCC, primarily through their participation in student government and on the various committees listed above. In 2001, the College created an Office of Diversity and Retention with a director and five student commissioners. Among other duties, the commissioners serve as liaisons to ethnic and LGBTQ campus clubs and, hence, provide an alternative voice for nontraditional students in the institution.

It appears that no significant changes have been made to SSCC's affirmative action and nondiscrimination policies and procedures or in its approach to collective bargaining since the full scale evaluation of 2000. Both the part time and full time faculty contracts were renegotiated during the past five years.

Standard Seven: Finance

South Seattle Community College is one of three colleges that form the Seattle Community College District. The District provides services to the college in the areas of benefits and payroll. Annually, the District is audited by the State of Washington. The college has input to the District budget and financial planning process. SSCC has adequate resources to meet its goals and mission. The college has sought grant funding, has strong partnerships with the community and has utilized its resources to the benefit of the community.

The college has made some financial changes since the 2000 accreditation visit. These significant changes include establishing a reserve fund, increasing sources of revenue (grants and increased tuition bearing activities), and better management of existing resources.

The college has well established budgetary process linked to the planning and assessment of all activities. There is a very thorough manual which addresses grant and management of contracts. Faculty are involved in the budget process, and faculty stated that the process is as “transparent” as can be expected.

Standard Eight: Physical Resources

The College has two campuses, the main campus and the Duwamish Industrial Education and Apprenticeship Center. Some College programs also are housed at the NewHolly Campus which is located in space the College has purchased in the NewHolly Learner’s building. The College is actively improving its physical facilities through building, renovating, and upgrading and has laid plans to continue improving. The full scale evaluation report recommended that SSCC “significantly improve and expand the physical facilities at Duwamish Training Center, specifically to enhance student safety, to expand the learning environment, to expand student parking and to project a more positive occupational and technological image.” Since 2000, the College has updated its Master Plan and begun implementing its projects. It has completed one of three new buildings planned for Duwamish Center. It has acquired a long term lease of property adjacent to its existing Duwamish property and, thus, will be able to expand the Center. The DC5 Painters and Allied Trades Apprenticeship and Training Trust plans to fund the replacement of its building on the site which is in need of repair. As described earlier in this report, the College has satisfied the recommendation regarding Duwamish made by the full scale evaluation team.

In addition to changes at Duwamish, The Master Plan calls for capital improvements on the Main Campus. One of these improvements, is the erection of Olympic Hall, a 47,000 square foot, multi-use building. It has been completed and now houses a 150 seat lecture auditorium, state of the art science labs, computer and general purpose classrooms and an executive training classroom.

The College has remodeled or renovated the following: the cafeteria, food court and dining rooms, space for the new wine instructional program, office space in the Robert Smith Building, classrooms and office space in the Science Building, the campus childcare facility, and classrooms and labs for the Pastry and Baking Arts instructional program. In addition, the south parking lot was expanded and will park 200 additional cars, and the HVAC and electrical systems on the main campus were upgraded. Master Plan projects that are planned for the near future include replacement of the Tillicum Building with a new University Center (completion fall 2006) and renovation of the Auto Body Building (completion 2007). In the future, the College plans to request funds to replace Cascade Court with a new building to house labs, offices, and instructional space and to renovate the Robert Smith Building.

The College has equipped new and renovated classroom spaces, labs, and offices with adequate equipment and materials to meet the needs of instructional and support programs. It has made major equipment investments to equip the spaces assigned to the Culinary Program. The student technology fee for computer technology, implemented since the last full scale visit, has allowed the college to implement a plan to purchase and periodically replace computer technology resources for instructional programs.

Standard Nine: Institutional Integrity

South Seattle Community College adheres to high ethical standards in its representations to its constituencies, in its teaching and in service, and in its treatment of students and staff. It has clear statements and policies relating to conflict of interest and academic freedom. The college keeps its publications up-to-date and as accurate as possible.

Individuals are respected across the campus. There is a general feeling of enthusiasm and trust among administration, faculty, staff and among students.

General Commendations/Recommendations:

Commendations:

1. SSCC is to be commended for an administration, faculty, staff and student body that are all committed to the mission of the College. It is evident that a spirit of collaboration and cooperation perpetuates all activities of the college community. All groups are commended for the positive attitude they display in regards to decision making, problem solving, and positive support for one another's efforts in improving the college and the effectiveness of its programs and services. The spirit of cooperation and responsive leadership at all levels has provided the college with a notably high level of morale and collegiality.
2. The College is to be commended for its work with Community Partners, area businesses and industries. It is apparent that the college is committed to offering courses and programs that meet the needs of the South Seattle service area. Administrators and faculty are not only committed to meeting the current needs of the College and the surrounding area, but are clearly focused on opportunities and challenges that face the college in the near and distant future.
3. The College is to be commended for its efforts to meet the needs of the changing demographics at the institution. The creation of the Office of Diversity and the funding to support various student support services of the under prepared and NNES students is indicative of the college's commitment to the needs of its diverse population.
4. SSCC is to be commended for its commitment to and achievements in assessing institutional effectiveness, including student learning outcomes. Through on-going, college-wide efforts, the College has established meaningful goals and effective strategies for achieving those goals in all areas of the institution. Strategies are benchmarked, and measured and actions are taken based on the results. Throughout the College, employees show an understanding of the steps that will be taken in the future to continue to refine and improve the process.
5. The College is to be commended for realizing the opportunities inherent in its Duwamish site. By dedicating needed physical resources and bringing together an impressive array of community partners—labor, business and industry, social services, and college programs-- the Center has become a vibrant learning community that is meeting the unique needs of families and businesses in its community.

General Recommendations:

None