

2005 Accreditation Report 8-19-05 edit
Standard Two – Educational Program and Its Effectiveness

Introduction

In support of South Seattle's mission, the college continues to offer a comprehensive curriculum of academic transfer, workforce education, apprenticeship training, adult basic education, and both credit and non-credit English language acquisition courses. To ensure the integrity of our educational offerings, the college has implemented an external review process that includes experts who serve on Technical Advisory Committees (TAC) as well as a three-year program review process. As a result of these external and internal assessments, several programs were deleted, other programs experienced major curriculum revisions and new programs were adopted in response to community and industry needs. The process of a program review provides a structured course for the natural entropy of programs to occur, as well as supplying energy and momentum for the creation of new certificates and degrees. The following report communicates South Seattle's commitment to the rigorous self-reflection of its instructional programs, as well as the College's dedication to improving the learning environment such that all students continue to achieve their educational goals.

According to the 2000 Accreditation Report, South Seattle has a strong understanding of its educational and assessment process. The College consistently conducts its planning, budgeting and allocation of resources with this same understanding. While retaining college-wide engagement in a self-reflective practice, the College has supported program improvement. Over the last five years, South Seattle Community College has continued to review and refine its educational programs.

South Seattle's student body remains the most diverse in the state of Washington, characterized by its rich and varied ethnic, racial, socio-economic, and academic backgrounds. One of the College's goals is to increase retention and graduation of students of color. Although students at the college continue to face more barriers, on average, than students at other Washington community colleges, South Seattle graduates the highest percentage (44%) of students of color with certificates and degrees in the state. Even with this outstanding accomplishment, South Seattle continues to assess this benchmark. For instance, after continual review, the college determined that African-American students were persisting at a lower rate than any other student group. South Seattle's Retention and Diversity Committee developed strategic initiatives to address this concern, and the college hired a Director of Diversity and Retention who implemented new programs to increase student retention and completion. Retention from Fall to Spring quarters for entering African American students has increased from 38% in 2000-2001 to 55% in 2004-2005. This is directly related to the faculty, staff, and administration's ongoing commitment to providing the best educational programs that insure student success.

South Seattle Community College is well regarded as providing a solution to the educational and training requirements of the labor and business communities. South Seattle continues to forge creative community partnerships in response to a key institutional goal to collaborate with business, industry, labor and community-based organizations. These partnerships include:

- NewHolly – a multicultural and diverse economic residential community

- WorkSource – the first one-stop employment center located at a community college in the state. In the 2000 accreditation review, the WorkSource Center was commended for its cooperative education/ internship program.
- The Airport University – a recognized national model creating career ladders for airport employees
- Workfirst and Worker Retraining collaborations that ensure a well-trained workforce is ready to meet the growing economy’s employment needs.

Changes to the Associate of Arts Degree since 2000

The Seattle Community College District modified The Associate of Arts (AA) Degree - Direct Transfer Agreement – (DTA) in July 2004. The modifications to the AA Degree were made in response to data that showed that the degree requirements were unnecessarily complex and confusing, and at times delayed students’ fulfillment of graduation requirements. The actual changes made fall within the guidelines of the state-approved DTA template so that the DTA template approved in Washington State was not changed.

The modification of the District-wide Associate of Arts Degree was strongly encouraged at South Seattle because of the college’s commitment to student success. Each year, beginning in 2001, the instructional programs identify important benchmarks. Those standards include an increase in academic student enrollments, an increase of students ready for transfer, as well as an increase in student graduation rates.

The number of academic students enrolled and prepared to transfer, *transfer ready* as identified by Washington’s State Board for Community and Technical College (SBCTC), has increased each year since 2000. **(See Table 2.1)**

Table 2.1 Transfer Goal: Academic students prepared to transfer*

South’s *transfer ready* students increased 2.6% from 673 in 2002-03 to 691 in 2003-04.

	1998-99 Baseline	2000-01 Total	2001-02 Total	2002-03 Total	2003-04 Total	2003-05 Benchmark
South		477	641	673	691	740
WA State	35,291	38,534	40,832	43,832	46,032	45,000

*Definition: Having completed 45 or more college-level credits with a GPA of 2.0 or higher and coded as a transfer student (Kind of Student code of T) in the last quarter of enrollment for the year.

The number of students completing degrees and certificates has also increased each year since 2000. **(See Table 2.2)**

Table 2.2: Degree Completion

Degrees and certificates awarded	2001-02	2002-03	2003-2004
Total	390	439	494
Academic	192	214	229
Technical	198	225	265

Essentially, four changes were made in response to the identified problems associated with the AA-Degree. The major change simplified the graduation requirements for students receiving the AA- Degree from any of the three Seattle Community Colleges. The new degree became effective summer 2004. **(See Appendix 2A)**

1. The Distribution Requirements were changed from a three-discipline requirement (three prefixes) within each Area of Knowledge to a two-discipline requirement (two prefixes) within each Area of Knowledge. This change allows students to take more courses in their areas of interest.
2. The Area of Knowledge, Individuals, Cultures & Societies (i.e. the Social Science Distribution) requirement was reduced by 5 credits from 20 to 15 credits. This change allows students to take 5 extra elective credits.
3. The Quantitative Skills requirement became the Quantitative and Symbolic Reasoning requirement, thus adding Symbolic Logic to the list of courses that satisfy this requirement. This adjustment is in line with most of the other colleges in the state.
4. The Integrated Studies (IS) Requirement was reduced from 10 credits to 8 credits, thus making more IS options available for students; e.g., a 5-credit course and a 3-credit course. The list of allowable IS courses was expanded accordingly.

New Degrees since 2000

Associate of Science Transfer (AS-T) Degree

The Associate of Science Transfer (AS-T) Degree was approved by the Intercollege Relations Commission and the State Board for Community and Technical Colleges in Fall 2002, replacing the old Associate of Science Degree. The new AS-T degree was approved in two forms.

The Associate of Science Transfer (AS-T) Degree #1 is designed to prepare students for upper division study in the areas of biological sciences, environmental/resource sciences, chemistry, geology, and earth science. Completing the AS-T degree will prepare students for upper division study; it does not guarantee students admission to the major. **(See Appendix 2B for requirements for the AS-T Degree #1)**

The Associate of Science Transfer (AS-T) Degree #2 is designed to prepare students for upper division study in the areas of engineering, computer science, physics, and atmospheric science. Completing the AS-T degree will prepare students for upper division study; it does not guarantee admission to the major. **(See Appendix 2B for requirements for the AS-T Degree #2)**

Associate of Applied Science – Transfer Degree (AAS-T)

The Washington Community and Technical College Association (The community college President's group) approved the AAS-T degree March 8, 2002. The South Seattle College Curriculum and Instruction Committee approved 15 AAS-T degrees. All of these degrees have partner AAS degrees.

The AAS-T is built upon the technical courses required for job preparation but also includes a college-transfer general education component, common in structure for all such degrees. Further, the general education courses for the degree are drawn from the same list as those taken by students completing the Direct Transfer Agreement (DTA) Associate of Arts degree or the Associate in Science-Transfer (AS-T) degree. **(See SBCTC Website for requirements)**

New Programs Since 2000

The college reviews its mission, institutional goals, and college priorities every two years. Beginning in 2000, the college added several certificates and programs to meet growing student demands as well as the changing needs of the community. The following certificates and degrees align closely with the college's two key priorities established during this time period: ensuring financial stability and promoting student learning and success. These programs are in high demand areas, thus ensuring capacity student enrollments. The curricula are designed to meet the needs of employers and diverse learning needs of our student population.

New Programs since 2000

Wine Technology Program – Degree

- Wine making certificates
- Food and wine pairing certificates
- Wine marketing certificates

Network Administrator – Network Technician - Degree

LPN - Degree

- Health Care Bridge – Certificate

Fire Science - Degree

Programs Deactivated Since 2000

Part of South Seattle's external program review process is to evaluate the viability of programs within the context of business and industry demands. We rigorously assess how well each program meets key indicators of instructional health such as student enrollments, industry salaries, and employment demand. The following programs were found to be below sustainability levels and were slated for deactivation. Although all certificate and degrees were discontinued as credit programs, most have been redesigned as non-credit offerings which continue to serve the community in ways that address life-long learning needs.

Floristry

In May 2001 the college initiated several program analyses concerning the Floristry certificate and two-year Applied Science Degree (A.A.S.). The data showed that enrollment completion rates, employment opportunities, and wages were low. Arrangements were made for all Floristry students to complete their program of study. The credit program was placed on inactive status effective July 1, 2002.

In addition, the program was failing to meet the primary occupational program outcome of providing a "living wage" job. After careful consultations with staff, administrators, the Floristry program's Technical Advisory Committee and industry representatives, the college decided to move the selected courses in the program to non-credit continuing education.

Machining

After careful deliberations with faculty, staff, and industry representatives, the decision was made in April of 2003, to close the Machining Program at South Seattle. After two years of marketing the enrollment declined to 6 FTE. Based on feedback from program review, discussions with the Technical Advisory Committee who recommended that the

program be closed, industry needs, and economic projections, the program was placed on inactive status beginning in Fall of 2003.

Occupational Teacher Education

After careful analysis of program statistics and careful deliberation with the Technical Advisory Committee (TAC), faculty, and staff, a decision was made in October 2004 to place the Occupational Teacher Education Program on inactivation with the State Board for Community and Technical Colleges. The statistical analysis clearly showed a decreasing enrollment for this post-secondary program. Based on revisions to the Washington Administrative Code 131 regarding certification for post-secondary teachers, the TAC recommended that the approved secondary course of study for career and technical teachers (vocational) be revised into a non-credit program. The program was placed on inactive status beginning Summer, 2005.

Undergraduate Program Updates – 2000-2005

Departmental Strategies to meet Institutional Goals

Study Abroad Programs

One of the College's strategies for student success (College Priority #1) is to integrate diverse multicultural and goal issues into the curriculum. Beginning in 2000, the International Program developed an aggressive strategic plan that includes study abroad experiences for our students. Working collaboratively with the Office of Student Life and Leadership and the Office of Retention and Diversity, the International Programs designed cultural tracks that expand knowledge of global events, culture, and languages for students and the community. To that end, South Seattle launched study abroad courses that are pre-approved by District Faculty Curriculum Committees, and taken at an accredited institution abroad, then transferred back to South Seattle for replacement credit. All study abroad credit transfer guidelines must be approved before travel and must be at a satisfactory school if the grade is to be transferable into the student's program of study. The creation of these cultural programs is evidence of South Seattle's commitment to International programs and curricula that has global issues as its focus.

Distance Learning

A key institutional goal is to increase student enrollment in classes offered through distance learning. Key indicators in this area are all up since 2000.

- FTE's in classes offered through distance education increased 325% from 49.4 FTE's (149 students) in Fall 2000 to 209.9 FTE's (569 students) in Spring 2005.
- Student use of computers and multi-media technology in the classroom, lab and library more than doubled, from 46% in 1999 to 94% in 2003 (CCSEQ)
- For the last four years, SSCC has had the highest Distance Learning Completion rate in the state system. (**See Table 2.3**)

Table 2.3: Distance Learning Completion Rate

	<u>Spring 02</u>	<u>Spring 03</u>	<u>Spring 04</u>	<u>Spring 05</u>
SSCC	87%	86%	86%	84%
State System	72%	73%	75%	77%

Although there has been a significant increase in student enrollments, Information Technology Services and Distance Learning have made no changes to special programs providing academic credit. **Mary Jo: What does this mean?**

General Studies Division

South Seattle continues to be a statewide leader in completion rates for students where English is not their native language; for the last few years, SSCC has had the highest completion rate in the state. (See Table 2.4)

Table 2.4 Basic Skills Goal: Basic skills students who demonstrate substantive skill gain*

	1998-99	2000-01	2001-02	2002-03	2003-04	2003-05
	Baseline	Total	Total	Total	Total	Benchmark
South	22%	71%	71%	74%	72%	75%
WA State	37%	48%	50%	53%	56%	55%

*Definition: The basic skills rate describes the extent to which basic skills students gain one competency level in at least one subject during the year. Basic skills includes: English as a Second Language (ESL), Adult Basic Education (ABE), or high school diploma equivalency (GED). Subject areas include reading, math, writing, and listening within ESL or ABE classes.

General Studies

In partnership with Workforce Development, the General Studies department provides ESL faculty to the Office of Workforce Development for integrated instructional models.

With support from a Title III grant to strengthen the instructional offerings of our college, the General Studies Division has introduced CAN8 software to students and faculty in the division. This software is helpful for non-native speakers to increase their language acquisition. This software allows instructors to create tutorials that students can access from their home computers or in the computer lab outside of class time. It allows students to practice lessons and assignments. General Studies has also created a new website specifically for ELL/ABE/GED faculty, staff and students (teachers can post homework assignments), etc. The website is <http://generalstudies.southseattle.edu>.

Another example of faculty involvement in the technology plan took place with the design of a computer assisted teaching for ABE/GED/ESL students. Several General Studies Division faculty members served on a campus-wide planning committee to design the new Cascade Court 204 computer-assisted ABE/GED/ESL teaching, homework and tutoring lab. Previously located in the Science Building, the lab opened in January 2002. It has eight computer stations and headsets with one computer connected to an overhead projector, two white boards, one round table (seats 4) and three rectangular tables (seats 8) for a total of 20 seats. It also has a VCR (for ABE/GED/ELL learning and teaching) and an overhead transparency machine. This computer enhanced tutoring lab was developed to provide students with more access to language development support so they could complete and transition to credit certificates and degree programs.

Additional evidence that the Division is focusing on their goal to ensure that the campus technology and instructional equipment are continually improved is evident in the upgrades that have taken place in Cascade Court room 200. This classroom has 22 computers plus the instructor's computer in the front of the room. Faculty have since added *Type to Learn*, a typing tutor. In addition, they still offer Fastype for students who

wish to access it. Other additions include CAN 8 *Inspiration*, and TOEIC *American Pronunciation* CDs to be used in this lab.

The General Studies Division has also submitted a request for a dedicated language lab in the next phase of campus construction.

The General Studies Division office was remodeled in September 2004. It provides a warm and welcoming environment for students and staff, and allows plenty of space for students to complete registration paperwork.

Adult Basic Education

Currently, the College offers an adult basic education curriculum to serve level 4 students both on main campus and at the New Holly facility. Depending on their personal goals, students are able to work toward taking either an ESL Compass or COMPASS placement test, which is needed to transition into college level reading courses. **Do we need this paragraph? MB**

Transition of Students from General Studies to Developmental Education

Transitioning students from General Studies programs to college-level classes is a key institutional goal.

In 2004-2005, for example, a meeting was held between the Dean of the General Studies Division and Developmental English faculty. An outcome of the meeting was a suggestion that the coordinators from both programs convene on a quarterly basis (except summer quarter) to discuss the transition of students from ESL 097 to ENG 096 and/or ENG 101.

During the fall 2004 coordinators' meeting, it was decided that a joint meeting of both programs would prove beneficial. As a result, the following meetings recently took place during winter quarter:

- January 19, 2005 – The program coordinators and several faculty, who have taught ESL 097 or ENG 096 gathered to discuss the course outlines of ESL 097 and ENG 094. ESL 097 objectives were revised to better match the objectives of ENG 094. The revision affects other ESL writing courses, so they will be revised and included in the Developmental ESL program review.
- February 8, 2005 – This meeting included all Developmental ESL and ENG faculty. The agenda included learning about best practices that are in use to create positive outcomes in the classroom as well as what occurs in the classroom that causes challenges. A follow-up meeting will be scheduled to explore strategies for improving transition rates for students.

Other efforts are underway to help increase the percentage of students who successfully transition from ESL courses to college level programs under the auspices of the Title III grant, under the direction of Sara Baldwin.

Academic Programs Division and Future Directions

In 2000, the college offered courses existing in new and innovative formats and at alternate times. Currently the college has experienced a 61% growth in academic

programs that includes both existing and new formats, times, and modes. The honors program, however, was deleted due to feasibility and scheduling limitations. The Division plans to continue to offer courses in both existing and alternative modes, and in new innovative formats, and at alternate times.

To continue appropriate scheduling, faculty formed a Coordinated Studies Task Force (CSTF). A coordinated studies block is scheduled for each quarter in AY 2005-2006. In addition, linked blocks have been scheduled. A campus-wide task force, commissioned by the President to look at retention, has named Coordinated Studies one of the three main foci to ensure retention. The College continues to offer coordinated studies programs and these programs are scheduled to be offered to complement growth areas as identified by CSTF.

In 2000, an assessment project to identify Student Learning Outcomes was implemented. The student learning outcomes will be specifically outlined in each course outline, without interfering with instructor style, choice, and intention.

A new initiative called Transfer Ready has been developed to replace the Transfer by Major program that was dropped by the state in 2001. The new Transfer Ready program, a statewide initiative, began in 2004 and is likely to impact students for years to come. Transfer students are defined as Transfer Ready when they have completed 45 or more college-level credits with a GPA of 2.0 or higher.

The scope of MAST (Math & Science Tutoring) has been expanded to include Physics, Engineering and Chemistry. The program has been very successful, and data shows monumental growth. In the future, the College will expand the scope of MAST to include Health Sciences.

Faculty maintain course and program development and continue to monitor entrance assessment scores to improve placement and success rates of students. Scores have been modified and continue to be monitored for needed changes.

Twenty-four websites have been created to provide valid and current information for students. The use of technology has greatly increased in instruction. The division estimates future growth in online instruction; the Division has set a goal of increasing both offerings and websites by 10% annually.

Work Keys was deleted in 2001. Although it was moderately successful, it was not unique in achieving success. Applied Academics faculty will continue to explore different modes for offering courses and helping students achieve success.

The Academic Programs Division plans to review the idea of increased marketability in AY 05-06.

Home and Family Life

In response to the 2000 accreditation report, the college reviewed the Home and Family life program. Since Home and Family Life is not a credit program that offers a degree, a decision was made to hire two coordinators from within the faculty to work with the unit administrator to provide guidance and direction for the program.

South Seattle has not restarted Early Childhood classes, as there is not sufficient enrollment to offer this program on campus. There are, however, two ECE programs in the Seattle Community College District, at North Seattle and Seattle Central campuses.

Over the last few years, the Home and Family Life department has worked to increase awareness of its program. The college staff contributed time to design a new program brochure that was printed with grant funds. In fall 2004, the department moved from a branch campus to the main campus. Coordinators attended meetings in the WorkSource Center and Student Services areas to distribute flyers and talk about the program. The Associate Dean of the department, in conjunction with the faculty, has set the goal of making an annual feature story in the course schedule and/or the campus-wide "Update" publication regarding how parent education programs instill in participants lasting community leadership values and skills. Home and Family Life Coordinators will identify current students who were Parent Ed Co-op participants in the past to highlight how many become ongoing members of the South Seattle community.

Workforce Education – Professional/ Technical Programs

South Seattle has a long tradition of providing outstanding professional technical programs. Since 1997, as part of the college-wide Strategic Planning process, all programs adopt strategies related to the Mission and Institutional Goals, based on reviewing statewide data and their Occupational Program Reviews, and consulting with their Technical Advisory Committees. For example, one of the program's goals is to increase the number of students prepared for work*; Table 2.5 shows that the number of students prepared for work increased 12.1% from 588 in 2002-03 to 659 in 2003-04, surpassing the goal for 2004-05. (See Table 2.5)

Table 2.5 Workforce Goal: Students prepared for work*

	1998-99 Baseline	2000-01 Total	2001-02 Total	2002-03 Total	2003-04 Total	2003-05 Benchmark
South -- vocation al		604	608	588	659	650 South goal
South -- apprentic es		317	289	244	377	
South total		921	897	832	1036	1082 District goal
WA State	14,544	19,130	19,776	22,319	23,707	22,600

*Definition: Students prepared for work are defined as students **leaving** college vocational preparatory programs (excluding international students) with the following completed:

- 1) Students who have left college after completion of a vocational degree or certificate, apprentice program (including exit code 4) or unique program completion as identified by exit code 9.
- 2) Majors in vocational programs who have left college after completion of 45 vocational college-level credits with a GPA of 2.0

Program Assessment

Every three years, South Seattle Community College assesses all technical programs through an external evaluation process. This practice of program review has identified opportunities for improvement, and during each cycle, faculty review recommendations from the previous review to make sure appropriate changes have been implemented. The technical program review process has been successful and has been improved by

adding a program outcomes evaluation/development component. This new component is designed to validate the current program outcomes and to identify possible new program outcomes.

In response to the Institutional Goal of assessing student learning outcomes, the College has been using the Diploma Technologies software for seven years to help faculty evaluate student progress toward both program outcomes and Student Learning Outcomes (SLO's). This software is designed to track attendance, course competencies, program outcomes, and student learning outcomes. The course competency tracking is currently being used fully in Aviation (approved by FAA), and in some areas of Auto Tech, Heavy Duty Diesel, and Commercial Truck Driving. Short-term goals are to expand the tracking of program outcomes and SLO's in the Auto Tech and Heavy Duty Diesel programs and to connect the course competencies to the NATEF national standards for Auto Tech. Long-term goals are to expand the use of the software to other technical programs such as Cosmetology, Welding, Computing, and Foods.

Future Directions Technical Education

The future for technical education at South Seattle Community College looks exciting and dynamic; in many ways, the Technical Education Department is a vibrant community.

One of the college's priorities for 2003-2005 was to provide professional development for faculty. Following is an example of South Seattle Community College's leadership in faculty assessment and professional development. In April of 2004, the Washington State Board for Community and Technical Colleges changed the law requiring certification for professional and technical faculty. This new law requires faculty to use teaching skill standards to assess their skills and to create a professional development plan to improve those skill standards. South Seattle Community College's technical education department secured a grant to develop a software package that provides faculty with a self-evaluation process for teaching skill standards and provides opportunities for faculty to work with their supervisors to create professional development plans. These plans can be tracked with automatic reminders sent at appropriate times when action is required. In addition, this software keeps track of other certifications such as CPR and First Aid. This software package has been widely recognized around the State of Washington and is being used by many other Washington colleges. Currently 32 out of 34 colleges in the state have expressed an interest in using the software.

Automotive, Heavy Duty Diesel, and Welding

Automotive Technology

Student enrollment has increased 30% from 2001 to 2004. The Automotive Technology program provides students with technologically advanced equipment through the support of auto repair shops and local auto dealers. The program also conducts seminars on campus in order to increase industry awareness of the auto programs. The program advisory committee consists of industry professionals that provide insight into industry trends donating equipment, supplies, and offering/scheduling field trips.

Diesel and Heavy Equipment Technology

The Diesel and Heavy Equipment Technology program is a nine-quarter training program. The program consists of theory and a variety of mechanical skills classes

based on performance and hands-on training. The completion of the program qualifies each student for entry-level employment in the diesel and heavy equipment field.

The diesel and heavy equipment industry is experiencing tremendous change and growth characterized by the high demand for qualified technicians.

In response to the program advisory committee recommendations and enrollment demand, the college added a second instructor in order to provide a high-quality instructional program.

Significant benefits from the addition of an extra diesel mechanics faculty member include:

- Increased student enrollment from 15 to 30 students
- Donations of diesel engines
- Transmissions and a backhoe for training equipment
- Revised curriculum to better meet student needs
- Attendance at workshops and conferences for the instructors to keep pace with industry changes
- Renewed partnerships with industry

Future Directions Automotive and Diesel Programs

To help students achieve the Student Learning Outcomes (SLO's) and meet their educational and career goals, the Automotive and Diesel programs are using competency tracking software to track student progress within courses.

In the Automotive Tech program, course competencies were "related" to Program and Student Learning Outcomes. Using two pilot programs, Program Outcomes and Student Learning Outcomes were tracked as separate, gradable, competencies; this process enabled the program to determine levels of competency across all the courses contained in the database, thereby providing mid and post assessments of student progress on SLO's and Program Outcomes at the end of every quarter to both students and faculty. Further, in order to make the ranking of SLO's consistent across the programs, rubrics were developed for instructors to use in evaluating and scoring proficiency in the different Student Learning Outcomes.

As a result of this process,

- students can track their progress and levels of proficiency in the various Student Learning Outcomes;
- faculty can use the information to make necessary curriculum changes;
- accrediting agencies such as NATEF can see where their competencies are being satisfied within the programs

This project has resulted in program changes in Automotive Technology and can be used to improve professional-technical education in other technical programs. In addition to the opportunity to increase communication between students and faculty, this communication is concrete -- it specifies exactly which competencies need improvement and which have been satisfied. Furthermore, there is a tremendous reduction in faculty administrative time. The results of this pilot project will be presented to the faculty in the other technical programs. One of the demonstrated successes of this project is that other technical programs, such as computing, have expressed interest in using this software to track student learning/ program outcomes in their areas.

Welding Fabrication Technology

As a result of the closure of the Floristry program, the Welding program gained a large faculty office and more tool room space. Based on the previous accreditation visit and program review recommendations, a new 1,600 square foot building has been funded and designed. The building is scheduled to be completed by October of 2005.

Aviation

The Aviation Program adopted several strategies that relate to the college-wide Mission and Goals.

- deliver programs and training in a variety of formats responsive to students' needs (Institutional goal I D),
- teach or advocate Student Learning Outcomes (Institutional goal I B),
- provide industry-based and service learning opportunities for students (Institutional goal I F),
- build and value partnerships with other higher education institutions (Institutional goal IV B).

The Aviation Department goals also addressed several of the recommendations in the Occupational Program Review (OPR), student surveys, and the Technical Advisory Committee (TAC) meetings. The department is implementing several strategies to address key recommendations:

- Revising the curriculum – the Aviation department sent in a curriculum revision proposal which is pending FAA approval. The new curriculum provides the department with greater flexibility and assist helps to provide training that is more responsive to student needs. Equally important, the new curriculum is updated to further meet industry needs.
- Taking Diploma Technologies software (Skill Manager) to the next level – the Aviation department uses Skill Manager to manage many elements of the program including matching program outcomes at the course level so instruction directly aligns with these learning activities. The next step is to utilize the software to track student learning outcomes so students understand more fully how each course builds their competence and strengthens their knowledge and skills in the aviation industry.
- Articulation Agreements – The Aviation department has a goal to increase the number of articulation agreements with four-year schools.

Future Directions Aviation

The future of the Aviation department is exciting. After several years of declining enrollments, all signs indicate that the Aviation department enrollments are going to start increasing in fall 2005 and continue to grow. The Aviation industry is on the rise. In the near future, there will be more jobs in the industry than there are graduating students.

Computing Technology

The Computing Technology department tenured five new IT faculty members in the last five years; one has since resigned. The four new faculty demonstrate the campus commitment to diversity; two are women and one is African American.

The faculty and students attended a college gathering in spring 2004 where Dr. Vincent Tinto was the featured speaker. Dr. Tinto has completed landmark work on retention

and student learning. As a result of the daylong event, key principles from his research were used as the basis for ten projects across the college to engage students and faculty in ways that connect them with significant learning opportunities. For example, computing faculty came together to develop a student learning computer lab staffed by the faculty that was in direct response to the five conditions Dr. Tinto talks about in his research: setting high expectations, having clear advising for students, providing support and significant involvement by faculty and staff, and creating dynamic learning environments. Benchmarks are being used to determine the effectiveness of the student learning computer lab.

Culinary Arts

During 2005, the Culinary Program begins a new chapter with a new Dean, a new Dining Room Instructor and a new Winemaker Instructor for the recently added Northwest Wine Academy. With the help of these new professionals and the technical advisory committees, the faculty plan to reassess the curriculum to determine possible changes to meet current culinary industry needs.

The Pastry and Specialty Baking Program facilities are being renovated and expanded by approximately 75% during the summer of 2005; laboratories are being updated to meet the needs of pastry production training. Also, the additional space leads to planning for an expansion of the student capacity of the program.

Health Care

Across the country, the health care industry is experiencing a severe shortage of nurses and other allied health care professionals. Seattle is also experiencing a dramatic nursing shortage. To respond to the unique demands in our community, South Seattle established a licensed practical nursing program in 2003 in order to meet the health care needs of the region. South Seattle's program is designed to support students for whom English is a second language. Additional language acquisition, tutoring, and pedagogical changes were made so students could successfully complete the program and pass the state-nursing exam (NCLEX). With over 89% of students coming from diverse cultural backgrounds, the program is very proud that its first graduating class has a 96% success rate on the state board exam. To support the nursing program, computer labs were established with Internet-linked open and closed laboratories, classrooms, and clinical sites.

In the future, the college is planning to expand the nursing program to include a registered nursing degree to meet the growing needs of the health care industry.

Apprenticeship Programs -- Duwamish Training Center

One of the College's priorities for the 2003-05 planning cycle was to improve and expand the physical facilities. A new state funded instructional building, with four bays/labs, four classrooms, administrative office space and a conference room, was designed and built on the site. This expands the physical facilities, expands student parking, and projects a more positive occupational and technological image. Legislation was passed to designate an adjacent six acres of land, owned by the State, to the Duwamish Training Center. This prepares the site for future growth and expansion.

South Seattle's commitment to meet the educational needs of its students is supported through the development of an Apprenticeship Preparation and Training Consortium (APTC). This Consortium brought five pre-apprenticeship training programs together for

successful bidding on public works projects such as Sound Transit and the Monorail. This development unified program content and enhanced shared management of resources, expanding the learning environment, bringing more programs on campus and creating closer links to the community.

Additional actions to expand the learning environment are demonstrated by having the Seattle King County Building Trades move onto the Duwamish Training Center, which was a direct result of the APTC. Key components of their work include apprenticeship utilization and project labor management agreements. This serves the apprenticeship programs well, and projects a more positive occupational and technological image. The college builds and values partnerships with business and industry, labor and community based organizations.

To project a more positive occupational and technological image, the Center has worked both with the community and within the trades. Programs reflect a commitment to diversity and support learning. Campus technology and equipment have been upgraded to match business, industry and community standards.

A new Aviation High School, a project of Highline School District, has been established on-site. This two-year project enhances the occupational and technological image of the campus.

The Seattle Boilermakers apprentice program has moved to the Duwamish campus; the welding lab and training facilities are now state-of-the-art.

New program development has included a statewide firefighters apprenticeship program, statewide cosmetology apprenticeship, a threefold increase in the meat cutters apprenticeship, and doubled enrollment in electrical line workers.

The Duwamish Training Center supports the college's focus to responsibly address the changing needs of students by providing institutional support for innovation. The Duwamish Training Center served as incubator for the Colleges' nursing and career lattice program. Nearly \$1,000,000 dollars was raised for program implementation. The program was transitioned to the main campus at the end of two years, where a state-of-the-art nursing lab was installed. One outcome of this project was the design and development of a District Health Care Institute.

Future Directions Apprenticeship Programs

One of the cornerstones of South Seattle's mission is its commitment to building partnerships with business and industry, labor and community-based organizations. The new Puget Sound Industrial Excellence Center (PSIEC) has the goal of adding services to assist local businesses, with a particular focus on manufacturing, construction and transportation industries. This drive combines economic development with workforce development and education. The result is specialized training initiatives in multiple industries. A broad coalition of business, labor, federal and state legislators, economic development organizations, as well as city, county and state governments have joined in this initiative. One current outcome is the Safety Institute, a coalition of safety training agencies designed to share resources and equipment. The Puget Sound Industrial Excellence Center (PSIEC) will continue to grow and thrive, resulting from partnerships with business and industry, labor and community based organizations.

As recommended in the 2000 Accreditation review, the physical facilities at the Duwamish campus site are continuing to be improved and expanded to meet the Institutional Goal of providing a healthful learning and working environment that is ecologically sensitive. Three new buildings are being designed, and older buildings are being demolished. The two-state funded buildings include a trades training center and a conference/instructional facility. The third building, privately funded, will be used as a training facility for the Decorator trades (DC5) who will lease the state-owned property. These new buildings significantly improve and expand the physical facilities at the Duwamish Training Center.

The Duwamish Training Center apprenticeship programs respond to several of the Institutional Goals as well as to program goals:

- to support student learning and overall student success,
- to meet the ever-changing needs of students through innovative programs and partnerships
- to deliver programs and training in a variety of formats responsive to students' needs, and
- to deliver classes in alternative and enhanced modes that serve local and statewide apprentices.

Potential new programs are being explored in the areas of labor leadership, alternative energy, environmental science, green construction, allied health apprenticeships, and transportation.

A drive to award two-year degrees concurrently with apprenticeship completion has been initiated. The projected completion for the first cohort is in 2006, when approximately 100 electricians are scheduled to complete their apprenticeship training and receive a two-year degree.

Educational Assessment

South Seattle's mission is to help students meet their life-long goals. Understanding how students learn, and documenting how well students are learning, is an important value throughout instruction and the college community. From increases in student retention to student satisfaction with their educational experience, South Seattle has used research to drive its planning and budget allocation process.

South Seattle has a rich history of connecting program outcomes to its on-going evaluation system. Since 1992, the college has assessed the effectiveness of educational programs as part of a campus-wide Institutional Effectiveness effort to improve teaching and learning by setting goals/outcomes, developing assessment measures, and measuring progress toward these goals. To complement the college-wide ongoing improvement process, all instructional programs are based on college-wide Student Learning Outcomes (SLO's) and program outcomes. **(See Appendix 2C.)** Each instructional unit develops strategic initiatives that support the college's mission, goals, and priorities (the Strategic Plan). These plans are updated every two years and reviewed annually to ensure that gaps identified by the benchmarks are being closed. The instructional deans and directors work closely with faculty and staff to identify strategies that address issues raised by an analysis of assessment measures -- for example, regular program reviews; climate surveys; alumni surveys; the diversity survey; and completion, transfer and placement rates.

In May 2003, 100 full and part-time faculty gathered for an assessment retreat. Classes were cancelled to facilitate a concentrated effort on program-level assessment of educational outcomes. Faculty met in either their area of study or their department to discuss a process for assessing program outcomes at the beginning, middle, and end of the program. Many departments have made significant progress over the last two years; in other areas, progress has been somewhat inconsistent, as this project was conducted during a period of transition in the Office of Instruction. In 2005-2006, the faculty will review the Student Learning Outcomes, and all academic programs will analyze their program review data and design actions to be taken as a result of the findings.

Academic Programs

In the Academic Programs Division, the AA degree is "outcomes-based." Outcomes are defined for every area of knowledge. The AA degree was reviewed and revised in 2003-2004. Individual courses under each area of knowledge address and assess the stated program outcomes.

- Course outlines indicate which Student Learning Outcomes are addressed in each course.
- Faculty members are encouraged to specify in their syllabi how Student Learning Outcomes are addressed in their courses.
- Students' self-perceptions of their progress on the Student Learning Outcomes are assessed in the surveys used by the college (e.g., CCSEQ, ACT survey of graduating students).

Professional/ Technical Programs

Occupational Program Reviews are conducted on a three-year cycle by an external evaluator who reports to the program dean and faculty. Faculty then analyze the research data and the recommendations in the report and present their response and their action plan for curricular and/ or program changes to the Curriculum and Instruction

Committee (CIC). Starting in 2004-2005, these program reviews also include faculty assessment of progress toward program goals, program outcomes and student learning outcomes.

Assessment of student achievement at the beginning, middle, and end of programs

The following examples show how instructional programs measure student progress toward the Student Learning Outcomes and the program outcomes:

- All students are assessed upon entry into the college. The college has shifted from using the ASSET placement test to the COMPASS placement test. About 40% of the college's students are emerging English speakers; during the last year (2004-2005) the college replaced the SLEP test with the ESL COMPASS placement test for non-native English speakers. The Math faculty developed a computer-based math placement test for non-native English speakers using a lower level of English so that math ability would not be confounded by English language ability.
- At "the gate" of our writing program, English 101, all students must pass the *portfolio process*. This process, in tandem with course and/or placement test scores, assesses the readiness of students to enter the gate course in college Composition. Students' grades in English 101 are analyzed for correlation with the entrance score, and adjustments are made to both the process and the placement requirements based on the results of the analyses.
- Math students are given a special *readiness check* before entering both Math 098 and Math 102 (the gate courses).

Examples of mid-program assessment:

- Quarterly, instructors in English 096 and English 101 perform norming exercises to discuss and compare the level of grading given by faculty (full-time and part-time) across all sections, to insure that learning is comparable across sections and that students have met the course, program, and student learning outcomes in Communication.
- At the end of Math 102, when students are prepared to transfer, one question, designed to assess the students' learning and acquisition of *problem-solving skills*, is given uniformly to all students, across all instructors, class times (day or evening), and mode of delivery (lab, lecture, on-line). The data are analyzed for consistency and lead to adjustments in the question and the placement requirements to assure that students have met the Student Learning Outcomes of Critical Thinking and Problem Solving.
- Faculty in technical programs (e.g., Aviation, Nursing, and Cosmetology) assess student achievement compared to that required on the national certification exams.
- Over the last five years, college staff and faculty have developed a program, from Diploma Technologies, that helps faculty in professional technical programs (Aviation, Automotive Technology, Commercial Truck Driving, and Heavy Duty Diesel) to track student progress toward the course competencies. Course competencies are mapped to the program outcomes, college-wide student learning outcomes, and FAA/NATEF certifications. Cumulative scores are available to faculty and students at the end of every quarter showing students' progress toward course, program, and student learning outcomes.

Examples of end-of-program assessment

- The college surveys graduating students each year with an ACT survey. This survey measures the students' self-assessment of their progress toward the Student Learning Outcomes and the college's contribution to their learning. For example, students who completed the survey in 2004 scored below the national average on "developing effective job-seeking skills" (3.02). This triggered a response by the Instructional programs to develop a criteria and strategic initiatives to address this area of concern. The goal is to raise student satisfaction over the next two years to the national average of 3.43.
- Overall retention of new students from Fall to Spring quarter increased from 1999-2000 to 2000-2004.

	<u>1999-2000</u>	<u>2003-2004</u>
All Students	57%	64%
Academic	51%	64%
Professional/ Technical	63%	64%

- Graduation with a certificate or degree, within 3 years, increased from the entering class of 1999-2000 to the entering class of 2001-02 (by Spring 04).

	<u>1999-2000</u>	<u>2001-2002</u>
Academic	20%	25%
Professional/ Technical	28%	30%

- Capstone projects have been developed in several technical programs including Software Engineering and Web Media & Technology.
- Academic Programs has set a goal of implementing e-portfolios over the next biennium.

Appendix 2A Associate of Arts Degree (DTA)

Overview

The Associate of Arts (A.A.) Degree is a 90-credit transfer degree that fulfills the general education requirements for most four-year degrees in arts and sciences. To earn the A. A. degree, students must achieve a cumulative grade point average of 2.0 or better in courses numbered 100 and above, complete at least 15 credits at the Seattle Community College awarding the degree, and meet the requirements outlined below. *(Note: Effective Summer Quarter 2004, new students must complete the degree requirements as outlined here. Returning students may choose to fulfill requirements in effect from Fall Quarter 1996 through Spring Quarter 2004. Students who choose this option will have through Spring Quarter 2009 to complete their degree.)* Students should contact advising offices for listings of courses that satisfy degree requirements. Students planning to transfer to a four-year institution should be aware that they must complete all admission requirements for their destination institution. In addition, students are encouraged to give early consideration to possible majors and obtain information about requirements for these majors at their destination college or university.

A.A. Degree Learning Outcomes

Seattle Community College's A.A. degree is designed to fulfill a set of desired learning outcomes for the general education of a college undergraduate in the United States in the 21st century. Students completing the Associate of Arts degree should:

1. Have college-level knowledge and skills in critical thinking, quantitative analysis, and written composition.
2. Have college-level mastery of information literacy and technology literacy.
3. Have effective skills for in-person and media-based interactions with individuals and within groups.
4. Understand methods and modes of inquiry specific to traditional and contemporary areas of knowledge in the humanities and arts, natural and physical sciences, mathematics, and the social sciences.
5. Understand the interdisciplinary nature of knowledge.
6. Understand the United States as a multicultural society.
7. Understand the global society and processes of globalization from mostly, but not exclusively, non-Western and indigenous perspectives.

Basic Requirements

15 credits

- English 101 and 102 10 credits
- Intermediate Algebra Proficiency

All students must demonstrate proficiency in intermediate algebra. Proficiency may be demonstrated in one of the following ways:

- In high school, complete three years of study at the level of algebra, geometry and second-year algebra.
 - Second-year algebra must be completed with a minimum 2.0 grade.
 - The first algebra course may be completed in junior high school if the second-year algebra course is completed in secondary school.
 - Arithmetic, pre-algebra, business math, and statistics will not count toward the requirement.

- Or complete MAT 098 with a minimum 2.0 grade.
- Or place into and complete MAT 107 with a minimum 2.0 grade. (Placement is through an approved placement test.)
- Or place into and complete a mathematics course from either of the following lists with any passing grade. (Placement is through an approved placement test.)
 - List 1: These courses are recognized by Seattle Community Colleges, the University of Washington, and most Washington baccalaureate institutions as demonstrating intermediate algebra proficiency. Students should check the requirements of their destination institution: MAT102, 116, 117, 120, 122, 123, 124, 125, 126, 220, 224, 238.
 - List 2: Although recognized by Seattle Community Colleges and some Washington baccalaureate institutions as demonstrating intermediate algebra proficiency, the following courses are not recognized for that purpose by the University of Washington. Students should check requirements of their destination institution: MAT103, 109 (*formerly 240*), 170.

- Quantitative/Symbolic Reasoning 5 credits

Students completing the QSR requirement will be able to use quantitative or symbolic reasoning to understand, analyze, interpret and solve problems. Successful completion of any of the following classes satisfies the QSR requirement for Seattle Community Colleges. These courses may also satisfy the QSR requirement at baccalaureate institutions. Students should check the requirements of their destination institution.

Areas of Knowledge Distribution Requirements 45 credits

- Visual, Literary, and Performing Arts (Humanities and Arts) 15 credits
- Individuals, Cultures, and Society (Social Sciences) 15 credits
- The Natural World (Natural and Physical Sciences, Mathematics) 15 credits

Appendix 2B AS-T degree # 1

In order to prepare students for upper division study, the Associate of Science Transfer Degree #1 should possess the following characteristics:

- I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. Be based on 90-quarter hours of transferable credit distributed as follows:
 - A. Communication Skills (minimum 5 credits)
Minimum 5-quarter credits in college-level composition course.
 - B. Mathematics (10 credits)

Two courses (10 credits) required at or above introductory calculus level.
(See also D2 below.)

- C. Humanities and Social Science (minimum 15 credits)
Minimum 5 credits in Humanities; and
Minimum 5 credits in Social Science; and
An additional 5 credits in either Humanities or Social Science for a total of 15 credits.
- D. Pre-major Program (45 – 50 credits)
 - 1. Chemistry (for science majors) sequence (15 credits).
 - 2. Third quarter calculus or approved statistics course (5 credits).
 - 3. Biology (for science majors) or physics (calculus-based or non-calculus-based) sequence (15 credits).
 - 4. Additional requirements: 10 -15 credits in physics, geology, organic chemistry, biology, or mathematics, consisting of courses normally taken for science majors (not for general education), preferably in a 2- or 3-quarter sequence.
- E. Remaining Credits (10-15 credits)
Sufficient additional college-level credits so that total credits earned are at least 90-quarter credits. These remaining credits may include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor.

AS-T degree # 2

In order to prepare students for upper division study, the Associate of Science Transfer Degree #2 should possess the following characteristics:

- I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. Be based on 90-quarter hours of transferable credit distributed as follows:
 - A. Communication Skills (minimum 5 credits)
Minimum 5-quarter credits in college-level composition course.
 - B. Mathematics (10 credits)
Two courses (10 quarter credits) required at or above introductory calculus level.
(See also D4 below.)
 - C. Humanities and Social Science (minimum 15 credits)
Minimum 5 credits in Humanities; and
Minimum 5 credits in Social Science; and
An additional 5 credits in either Humanities or Social Science for a total of 15 credits.

- D. Pre-major Program (29 credits)
1. Physics (calculus-based or non-calculus-based) sequence including laboratory (15 credits) (see note 3).
 2. Chemistry with laboratory required for Engineering majors (5 credits). Other majors should select 5 credits of science based on advising.
 3. Computer Programming: Minimum four (4) credit course in a programming language chosen with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend (4 credits).
 4. Third quarter calculus or approved statistics course chosen with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend (5 credits).
- E. Remaining Credits (31 credits)

The remaining 31 credits should be planned with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student selects to attend. For Engineering disciplines, these credits should include a design component consistent with ABET accreditation standards.

Both of these AS-T Degrees have been followed and put into place by South Seattle in Fall, 2000. The college's Curriculum and Instruction Committee have approved the individual degrees following these templates.

Appendix 2C

Student Learning Outcomes

STUDENT LEARNING OUTCOMES are the knowledge and abilities every student graduating with a certificate or degree from South Seattle Community College will have. Students will achieve these outcomes as well as the specific curriculum outcomes for their academic or technical area of study.

1. **Communication**
 - Read and listen actively to learn and communicate
 - Speak and write effectively for personal, academic, and career purposes
2. **Computation**
 - Use arithmetic and other basic mathematical operations as required by program of study
 - Apply quantitative skills for personal, academic, and career purposes

- Identify, interpret, and utilize higher level mathematical and cognitive skills (for those students who choose to move beyond the minimum requirements as stated above)

3. Human Relations

- Use social interactive skills to work in groups effectively
- Recognize the diversity of cultural influences and values

4. Critical Thinking and Problem-Solving

- ° Think critically in evaluating information, solving problems, and making decisions

5. Technology

- Select and use appropriate technological tools for personal, academic, and career tasks.

6. Personal Responsibility

- Be motivated and able to continue learning and adapt to change
- Value one's own skills, abilities, ideas, and art
- Take pride in one's work
- Manage personal health and safety
- Be aware of civic and environmental issues

7. Information Literacy

- Access and evaluate information from a variety of sources and contexts, including technology
- Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.