

## 2010–2015 DISTRICT-WIDE STRATEGIC PLAN

### Mission

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

### Vision

The Seattle Community Colleges will be learning-centered...

- in providing high-quality and innovative education.
- in preparing our students for success and lifelong learning.

### Values

#### We value teaching and learning

We promote commitment to a lifetime of learning; creation of a community of learners; imaginative, visionary, expert instruction; and use of innovative instructional technology.

#### We value students

We promote programs, services and activities that address students' needs and interests; student success through accessibility and support services; and student development through activities both inside and outside the classroom.

#### We value diversity

We promote respect for the abilities and interests of each individual; awareness and understanding of all people; and appreciation of the unique cultures of our campuses.

#### We value partnerships

We promote partnerships with business, industry, labor, government, education and organizations that expand educational and employment opportunities, increase our understanding of community educational needs, and foster cooperative use of resources.

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### Strategic Goals

**GOAL 1: STUDENT SUCCESS** – Increase student learning and achievement.

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

**GOAL 3: INNOVATION** – Increase innovation and improve organizational effectiveness.

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

### OBJECTIVE 1: IMPROVE STUDENT ACHIEVEMENT IN PRE-COLLEGE MATH AND ENGLISH AND COLLEGE-LEVEL MATH FOR ALL STUDENTS

Completion of math and English requirements are critical for students to obtain degrees and certificates. Many students who enroll in community colleges are not prepared for college-level work. At the Seattle Community Colleges, approximately three-fourths of the students who take math and English placement tests place into a pre-college level course. Progression through pre-college courses and completion of the first college-level math course is a challenge for many students. The target increases are based on past performance. In 2008-09, completions of pre-college math or pre-college English courses increased 20% over 2006-07. The completion of the first college-level math or quantitative reasoning course varied from a 9% annual increase to a slight decline. All of the colleges have major initiatives to address student success in pre-college and math courses.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> <li>Number of successful completions of a pre-college math or pre-college English course</li> </ul>	2008-09: 5,196 course completions*	25% increase by 2015 to <b>6,495 course completions</b>
<ul style="list-style-type: none"> <li>Completion of the first college-level math course</li> </ul>	2008-09: 3,558 course completions*	25% increase by 2015 to <b>4,448 course completions</b>

\* Course completions, measured by the State Board Student Achievement Initiative, may be influenced by enrollment fluctuations.

### OBJECTIVE 2: INCREASE THE NUMBER OF STUDENTS COMPLETING DEGREES AND CERTIFICATES

Completion of community college degrees or certificates increases students' capacity to compete for jobs and achieve career success. Research shows that students who complete at least 45 college-level credits and earn a degree or certificate achieve significantly greater lifetime earnings. Research also shows that students who are engaged in college life tend to persist in their studies and achieve their educational goals. The target increases are based on past performance. In 2008-09, the awards for at least 45 college level credits and a degree or certificate increased 21% over the 2006-07 baseline year and all awards increased by 10% over the same time period. In addition, the colleges have initiatives under way to increase completions, including creating more short-term certificates. The colleges are also planning to administer the Community College Survey of Student Engagement (CCSSE) to assess institutional practices and their impacts on student learning and retention.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> <li>Awards for at least 45 college-level credits and a degree or certificate</li> </ul>	<ul style="list-style-type: none"> <li>2008-09: 2,393 degrees and certificates*</li> </ul>	<ul style="list-style-type: none"> <li>25% increase by 2015 to <b>2,991 degrees and certificates</b></li> </ul>
<ul style="list-style-type: none"> <li>All degrees and certificates awarded annually</li> </ul>	<ul style="list-style-type: none"> <li>2008-09: 3,075 awards**</li> </ul>	<ul style="list-style-type: none"> <li>25% increase by 2015 to <b>3,844 awards</b></li> </ul>
<ul style="list-style-type: none"> <li>Student engagement as measured by the CCSSE</li> </ul>	<ul style="list-style-type: none"> <li>Baseline data will be developed in 2010-2011</li> </ul>	<ul style="list-style-type: none"> <li>Target will be developed after collecting baseline data</li> </ul>

\* Degrees and certificates awarded, measured by the State Board Student Achievement Initiative, may be influenced by enrollment fluctuations.

\*\* State Board for Community & Technical Colleges Student Completions Database.

### OBJECTIVE 3: INCREASE ACADEMIC SUCCESS OF STUDENTS TRANSFERRING TO FOUR-YEAR INSTITUTIONS

The Seattle Community Colleges successfully prepare students to transfer to four-year institutions. Approximately 40% of our students are in the Academic Transfer program; in 2008-09 we transferred 1,600 students to four-year institutions. University of Washington data show that students transferring from community colleges are as likely to complete their baccalaureate degrees as students who enter directly from high school. Transfer education is also critical to meet the increased demand for students trained in science, technology, math and engineering (STEM). The colleges received grant funding from the National Science Foundation (NSF) to prepare students for STEM education at four-year institutions. The STEM baseline data and targets are from the grant.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> <li>Number of students receiving STEM degrees</li> </ul>	In 2007-08, 325 students received associate's degrees in STEM	29% increase in associate's degrees in STEM to 417 degrees
<ul style="list-style-type: none"> <li>Number of STEM transfers to baccalaureate institutions</li> </ul>	691 STEM students transferred in 2007-08	12% increase in STEM transfers to 783
<ul style="list-style-type: none"> <li>Transfer student achievement—degrees, GPA and other measures</li> </ul>	Baseline data will be collected in 2010-2011	Target will be developed after collecting baseline data

## GOAL 2: **PARTNERSHIPS** – Build community, business & educational partnerships.

### OBJECTIVE 1: INCREASE AWARENESS OF THE SIGNIFICANT ECONOMIC IMPACT OF THE SEATTLE COMMUNITY COLLEGES

The Seattle Community Colleges are major contributors to the economic health of the Puget Sound Region. Results from a 2003 economic impact study\* showed that the colleges account for about \$700 million of all annual earnings in the regional economy due to annual spending by the college district, faculty, staff and students, which is roughly equal to more than 14,000 jobs. The same study found a cost-benefit ratio of 22, that is, every dollar of state tax money invested in the colleges will return a cumulative of \$22 over the next 30 years. New baseline data will be collected in fall 2010 to determine both the economic impact of the institution and community awareness of the Seattle Community Colleges. The economic impact target will be based on projected program expansion, grants, increased enrollment and student graduates over the next five years and will reflect budget constraints due to the economy. The target for awareness will be based on feedback received from the community.

Performance Measures	Baseline Data	Target
▪ Economic impact of Seattle Community Colleges	\$700 million in 2003; new baseline data will be generated in 2010-2011	Target will be developed after collecting baseline data
▪ Awareness of the Seattle Community Colleges role in economic development	Baseline data to be collected in 2010-2011	Target will be developed after collecting baseline data

\* *CCbenefits Inc. The Socioeconomic Benefits Generated by Seattle Community College District, February 2003.*

### OBJECTIVE 2: INCREASE PROFESSIONAL-TECHNICAL PROGRAM GRADUATES TO RESPOND TO LOCAL INDUSTRY WORKFORCE NEEDS

The Seattle Community Colleges are key to preparing the trained workers needed by business and industry. Advances in industry technologies and practices over the next five years will require a more skilled workforce.

The target increase for degrees and certificates is based on past increases (an 8% increase in 2009 over 2008) as well as the college emphasis on creating new pathways. Data will be collected from industry to assess satisfaction with job preparation of professional-technical program graduates.

Performance Measures	Baseline Data	Target
▪ Professional-technical degrees and certificates awarded annually	In 2009, <b>1,794</b> professional-technical degrees and certificates were awarded	25% increase to <b>2,242</b> degrees by 2015
▪ Local industry satisfaction with students' job preparation	Data to be collected in 2010-2011	Target will be developed after collecting baseline data

### OBJECTIVE 3: INCREASE PRIVATE, FOUNDATION AND LOCAL FUNDING

The Seattle Community Colleges have been successful in securing grant funding from federal, state and private sources to support new programs and expand existing programs. Between 2005 and 2009, the District generated \$96 million in grants and contracts and more than \$102 million for capital projects. In 2006, the colleges launched a combined fundraising campaign, Power & Promise, and created a district foundation in addition to the three college foundations. The Campaign raised more than \$34 million, exceeding its goal of \$25 million.

Identifying and securing additional sources of funding, such as a tax levy, are critical given the current economic climate and reductions in state funding. In addition, the District will begin planning for the next district-wide campaign, including strengthening the Seattle Community Colleges Foundation and conducting a feasibility study.

Performance Measures	Baseline Data	Target
▪ Seattle Community Colleges Foundation Board infrastructure; feasibility study completed and campaign goals	\$34 million raised from 2006-2010	Foundation Board appointed; study complete; campaign goals developed

**GOAL 3: INNOVATION – Increase innovation and improve organizational effectiveness.**

**OBJECTIVE 1: INCREASE INNOVATIVE INSTRUCTIONAL OPTIONS FOR STUDENTS**

The Seattle Community Colleges are characterized by creativity and entrepreneurship, particularly in the area of instruction. Students can take advantage of many innovative programs and courses to prepare for career success. Three areas of focus for the next five years are global studies, green and sustainable programs, applied baccalaureate degrees, eLearning and courses using advanced technologies. Targets are based on current offerings and projected student demand.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> <li>Number of course offerings which include cross-cultural/global competencies</li> </ul>	75 Global Studies courses	25% increase to <b>94</b> in the number of courses with the global studies designation by 2015
<ul style="list-style-type: none"> <li>Programs with green curriculum</li> </ul>	25 green related and sustainable programs	30% increase to <b>32</b> in the number of green programs by 2015
<ul style="list-style-type: none"> <li>BAS Degrees</li> </ul>	2 degrees (Hospitality Management, Applied Behavioral Sciences)	3 additional degrees developed by 2015
<ul style="list-style-type: none"> <li>eLearning/Hybrid courses</li> </ul>	Fall 2010, 315 eLearning courses / 103 hybrid courses	25% increase to <b>394</b> eLearning/130 hybrid courses by 2015
<ul style="list-style-type: none"> <li>Courses using advanced technologies, such as ebooks, eportfolios, blogs and online tools for management, assessment &amp; tutoring</li> </ul>	Baseline data to be collected in 2010-2011	Target will be developed after collecting baseline data

**OBJECTIVE 2: IMPROVE EFFECTIVENESS, EFFICIENCY AND RESPONSIVENESS OF ADMINISTRATIVE SYSTEMS**

The Seattle Community Colleges are among the most efficient in Washington State. Based on a 2009 study, our colleges are ranked lowest in the state in administrative spending and in the top two in the state on the percent of the budget spent on instruction. In the current economic climate, the colleges are striving to become even more efficient and remain in the top 10% in the state on efficiency measures. A district-wide budget committee recommended two additional areas for increased efficiencies—information technology and sustainable practices.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> <li>State Board efficiency measures</li> </ul>	In 2009, the District was ranked in the top three in Washington state on key efficiency measures	Annually, the Seattle Community Colleges remain in the top three in Washington state on key efficiency measures
<ul style="list-style-type: none"> <li>Implementation of technology infrastructure improvements that are current, secure, reliable, cost-effective, and standards-based</li> </ul>	Baseline data to be collected in 2010-2011	Target will be developed after collecting baseline data
<ul style="list-style-type: none"> <li>Carbon footprint including energy consumption, water usage and other measures</li> </ul>	Baseline data to be collected in 2010-2011	Target will be developed after collecting baseline data

**OBJECTIVE 3: INCREASE RECOGNITION OF THE SEATTLE COMMUNITY COLLEGES AS AN OUTSTANDING PLACE TO WORK**

The Seattle Community Colleges support the professional growth and recognition of employees. Each year the Board of Trustees presents Lifelong Learning Awards to recognize outstanding employees and encourage their continued intellectual and professional growth. Faculty have received international, national and regional awards and have been recognized with fellowships. The district plans to assess employee engagement and recognize employee achievement.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> <li>Employee level of engagement in the workplace</li> </ul>	Baseline data to be collected in 2010-2011	Target will be developed after collecting baseline data
<ul style="list-style-type: none"> <li>Employee awards and recognition</li> </ul>	Baseline data to be collected in 2010-2011	Target will be developed after collecting baseline data