

# Preface

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Work began on South Seattle Community College's self study in 1998 when Dr. David Mitchell appointed Dolores Mirabella, a faculty member, to chair the Self-Study Steering Committee. In addition, the president appointed the Executive Committee to guide the self-study, insuring that all key deadlines were met. Members included: Marsha Brown, Director of Planning and Research; Dolores Mirabella; Karen Foss, Vice President for Student Services; Laura Parkins, Special Assistant for Accreditation; and Jill Wakefield, Vice President for Instruction. This team attended the training provided by the Northwest Association of Schools and Colleges in February 1998.

Dr. Mitchell also appointed a 19-member Accreditation Steering Committee, comprised of chairs of the standards and a cross section of programs, interests, and diversity. Dr. Mitchell emphasized the importance of a process that would lead to a stronger institution in light of the college's Mission and Goals, i.e., insights gained from the self-study report would have a positive impact.

An Accreditation Steering Committee orientation was held in April 1998. Training focused on ways to help the committee to assess every aspect of the institution, to provide a comprehensive analysis of the institution, and to identify strengths and weaknesses of the institution. Overall, each committee was to conduct a thorough analysis of its area of responsibility, with an eye toward assessing whether or not the college is achieving its institutional Mission and Goals.

Another training session followed with Dr. Margaret Kaus, Associate Director, in May 1998, where suggestions were provided to insure a valuable self-study process.

To support analysis by departments, a Research Task Force was appointed in August, 1998, to provide departments with data and data analysis. Primary research instruments were identified as Student Management System; Community College Student

Experience Questionnaires; employee climate surveys; follow up studies of graduates, employer surveys, internal and external program reviews; and Technical Advisory Committees.

Fall 1998, President's Day officially kicked off the college's self study. Dr. Sandra Elman, Executive Director of the Commission on Colleges, provided strategies for a successful self-study, and the committees met to discuss their roles and responsibilities.

Throughout the next two years, focus groups and college-wide sessions were held to discuss issues that arose through the standard committees activities.

All committees completed their self-study written reports spring quarter 2000. Revisions were made throughout the process. Near the end of the self-study process, a two day retreat was held in May 2000, with 25 representatives of the college ranging from the President and instructional administrators to standards chairs, faculty, and classified staff. The purpose was to address cross campus issues, to review and test recommendations, to provide candid feedback to each of the standards committees, to discuss college strengths and weaknesses, and to answer the question, "Does the study truly reflect the college?"

Once all materials were submitted, the Editor and Executive Committee consolidated reports into the final document, which was read by members of the Steering Committee, a group consisting of faculty and staff, and the President's Cabinet.

In early fall 2000, the self-study report was made available to the entire campus. Copies were placed in the unit offices, the library, and the self-study Exhibits Room. In addition, a copy was posted to the intranet.

# Accreditation 2000 Team

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## EXECUTIVE COMMITTEE

Jill Wakefield, Ed.D., Vice President for Instruction and Accreditation Liaison Officer  
Karen Foss, Vice President for Student Services  
Dolores Mirabella, Chair, Steering Committee  
Marsha Brown, Ph.D., Director of Planning and Research  
Laura Parkins, Special Assistant for Accreditation

## STEERING COMMITTEE

Judy Bentley	Dolores Mirabella, Chair
Roger Bourret	Kim Manderbach
Marsha Brown	Randy Nelson
Mike Castellano	Mark Palek
Cathy Chun	Laura Parkins
Lela Cross	Tom Phillips
Karen Foss	Frank Post
Judy Gray	Michael Prihoda
Matthew Horwitz	Eric Steen
Paula Herd	Kathy Vedvick
Don Howard	Mary Jo White
Ryszard Kwiecinsky	Kyle Winslow

Jessie McDonald, Editor

# Standards Committees

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## **Standard I, Institutional Mission and Goals/Planning and Effectiveness**

Co-chairs: Marsha Brown, Ph.D.  
Stan Hawley

Members: Karen Foss  
Sue Nelson  
Carolyn Dickson  
Sara Baldwin  
Tom Crane  
Kevin Harwood

## **Standard II, Educational Program and its Effectiveness**

Co-chairs Mark Palek  
Tom Phillips

Members: Academic Programs  
Ted Coskey  
Marc Franco  
Mary Lantz  
Mike McCrath  
Tim Walsh

Professional/Technical Programs  
Fred Allen  
Dan Cassidy  
Ashley Chang  
Dennis Colgan  
Tom Crawley  
Dave Dobrich  
Trish Evans  
Meg Ford  
Judy Gray  
Suzanne Griffin  
Ray Harry  
Rob Koenig  
Ryszard Kwiecinski  
Bernie Paholke  
John Todd  
David Wilson

## **Standard III, Students**

Co-chairs: Don Howard  
Kim Manderbach

Members: Howard Andersen  
Maria Anderson  
Mike Castellano  
Betsy Hale  
Kristin Hiraoka  
Danelle Johnson  
Barbara Krompholz  
Regina LeJeune  
Monica Lundberg  
Kristin Trigillis  
Kyle Winslow  
1998/99 Student Body President

## **Standard IV, Faculty**

Co-chairs: Roger Bourret  
Michael Prihoda

Members: Bob Allen  
Barbara Beck  
Joseph Bowman  
Blanca Castillo  
Bob DelaCruz  
Sam Fox  
Pam Haight  
Bill McCabe  
Richard Peterson  
Kathy Reistad  
Vicky Stover  
Allen Stowers

# Standards Committees

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## Standard V, Library

Co-chairs: Randy Nelson  
Mary Jo White

Members: Dennis Colgan  
Michelle Kasim  
John Nordling  
Rob Rice  
Carol Koepke  
Esther Sunde  
Diane King  
Danny Ho (Student)

## Standard VI, Governance and Administration

Co-chairs: Sandra Bolt  
Paula Herd

Members: Marsha Brown  
Janice Lonergan  
Suzanne Griffin  
Sandra Bolt  
Dolores Mirabella  
Diane Schmidt  
Dave Moody

## Standard VII, Finance

Co-chairs: Judy Gray  
John Welch

Members: Lela Cross  
Carol Martin  
David Maxwell  
Bob Russell  
Penny Wattenberg  
John Welch

## Standard VIII, Physical Resources

Co-chairs: Matthew Horwitz  
Frank Post

Members: Ann Chambers  
Rick Downs  
Robin Schuy  
Eric Steen  
Bob Sullivan  
David Wilson

## Standard IX, Institutional Integrity

Co-chairs: Judy Bentley  
Kathy Vedvick

Members: Corinne Baker  
Hattie Cambridge  
Marjorie Vittuum-Jones  
Tom Pierce  
Sherry Reichert



# District

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## Mission and Vision

### **MISSION**

The Seattle Community Colleges will provide excellent, accessible educational opportunities to prepare our community 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.

# South Seattle Community College

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## Mission

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

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

The College commits to serving the diverse needs of students in our communities by providing:

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

# District

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## Strategic Goals

### MEET STUDENT NEEDS

- Serve more students in our academic and workforce programs
- Meet the needs of a diverse student population through flexible programs, curriculums, and scheduling
- Assure funding, facilities, and services to support our students

### BUILD AND NURTURE COMMUNITY AND BUSINESS PARTNERSHIPS

- Build awareness of the depth, breadth, and quality of Seattle Community Colleges
- Anticipate and respond to local industry workforce requirements

- Develop and promote international and global education
- Develop customized training courses for local businesses and community organizations

### WORK TOGETHER TO REALIZE OUR COMMON VISION

- Ensure that administrative systems and organizational structures are effective, efficient, and responsive
- Maintain, promote, and expand diversity of students, faculty, and staff
- Support, highlight, and recognize faculty, staff, and student excellence
- Ensure Accountability to the public

# South Seattle Community College

## Institutional Goals

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- I SSCC dedicates itself to quality educational programs and training to meet students' needs.**
- A The College delivers a comprehensive program of general education defined by the SCCD AA degree and the SSCC Student Learning Outcomes.
  - B The College community promotes a climate that enables and prepares students to
    - Think independently, critically, and creatively
    - Communicate effectively
    - Live and thrive in a rapidly changing world
    - Be informed and involved citizens
    - Challenge accepted wisdom and authority
    - Understand the histories and traditions of diverse cultures
    - Understand the natural and physical worlds
    - Appreciate and value the arts and humanities
    - Integrate knowledge from different disciplines
    - Develop intellectual fair-mindedness
  - C The College provides students with
    - Entry level skills for employment in a competitive job market
    - Learning and research skills necessary to stay current with changing technology
    - Skills required to meet the workforce needs of business and labor
  - D The College incorporates its Student Learning Outcomes into all certificate and degree programs.
  - E The College integrates diverse multicultural and global issues into the curriculum.
  - F The College delivers programs and training in a variety of formats responsive to students' needs.
  - G The College provides institutional support for instructional innovation across the curriculum.
  - H The College meets the continuing education needs of the community.
  - I The College provides work-based learning opportunities for students.
- II SSCC provides responsive student services and programs that support the learning and success of the diverse student population.**
- A The College's programs and services reflect a commitment to diversity.
  - B The College's programs and services responsively address the changing needs of students by providing institutional support for innovation.
  - C The College commits to an open-door policy of universal access.
  - D The College's programs and services support student learning.
  - E The College's programs and services promote overall student success.
- III SSCC acquires and updates technological resources to facilitate its educational programs and student services.**
- A The College ensures access to technology for students, faculty, and staff.
  - B The College regularly provides training for faculty and staff to enable them to use current and emerging technology effectively in order to meet the needs of students and to access information.
  - C The College ensures that campus technology is continually upgraded to match business, industry, and community standards.

**IV SSCC supports the continuous renewal of professional knowledge and skills in its diverse and collaborative community of highly qualified personnel.**

- A The College provides resources for training and professional development for all employees to upgrade and/or enhance their areas of expertise.
- B The College recruits highly qualified personnel.
- C The College promotes diversity through professional development.
- D The College promotes communication, collaboration, and teamwork among all employees.

**V SSCC provides an attractive environment that is physically accessible, safe and secure, healthful, and ecologically sensitive.**

- A The College maintains and enhances the natural environment of its campus.
- B The College provides a physically accessible environment.
- C The College provides a safe and secure environment.
- D The College provides a healthful learning and working environment that is ecologically sensitive.

**VI SSCC collaborates with business, labor, community-based organizations, K-12 schools, and other higher education institutions.**

- A The College builds and values partnerships with business and industry, labor, and community-based organizations.
- B The College builds partnerships with other higher education institutions and K-12 schools.

**VII SSCC engages in continuous self-assessment and responsible management of its resources.**

- A The College uses an assessment plan to assess itself and uses the results in decision-making and planning.
- B The College provides information to the public and the legislature on how it operates, how it measures success, and how well it achieves its goals.
- C The College develops and maintains effective systems to manage its budget and enrollment that ensure fiscal integrity, quality programs and services, and enduring institutional viability.
- D The College expands and strengthens communication, cooperation, and coordination with the SSCC Foundation for the benefit of the entire campus community.
- E The College expands alternative funding opportunities.

# South Seattle Community College

## Student Learning Outcomes

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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.

### **COMMUNICATION**

- Read and listen actively to learn and communicate
- Speak and write effectively for personal, academic, and career purposes

### **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)

### **HUMAN RELATIONS**

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

### **CRITICAL THINKING and PROBLEM-SOLVING**

Think critically in evaluating information, solving problems, and making decisions.

### **TECHNOLOGY**

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

### **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

### **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.