

# STANDARD III

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## STUDENTS AND STUDENT SERVICES

### STUDENT SERVICES PURPOSE AND ORGANIZATION

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#### INTRODUCTION

The Student Standard describes and analyzes personnel, policies, and procedures as well as resources that support student learning at the college. The purpose and organization section provides an overview of the Student Services mission and staffing, followed by a description of the departments and the services provided to meet student educational objectives. An analysis of Student Programs, Child Care, Student Media, Intercollegiate Athletics, and Intramural Sports follows. The final section addresses the Campus Security operations, Bookstore, Food Services, Housing and College Publications. The Student Standards Committee review of Student Services was accomplished by identifying and examining existing survey data, by conducting interviews with instructional and student services staff, and by further analysis based on student interviews and student surveys to determine campus perceptions of program effectiveness.

Student Services has established its own mission statement consistent with the Campus and District mission statements:

Responding individually and collaboratively to the needs of students, staff and faculty, we:

- Use a student-centered philosophy to design, implement and assess our practices for successful student development
- Integrate education with personal growth
- Provide service that is respectful and inclusive of the diverse perspectives and the changing needs of our campus population

South Seattle Community College Student Services provides responsive support to the learning, development, and success of its diverse campus community.

#### GOALS AND OBJECTIVES

Each unit within Students Services annually identifies three to five goals that align with the department and college mission statements. Strategies towards goal attainment and measurable assessment methods are identified within each unit (see Exhibits – Evidence of Unit Goal Attainment).

Enrollment Services (Assessment, Registration, Credential Evaluation, and Students Records), Financial Aid, Counseling/Advising, and Career Services areas are conveniently located within the same building. Student Programs offices are located in the new Jerry M. Brockey Building, designed specifically for student programs. Services for Students with Special Needs is located in the adjacent Library and Learning Center, close to tutoring, English and math labs.

Delivery of services within Student Services has been re-engineered within the past five years in response to South's growing population of students with multiple responsibilities and limited time. The hours of service for the testing, counseling/advising, registration, and financial aid offices have been extended to weekend and evening walk-in hours. The college has invested in technological resources to provide students with online accessibility in order to expand college services in remote locations. A web-based application, Student Online Services provides extended hours of service for students to access their college records, register via the web, waitlist for a class, check their financial aid status and/or print a transcript in a secure environment.

#### PERSONNEL/STAFFING (3.A.2)

The administrator in charge of Student Services is a Vice President who reports directly to the President. There are two Associate Deans and one Assistant Dean in the department as well as four directors, two assistant directors, and five managers (see Exhibits – Organizational Chart for Student Services). The Managers of Student Services work

collaboratively to insure that Student Services is effective in meeting the goals of the institution and the department. The management team, advisors, faculty, and staff members of Student Services play an active role in the college community and are represented on the Curriculum and Instruction Committee, Instructional Council, College Council, and President’s Cabinet in addition to participating in all college-wide initiatives.

The hiring of staff at South is carried out according to district policy and state law. The college Human Resources department processes incoming applications and forwards them to the appropriate unit which then carries out the interviewing process. The top two applicants are referred to the Vice President or President for final interview.

Job responsibilities are formally described in the posted job descriptions. Specific assignments and areas of responsibility are made known by the immediate supervisor and colleagues during the first weeks of employment. Job expectations are further delineated on each employee’s evaluation as performance expectations.

Evaluation occurs at different times for different employee types. Classified staff are evaluated after the third and fifth months of employment and annually thereafter. For faculty (the classification of counselors in Student Services), the three-year tenure process is an ongoing evaluation. Once tenured, counselors are evaluated every three years by their supervisor. Student evaluations are included in the tenure and post tenure process. Immediate supervisors evaluate administrators. A self-evaluation asks each administrator to comment on achievement of his or her annual goals.

As shown in Table III.1 below, of the 50 staff, 13 have advanced degrees, 15 have undergraduate degrees, and 13 have associate degrees or certificates. Twenty-six Student Services staff members have over ten years of experience in their fields; 40 have at least five year’s experience. Four members of the Student Service management team were elected to serve as president of their statewide professional councils in 1999-2000.

**Table III.1**  
Student Services Staff Profile

	Staff Classification		
Categories	Professional	Support	Counselor/ Faculty
<b>Gender</b>			
Female	18	23	1
Male	2	4	2
<b>Terminal Degree</b>			
PhD, EdD	1		
MD, JD, MSW	1		
MA, MS	7	1	3
BA, BS	9	6	
AA, AAS, Certificate, etc	1	12	
<b>Years Experience in Field</b>			
none			
less than 5	3	7	
5-10	5	7	2
11-15	5	5	
16-20	5	3	2
more than 20	1	5	
<b>Full Time/Part Time</b>			
Full-time			
9/10 months	2		3
12 months	17	25	
Part-time			
9/10 months			
12 months	1	2	

All members of Student Services have appropriate qualifications for their jobs. A structured hiring process ensures that only those who meet the requirements of the job are considered for employment.

Once hired, further professional development is available to staff at all levels. For example, Veteran’s Day has been designated as a professional development day for classified staff. In addition, the Career Center has designed a workshop series to support Student Services staff in developing their individualized long-term career plan. Faculty and staff development opportunities on and off campus keep faculty and staff up to date on computer applications, customer service techniques training, and college initiatives.

Timely evaluations have become more systematic at South over recent years, as a response to the Employee Climate Survey of 1992 in which employees indicated a dissatisfaction with the timeliness of evaluations.

### Analysis and Appraisal

Student Services, as well as other departments on campus, suffers from inadequate staffing. In the most recent employee climate survey (1999), 59 percent of respondents were dissatisfied with the staffing levels. The college's response to limited staffing levels has been to finance a technology infrastructure of online tools for students. The anticipated gain is that user-friendly technology will encourage students to access college information and their educational records independently. Student Services staff relieved of information retrieval tasks will have more time to assist higher-need students.

Results from the Student Services Staff Survey also indicated that the need for additional professional development training was a number one concern. In response, two workshops were developed for staff to assist them in identifying their professional development goals. Each staff member developed, in consultation with his or her supervisor, a 1999-2000 professional development plan.

## **DEPARTMENTS/SERVICES COUNSELING/ADVISING**

The college requires academic advising for all new students as a part of the college entry process. Following a placement test, new students are referred to an advisor or counselor and are informed of the steps to enroll at South. Undecided students are advised to take advantage of career counseling services available in both the Counseling Center and the Career Center.

The Counseling and Advising Department is committed to providing responsive, student-centered services at convenient times. Students may meet with counselors and advisors during morning, afternoon, or evening hours with occasional Saturday sessions. To respond to student needs, counselors offer both one-on-one career counseling and career planning courses. (3.A.3)

Four advisors and three counselors, as well as some faculty advisors and instructional administrators, provide advising services for prospective and enrolled students. Counselors are faculty members who have master's degrees and provide students

with educational, career, and personal counseling to achieve their goals. (3.A.2)

Counselors are also available to help students select a career path, identify employment trends, and select training for obtaining employment. Counselors assist students in the interpretation of assessment tools and provide assistance with personal problems that are interfering with the success of their educational program. Counselors and advisors provide services for students who have selected a program of study and need assistance with certificate and degree requirements, program planning, course selection, quarterly scheduling, and college transfer information.

Three counselors and three advisors are housed in the Student Services area. The Coordinator of Professional/Technical Support Services provides advising exclusively for several of the technical programs and has an office in the technical education building. Advisors and counselors in the Student Services area also share the advising responsibilities for technical programs. In addition, the International Programs Manager advises international students. Weekly meetings of all counselors and advisors ensure that program information is consistent, accurate, and up to date. Students receive a handout at orientation and at the receptionist's desk that explains specific responsibilities of counselors/advisors.

During their initial advising session, students meet with a counselor or advisor in 30-minute appointments to discuss their career goals, the results of their placement test, and which classes will meet the requirements of their program. The 1996 Student Services Staff Survey indicated that 81 percent of students rated their counselor/advisor as knowledgeable about the college's programs of study. Between the 1993 and 1996 Student Services Staff Survey, student satisfaction increased from 71 percent to 77 percent in counselor helpfulness with program selection. (3.A.3)

Advisors and counselors are available throughout the quarter, some on a drop-in basis, to see students with advising issues. Low-scholarship students are sent a letter to advise them of their probationary

status and/or request that they see an advisor or counselor to discuss academic support and referrals to campus services (tutoring center, writing center, math labs). A hold (computer block) is placed on the probationary student's registration for the upcoming quarter to insure that the student follows through with the advising appointment. A copy of the low-scholarship letter is also sent to the instructional Associate Dean to insure that the student receives adequate support in the upcoming quarter. Academic standards of progress are published in both the quarterly schedule and district catalog. (3.A.1)

In addition to the general advising responsibilities, advisors are assigned special areas of expertise such as e-mail advising. In January 1998, e-mail advising was inaugurated with promotion in the quarterly schedule. Virtually any advising service available to students in person is available through [AdvisorSouth@sccd.ctc.edu](mailto:AdvisorSouth@sccd.ctc.edu). In addition to the "AdvisorSouth" option, students may receive advising on-line by responding to South's web site and typing in their questions. (3.A.1)

Additional advisor responsibilities include the coordination of the College Transfer Center. The Center is responsible for bringing university representatives to campus and providing information about transfer to students in private appointments, class sessions, and workshops around campus. The coordinator also produces a quarterly transfer newsletter and coordinates the Fall College Transfer Fair and the Evening Fair.

Another advisor handles advising issues unique to English as a Second Language students (ESL). This person gives orientations to new ESL students in their English classes, helps low-level ESL students make the transition to college credit classes, and acts as a liaison between the students and instructors when problems arise. The manager of the Advising Center manages the Running Start program and the Information Center.

### Analysis and Appraisal

Recognizing that enrolling in college can appear very confusing to new students, an effort was made in 1998 to clarify the process, resulting in a handout entitled New Student Enrollment Checklist.

This handout clearly outlines each step and provides important phone numbers for new students. The process for new student enrollment is clearly stated during testing and is published in the quarterly schedule. Counseling/Advising has implemented a system of increased student contact whereby students must check-in with an advisor or counselor at least three times during their program of study. To ensure completion of graduation requirements, students meet with an advisor/counselor before their first quarter, and after two quarters in order to make a long-term plan, and before their final quarter.

A survey of former Associate of Arts graduates, from 1995 to 1998, the Student Alumni Outcomes Survey, rated the college's advising service at 3.67 on a scale from 1 (very dissatisfied) to 5 (very satisfied). The national average is 3.66. Strategies have been implemented with the goal of increasing South's rating well beyond the national average.

Although e-mail advising has enabled the college to respond to a different audience, the college web pages have been underutilized for Student Services and advising in particular. With the hiring of a temporary webmaster and plans to hire a permanent webmaster, Student Services web pages are being updated. The new advising pages will include information on counseling/advising responsibilities, currently provided as a written handout.

## **ENROLLMENT SERVICES**

### **ADMISSIONS (3.D.1)**

Anyone eighteen or older or who is a high school graduate *or* who has a G.E.D. may attend South Seattle Community College. However, an underage application waiver is available for consideration. The college also offers a free high school completion program for students nineteen years of age or older. Special programs at the college (Running Start, International Students Program) have separate admissions guidelines based on state and national regulations that apply to the program or population served.

### **REGISTRATION**

Students register for classes by phone, web, or in-person depending upon their particular preference. Registration appointment times are assigned based

upon the number of credits earned. The variety of registration options supported by the college and the length of time allowed for students to use registration technology to refine their class schedule (through the first week) are unique to South Seattle. A new class waitlisting feature has been added to the student enrollment system that ensures equitable policies for registering for popular classes. Students who choose to register in person rarely have lines longer than five students.

### Analysis and Appraisal

The college has continued to support a sophisticated array of student services technology introduced to the staff and students in rapid succession over the past five years. Student Services Online (web registration and access to personal college records) and Touchtone (telephone) registration are dependable and user friendly. An electronic online admissions application and college response are being piloted in the summer 2000. The hiring of a webmaster is anticipated to improve student access to the technology by utilizing online registration instructions and creating user-friendly links to information about the college. Student focus groups, survey questions, and classroom presentations provide valuable information to staff in reducing roadblocks to using technology and encouraging easy access.

### **PLACEMENT (3.D.3)**

Appropriate policies and procedures guide the placement of students in courses and programs based upon students' academic and technical skills. Generally, these skills are assessed using results from standardized math and English tests administered on campus (COMPASS [Computerized Placement and Assessment Support System], ASSET [Assessment Skills for Successful Entry and Transfers], and SLEP [Secondary Level English Proficiency]) or the satisfactory completion of course prerequisites.

The college utilizes an enrollment software system that checks to determine if the student has either the appropriate test score to be admitted into a class or has taken a course prerequisite. Students who are blocked from enrollment are required to obtain an instructor's permission or provide a transcript from an accredited college-level institution indicating previous courses in written English and math-

ematics. Students registering for 5 credits or less in a vocational course, fine arts studio, or performance course are not required to take an assessment test. If a student believes test scores fail to accurately reflect his or her skills, the student, advisor, or faculty member may request additional testing, including a writing sample. In the 1996 Student Services Survey, student satisfaction indicated 64 percent of students were satisfied with English placement and 59 percent of the students were satisfied with math placement following completion of the ASSET or SLEP tests. In addition, the General Studies Program conducts additional testing to determine into which Adult Basic Education or English as a Second Language course a student should be placed.

### Analysis and Appraisal

The use of a computerized requisite checking system at registration has helped encourage dialogue among staff and faculty regarding program admission practices and enforced entry standards. Requisite checking and assessment cut-off scores are reviewed and updated annually. The counselors, advisors, and the assessment director meet regularly with program deans and faculty to discuss student success issues tied to assessment testing and course sequencing. These exchanges serve as a further check and balance of the system.

Faculty, more than any other group of personnel at South Seattle Community College, know whether students have been placed appropriately and whether the placement process ensures a reasonable probability of success. The majority of faculty members who participated in a recent study were "very satisfied," "satisfied," or "neutral" (i.e., "neither satisfied nor dissatisfied") about "the accuracy of student assessment and placement process."

During spring 1999, faculty members responded to the South Seattle Community College Climate Survey, which was adapted from the CESTA and PACE by George Baker. Item 54 on this study measured the extent to which faculty were satisfied with "the accuracy of student assessment and placement process." Seventy-one percent (71%) of the full-time faculty who responded and 77 percent of the part-time faculty who responded indicated they

were “very satisfied,” “satisfied,” or not dissatisfied (i.e., “neither satisfied nor dissatisfied”) with “the accuracy of student assessment and placement process.”

### **ACADEMIC RECORDS (3.C)**

Academic records are maintained in a secured, fireproof room within the Robert Smith Building. Access to the record room is restricted to authorized personnel, who have a legitimate need to access student files. Within the record room, student files are prepared and maintained. These files are purged and rearchieved based on the state policy for records retention.

The Seattle Community College District catalog addresses credit requirements for each certificate and degree program. Instructor course syllabi distributed to students each quarter outline the criterion by which the instructor will evaluate student performance. Instructor Briefcase, a web-based software system for submitting grades was made available to faculty in 1999. The new secure system is PIN (Personal Identification Number) protected and allows faculty to input their grades directly into the Student Management System (SMS) providing added security and reducing the handling of grade reports by staff. (3.B.5)

#### **Prior Learning**

The college has new written procedures to evaluate and determine credits for prior student learning. The policies were developed by a college-wide committee of instructional and student services deans and faculty. The committee used statewide community college standards for prior learning assessment in developing South Seattle’s model (see Exhibits – Application for Prior Knowledge Credit). Evaluation occurs within the instructional unit by faculty or instructional deans who are content specialists. Faculty determines the method of evaluation (examination, portfolio, or demonstrated practical application) and set the criteria by which the student is assessed.

#### **Incoming Transcript Evaluation**

In compliance with policy, student transcripts distinguish noncredit coursework with a below “100” level designation. Student performance in

apprenticeship classes, ABE and ESL classes are evaluated and noted on the transcript with an “S” for satisfactory or “NC” for No Credit.

The Credential Evaluation Office receives all incoming applications for evaluation of transfer student transcripts. Each student receives a letter of explanation after the coursework has been evaluated. The credential evaluator evaluates coursework for the Associate of Arts degree utilizing standards established by the state advisory group and the Inter-College Relations Commission. Tools for evaluation include online college catalogs available through the world wide web, hard copy catalogs, and standard transfer agreements with other colleges. In evaluating vocational credit, the credential evaluator works closely with the instructional faculty and the division deans to determine coursework commonality between institutions.

Transfer credit is accepted from regionally accredited institutions identified in the *Accredited Institutions of Post Secondary Education* directory, American Council on Education. International students transfer credits are evaluated using original transcripts and formal guidelines and publications. In the event that the international student coursework cannot be verified, the student is referred to an evaluation agency specializing in foreign transcript evaluation services.

An Articulation Committee was formed at the college in the summer of 1998. The committee members include the Vice President for Instruction, faculty, registrar, and credential evaluator. The committee meets as needed to evaluate articulation proposals.

### **CONFIDENTIALITY AND THE SECURITY OF COLLEGE RECORDS (3.C.6)**

The college registrar has responsibility for informing the faculty, students, and staff about confidentiality and The Family Educational Rights and Privacy Act of 1974 (FERPA). (3.D.5) FERPA guidelines are posted to the college’s public information folders for staff reference, and the part-time faculty handbook addresses FERPA rights of students. The Seattle Community College catalog

further describes FERPA under Student Rights and Responsibilities in the college catalog. A statement regarding student's right to have Directory Information withheld appears in every quarterly schedule of course offerings and a handout is made available to students.

Access to the SMS requires a password and is further restricted by user levels of access, such as "look-only" or "change record" based upon the department administrator's recommendation and final review by the college registrar. A user name traces any transaction or change to the student information system back to a specific college staff member. SMS users are reviewed annually by department administrators to insure that the access level is appropriate to the job responsibilities and that the SMS user list is current.

## **ANALYSIS AND APPRAISAL**

### **Prior Learning Policies**

In 1999, the college prior learning policies and practices (credit by exam and credit for work experience) were reviewed by a team of instruction and student services administrators, faculty, and counselors. The prior learning process was reviewed in response to the need to train new faculty and administrators in Professional/Technical Programs, and due to student feedback that the process was confusing. Written procedures were revised and one form was created to serve as a guide for students and faculty on prior learning assessment procedures.

### **College Level and Non-Credit Coursework**

As part of the self-study process, the Students Standards committee also reviewed the current quarterly schedule and made recommendations to further distinguish between college-level credit and non-credit coursework. Recommended changes were implemented in the quarterly schedule for fall of 1999 in the Continuing Education section, now identified more clearly with a "noncredit" notation. The college is in compliance with the Northwest Association of Schools and Colleges guidelines for credit quantification of student learning. Noncredit classes do not appear on student transcripts.

### **Transfer Credit Evaluation**

The current system of evaluating incoming credits is student-centered and timely. Students receive first-quarter feedback on the transferability of credits taken at other institutions and the credits are noted in an automated student degree audit system. An evaluation of transfer-in credits can be requested before a student is admitted to the college. The college follows American Association of Collegiate Registrars and Admissions Officers guidelines for posting transfer-in credits on the transcript separately from credits earned in residence. The college's Alumni (Survey 95-98) reported a satisfaction level (3.91) higher than the national norm (3.81) for the policies and practices of evaluating transfer-in credit.

### **Security of Student Records**

The Records Room was recently inspected for fire safety by Campus Services and is up to code. Within the records room, official college forms and the school seal are kept in a locked cabinet. Transcript information is maintained on the SMS database, which is backed up on a daily basis. The Computer Information System, the computer consortium for the community and technical colleges, maintains a master off-campus file.

To ensure that all staff and faculty are current on student privacy laws and FERPA regulations, the Registrar conducts staff training sessions throughout the year. At least 1 session is open to all staff and faculty annually. Specialized training sessions focus on curriculum content that faculty, counselors, or work-study students need to know about FERPA regulations. New staff and faculty are given FERPA information attached to their user ID that gives them access to the SMS system and part-time faculty are given a handbook that includes a section on FERPA. FERPA handouts are distributed to students at orientation, registration, and by mail.

## **IDENTIFYING NEEDS OF THE STUDENT POPULATION (3.B.1)**

Demographic information is collected through student enrollment forms completed at the point of enrollment (see Exhibits – Student Characteristics Summary). Additional data concerning students self-identified needs for support services is gath-

ered when students take their assessment tests. Data entered into the Student Management System (SMS) are used by the State Board for Higher Education to determine need for funding of student services.

To more accurately determine the demographic balance of students at the main campus and the nearby Duwamish Industrial Education and Apprenticeship Center, the college reports the data from both campuses together and separately. Information is also gathered from student focus groups, surveys, and student questionnaires administered annually. This supplemental information is analyzed and used to plan student support services and programs. College departments use the data to evaluate the current services for ethnic minorities, students with disabilities, veterans, low-income students, single parents, and first-generation college students to assess what is working and identify additional needs.

As a result of South's diversity and first-generation and income-eligible student population, South Seattle is one of the few colleges in the northwest that has received all three of the Department of Education's TRIO grants: Upward Bound, Student Success Services, and Talent Search. All of these grants are designed to identify low-income and first-generation college students and to support their successful completion of high school and college.

The college staff, faculty, and administration encourage students to be responsible for their own education by setting goals, creating an academic plan, and working diligently to complete their program. Identifying and serving students' learning and special needs as part of the counseling/advising process is encouraged at South Seattle Community College. Students who identify special needs are referred to the Special Student Services office for assistance. Faculty and staff at the college receive training in services available to students with special needs and in making sensitive referrals for these services. All students are encouraged to see a counselor or advisor every quarter to schedule classes and discuss their progress.

### Analysis and Appraisal

The college responds to the special needs of students by offering a variety of supplemental learning environments. The Tutor Center, Writing Center, and Disabled Student Services Offices have been in operation since 1991. New this year is the Math Study and Tutoring center, which provides drop-in tutoring for all levels of math and science. In addition, Student Services offers assistance through the Career Center, Financial Aid office, advising services, and Student Success Services. A mentoring program has been in place since 1990. The program pairs new students with staff and student mentors who help them adjust to college life.

The college community is committed to being responsive in serving its diverse student population. The 1999 Alumni Outcomes Survey results indicate that on a scale of one to five in which five is strongly agree, and one is strongly disagree, the response to the statement: "this college is equally supportive of all racial/ethnic groups" the average student response was 4.02 compared to the national average of 3.75.

In response to the 1999 Community College Student Experience Questionnaire, (CCSEQ) survey question "to what extent is SSCC a comfortable environment for all students, free of harassment of any kind," 91.7 percent of the Caucasians responded very comfortable or comfortable, as did 62.5 percent of African Americans, 83.3 percent of Hispanics, and 85.8 percent of Asian Americans. It is apparent that more efforts need to be made to increase the sense of comfort among African American students (see Exhibits – CCSEQ). Also retention rates among African Americans is 54 percent at the end of three quarters compared to 63 percent for Caucasians.

The college has created a centralized Information Center where knowledgeable staff can assist students with department referrals as well as consumer information required through Student Right to Know legislation.

### **CAREER INFORMATION AND EMPLOYMENT CENTER (3.B.1)**

The Career Information and Employment Center services support the college's Mission statement, which states that we will provide learning experiences that will prepare students for their goals for career and life. The Career Information and Employment Center provides resources to address goal setting and career exploration during the students' first few quarters at the college. Staff provides assistance in identifying survival jobs students may need in order to stay in school and job search preparation and coaching for finding a career position upon graduation.

Two career specialists are qualified to help students explore different careers and to identify their interests, skills, abilities, and values. Both are certified to interpret the Strong Interest Inventory and the Myers Briggs Type Indicator. Career counselors work individually with students to help them to discover and articulate the skills, preferred work environment, and values that they would like to give expression to in a career. The Career Center is equipped with 12 computer stations that students use for Internet exploration, career exploration, and preparation of resumes and cover letters. The Career Center staff has book-marked hundreds of web sites that provide information about employers, free assessments, descriptions of skills necessary to succeed, and clues to organizational culture.

The Career Center has 45 career-related videos and a library of 120 volumes of the most popular career literature. In addition, the *Vocational Biography* series is updated semiannually and provides easy to read descriptions of hundreds of less common occupations.

The Career Center receives over 300 jobs per month by fax, mail, and e-mail. The job announcements are categorized by field and posted either in notebooks or behind a glass case. Career Center staff coordinate closely with vocational faculty. They forward relevant job leads to faculty and make 10-15 classroom presentations per quarter to inform students about the career development process and the resources available. Annually, Career Center staff organize a Career Fair to bring employers onto

campus to discuss with students expectations of jobs in their field as well as to receive resumes of interested students. In August of 1999, the college was selected to be a Pilot Affiliate WorkSource Site by a King County partnership of business, government, organized labor and community based organizations. The Career Center has been relocated to an expanded space to accommodate community service partners, and career resources to serve the general public as well as students. Community partners will enter into a resource sharing agreement, paying rent for space and contributing staff time to serve customers.

#### Analysis and Appraisal

The Student Services Survey indicated a 9.89 percent (or 8 percentage points) increase in student satisfaction from 1993 (81%) to 1996 (89%) to the following question. "Provides information helpful in finding employment." Eighty-two percent (82%) percent would recommend Career Center services to other students.

A customer satisfaction survey conducted randomly in 1999 indicated that among the 85 students, who completed the survey, only 4 percent expressed that they were dissatisfied or did not get what they came for. A large percentage of students utilizing Career Center Services are repeat users indicating that once students access the services of the Career Center, they return and are satisfied with the services they receive.

The Career Center staff is committed to increasing its marketing efforts to reach a greater percentage of the student population. A staff representative has been assigned to link closely with Computing Technology a growing instructional program at the college. Career Center staff is currently working with English as a Second Language instructors to develop competencies for using the Career Center that will be a required part of their coursework. To improve job placement information for vocational students, the Career Center staff organizes a vocationally targeted Career Fair each quarter designed to provide job search information for students with well-defined career interests in specific programs.

### **ORIENTATION (3.D.9)**

Orientation is an important part of each student's college experience and Student Services staff is committed to increasing the number of students who participate. Although attendance has increased over previous years, it is difficult to reach a majority of students who are often overextended with work, family, and community commitments. Consequently, the college orients new students to the college and its programs in a variety of formats and settings. Following the required placement test, Students generally meet with an advisor or counselor for program information and scheduling. Two peer advisors conduct campus tours twice weekly for new students and provide a student's perspective to the enrollment process.

All registered new students receive an invitation in the mail and a follow-up reminder call to attend one of two quarterly general orientations during the week before the quarter starts. This two-hour event, offered both day and evening, includes information on campus resources, the culture of college, registration, safety, time management, and requirements for transferring to a four-year school presented by administrators, current students, and faculty. Orientation is followed by the opportunity to meet with personnel from specific departments, including special population advisors, and a campus tour. Fall quarter attendance at orientation over the past three years (1997-2000) has averaged about 133 students; winter quarter 40 students; and spring quarter 52 students. In the 1996-97 academic year, only a total of 74 students attended for all three-quarters combined indicating that the mailing and follow-up calls to students adopted in the last three years have encouraged student attendance.

New international students receive a comprehensive week long orientation. Beginning with activities to acquaint new students with each other, the sessions cover enrollment services, campus safety, immigration information, intercultural communication, and culture shock awareness, as well as an activity to acquaint students with Seattle, usually hosted by the International Student Club. In addition, a two-credit class (HDC 200 Orientation to Success in the American College) provides

international students with knowledge and skills to enhance their success at college.

Some orientations are given to subsets of students once the quarter is underway. New English as a Second Language students learn about campus resources, procedures, and deadlines from an advisor who visits their classrooms. Transfer students receive transfer information in sessions outside of class hours mid-quarter.

In addition to the orientations available prior to the beginning of the quarter, several courses are in place designed to aid students in getting the most out of their college education. In Fall 1999, a Freshman Seminar was created by two faculty members who offered the course as coordinated studies and added information of benefit to new students, such as study skills and familiarity with campus resources. Available to eligible students, the federally funded Orientation to College Success is a three-credit orientation class that has increased the success rates of students who take it. EGR110 Engineering Orientation helps identify skills necessary for the field of engineering and also brings in guest speakers to acquaint them with career options in the field. The library offers several workshops to orient students to its resources and databases.

#### Analysis and Appraisal

Previous surveys of students and staff have disclosed that student preferences cover a variety of formats, such as general orientation sessions, advising appointments, class visits, and school newspaper articles. South Seattle has tried to cover all these bases, although, inevitably, some students do not obtain sufficient college information to support their first quarter.

An orientation class for credit was created in fall 1999. This class allows staff to cover more thoroughly topics such as time management, cross-cultural communication, career planning, and college resources. The students who chose to take this class reported satisfaction at learning about the college resources early enough in their academic career for them to utilize the services.

In general, students attending orientation in all its forms report extremely high satisfaction with the various formats and information received. The college's continuing challenge is to provide crucial information to a diverse audience of new students. Comprehensive information on-line has become more important as younger, more computer-literate students research colleges and distance learning opportunities by Internet. To serve this population of online users, the college is updating its student services web pages in the summer of 2000.

### **FINANCIAL AID (3.D.6)**

The U.S. Department of Education requires students who receive financial aid to possess a high school diploma, pass the General Educational Development (GED) test, or pass an approved standardized test to demonstrate the "ability to benefit" from the instruction available and commensurate with the expectations of a given institution. (3.D.3) The Assessment Services Office and Financial Aid Office work together to ensure that students who receive financial aid satisfy the "ability to benefit" requirement.

South Seattle Community College serves one of the lowest income neighborhoods of the City of Seattle. As a result, a very high percentage of students apply for and receive some form of financial assistance to attend the college. The Financial Aid Office has developed clear and concise written policies and procedures to make the student's journey through the financial aid process as simple and understandable as possible within a very complex array of programs and regulatory requirements. (3.D.7)

South Seattle participates in all five of the federal, state, and local grant programs and in both the federal and state work-study programs (see Exhibits – Statistics on Financial Aid Types). In addition, the Financial Aid Office informs students of available scholarships and assists them with free scholarship searches. Students with funding from agencies are assisted with tuition and fee payments and the purchase of books and supplies. Students in short-term training programs are assisted through the state's Worker Retraining and Work-Based Learning programs. Referrals to private student loans are made to students who desire a loan option. (3.D.8)

The availability of financial aid is communicated to students in numerous ways. A consumer information document entitled; "The Financial Aid Guide" is given to every financial aid applicant when s/he picks up the application. This document describes all of the financial aid programs available to a student, the process for applying for the aid, and the requirements for maintaining eligibility from quarter to quarter. In addition, the Financial Aid Office has available on a continual basis at its front counter the Federal Student Guide (a document that describes Scholarship Resources) and the New Student Enrollment Checklist (see Exhibits). Information regarding financial aid availability is also contained in the college catalog and the quarterly class schedules. Upon request, the financial aid staff make oral presentations to high schools, community groups, and educational fairs. At least one knowledgeable employee is available at all times to answer questions and assist students with the Financial Aid application process.

The college does not participate in any of the regular student loan programs. By 1985 the default rate for the Perkins Loan Program had exceeded 50 percent, and by 1993 the default rate for the Stafford Loan Program had exceeded 35 percent for the three previous years. Since high default rates jeopardize an institution's eligibility to participate in all the other aid programs, the college made the decision to focus its aid programs on grants, work-study, scholarships, and third party agency funding. Students who have a strong desire to obtain a loan are referred to three private student loan organizations.

South Seattle Community College is in compliance with the U.S. Department of Education's guidelines regarding eligibility criteria for individuals who can receive awards. The Assessment Services Office uses COMPASS (Computerized Placement and Assessment Support System), ASSET (Assessment Skills for Successful Entry and Transfers), and SLEP (Secondary Level English Proficiency); all approved standardized tests to demonstrate "ability to benefit."

The Financial Aid Office Director budgets aid dollars to ensure the availability of funds for all new and eligible students throughout the full academic year. Summer quarter financial aid is funded from

left over funds and distributed on a priority basis set by the Office of Instruction. This allows priority support for students whose programs require summer attendance. In recent years, however, funds have been sufficient to assist all students who want to attend during the summer.

The college has demonstrated its commitment to financial aid programs by providing sufficient staff, equipment, technology, and a positive working environment. The staff are well trained and have a long-term commitment to the office where the average years of experience is twelve years among the six employees.

The Financial Aid Office assesses each student's need and coordinates appropriate fund sources to insure student aid is not over-awarded. An added benefit of coordinating all funds to students through the aid office is the smooth disbursement system in place to pay for tuition, fees, books, and supplies and the generation of checks.

Technology for the financial aid operation is provided through the state community college computing consortium, which purchases the software and provides interfaces to ensure proper internal control of funds and accurate calculation of awards to students. The consortium also provides consultants to assist the college with technology problems as they arise.

There has been a significant drop in the number of financial aid applicants and recipients as the number of students entering regular college programs over the past five years has dropped from 2,930 to 2,537. The drop in aid dollars expended has been less dramatic since there are annual increases in each program to adjust for inflation. The number of recipients and their relative need determines the dollars available. The Financial Aid office has been able to maintain our 50/50 gift-aid/self-help-aid ratio in the financial aid packages offered to all students throughout each academic year.

The Financial Aid Office staff maintain a philosophy that emphasizes students' needs while complying with the law and protecting federal aid dollars from fraud and abuse. All financial aid applica-

tions have to meet a test of "reasonableness" before an application can be evaluated and awarded. The Financial Aid Appeals Committee operates with a similar philosophy, that is, granting students another chance by reinstating aid when there are documented "extenuating circumstances" for failure to complete credits and requiring students without such circumstances to earn their way back on financial aid by completing at least one quarter of self-paid tuition.

Office policies and procedures are reviewed and updated collectively by the staff. The goal has been to communicate a complex process in the simplest, shortest possible way, and to provide ongoing support to students throughout the application process. Students are then able to move from applicant to recipient with the least number of roadblocks and with the least amount of aggravation. In recent years, the college and the Department of Education have been able to incorporate various uses of technology to better communicate with students and to assist them in the application process.

#### Analysis and Appraisal

The college has provided adequate hardware and consultant support to meet the department's requirements. Most importantly, the college has committed resources to employ a highly skilled technology person in the Financial Aid Office. The financial aid software was purchased in the mid-80s for the community colleges statewide and is outdated. The state computing consortium staff has been researching new software but has not been able to find a software package within available dollars.

The Financial Aid Office operating budget is minimal. Staff training opportunities are limited to two instate meetings each year. However, Financial Aid staff are encouraged to apply for professional development funding available through the district, the college, and the SSCC Foundation to extend the training dollars.

The office is adequately staffed with six employees having two to twenty-one years of experience (average of fourteen years). Employees are well trained, skilled in their assigned tasks, and dedicated to helping students. In the last couple of years, there

has been inadequate support from Accounting. The district office currently has only one accounting technician doing the financial aid accounting for three large colleges and one small vocational institute. There has not been a professional accountant overseeing financial aid fiscal services or someone to call upon for problem-solving assistance.

The Financial Aid Office has had strong support from senior management. Both the President and the Vice President for Student Services understand department needs and ensure that the Financial Aid office is adequately supported.

The Financial Aid Office has been able to maintain a stable flow of dollars to needy students attending this college. In spite of limited operating dollars, the office is adequately staffed and provides quality services to the students it serves. There was a 4.5 percent increase in student satisfaction between the 1993 and 1996 Student Services Survey concerning the four questions relating to Financial Aid.

### **BUDGETS (3.A.4)**

The college adheres to the state funding model, that which allocates 12 percent of the college's budget be allocated to student services. However, because Washington State's allocation to community colleges is inadequate, funding for Student Services is also inadequate. The Washington State economy is now very strong, however Initiative 601 limits state spending to a percentage of the state inflation rate. The college is still recovering from funding cuts in the early 90s. Nevertheless, Student Services staff has learned to cope with the shortage of staff and resources in a number of ways. Staff have participated and been successful in writing grants. The college has received two Title III grants in the past ten years with activities that provided student service enhancement. Currently the college has 3 grant-funded programs under the TRIO program. In addition, the college is preparing for the future by funding technology as a way of alleviating staffing shortages. While the savings in staff time has not yet been realized (over two-thirds of the college's students still register in-person), it is anticipated that over time the services available to students through online technology will help offset low staffing levels.

A new budget process has been developed to equitably distribute funds available. During 1998-99, the president of the college appointed an Institutional Effectiveness Committee to develop a document that would set the direction of the institution for the next five years. In the fall of 1998, each Student Services unit set goals for the biennium. In developing the goals, departments were asked to relate each goal and objective to one of the institutional goals. The President stated that budget allocation decisions would reflect priorities set forth in the Institutional Goals document.

### **Analysis and Appraisal**

There has been significant improvement in the campus-wide budget process that now allocates resources on the basis of identified needs and institutional priorities. In the spring of 1999 a climate survey administered to staff indicated an increase in satisfaction from 1995 to 1999 in the extent to which institutional priorities are reflected in decision making (see Exhibits - Climate Survey). The same climate survey also shows an increase in satisfaction with the extent to which the organization of the college reflects institutional priorities.

Student Services has had the benefit of funds to make some remodeling enhancements to the Student Services area and purchase modularized office furniture for staff within Student Services. In addition, the college hired an outreach person and created an information desk based on the college's mission and goals.

### **STUDENT PROGRAMS (3.D.15)**

Student Programs is the administrative component of Student Services that provides supervision, management, professional support, and guidance to the United Student Association (USA) the governing student body, the bookstore, art gallery, child care center, intercollegiate and intramural athletics, and the games room. The USA provides a system for representing student interests and viewpoints in the college governance system and provides funding for the various student activities through the service and activity fees collected as part of tuition. In addition to the USA president and vice president, 16 senators serve on the USA.

Standing committees of the USA (academic, activities, child care, community service, finance, and recreational/intramural), along with the other student clubs and organizations, are the vehicles through which programs and activities of the senate are developed. The committees allow for an efficient way to deal with issues that are of interest and concern to students and provide educational experiences through exposure to and participation in educational, cultural, intellectual, recreational, cultural, leadership, and governance activities.

The USA creates, publishes, and distributes a yearly student handbook. (3.D.5) Information about grading policy, sexual harassment, and student complaints/grievance policies and procedures are included in the handbook. (3.D.4) The student newspaper (*The Sentinel*) also includes a yearly issue on how to file a formal and informal student complaint. The handbook and *The Sentinel* also provide information on student conduct and misconduct policy. The college distributes a catalog in addition to individual low scholarship and misconduct letters, which describe the readmission policy and contact person, the Vice President for Student Services.

#### Analysis and Appraisal

Student programs and activities have grown significantly over the past several years. (see Exhibit - Student Activities Attendance). This is due in large part to the direction and assistance provided by the program staff. The 1996 Student Services Survey showed an 11.5 percent (9 percentage points) increase in satisfaction (from 78% to 87%) in response to the statement that, “student programs provide wide access to social, cultural, education and community activities for students.” By working closely with the members of student government, clubs and organizations, and faculty, staff have increased both the number and variety of events offered to students as well as the college community.

The college serves a culturally and racially diverse population, which includes international students, refugees, and at-risk, as well as academically advanced high schools students. It is in this setting that the richness of the programs and activities are developed.

In order to offer expanded staff support to activities and programs, the college is contacting local four-year college internship offices to advertise the opportunity for graduate interns pursuing advanced degrees in student development, higher education, recreation and the like, who will benefit from an internship or practicum.

#### **PRESCHOOL AND CHILD CARE CENTER**

The South Seattle Community College Preschool and Child Care Center is a cooperative enterprise started in 1975 by students and administration. It is a state certified, nonprofit child care center organized to care for the children of college students and employees at the college and to provide them with a preschool experience including a variety of activities, play, rest and general guidance. Funding for the center is provided by the college, the USA and parent fees.

The center is staffed with trained early childhood professionals. The manager handles the overall management and supervision of the center. The lead teachers plan and implement developmentally appropriate curriculum for the children. Program aids, volunteers and work-study students assist in the classroom, on the playground, and at meals.

In 1990, the child care facility was remodeled to expand service from 25 children to 44. Spaces for employees were dedicated at this time. In 1992 child care services were further expanded by opening a new building which can accommodate 60 children aged thirty months to nine years old. The building was designed with children in mind. Located at the south end of campus, the center boasts a large classroom space, a teacher/parent resource room, an indoor activity room, a kitchen and an outdoor playground which sports climbing structures, bike path, gardening area, and covered patio area.

The program provides flexible scheduling options for parents. The child’s preschool schedule revolves around his/her parent’s campus schedule (class time, study time, and/or work time). Daily curriculum is planned according to the individual needs and interests of the children enrolled. Activities are offered to stimulate and challenge children, as well as offer

them an opportunity to choose for themselves and to gain socialization skills.

Parents are welcome to visit and participate in their child's classroom activities, center events, and parent education opportunities that are offered throughout the year.

The goals of the program include:

- Promote visibility and awareness of the child care program on campus
- Provide parents with current, applicable & diverse resources on parenting & family issues
- Promote a sense of belonging for all enrolled families
- Provide a developmentally appropriate preschool program for children while parents pursue their educational and professional goals
- Maintain low child care rates for affordability and accessibility

### Analysis and Appraisal

The 2000-2001 school year marks the twenty-fifth anniversary of the preschool and child care center on campus. As the college look to the future it will face with a changing student population, technology growth, short-term training options, and expanded hours for class offerings. The Child Care program will continue to work as partners with the college to meet these challenges. The program will continue to grow and improve while striving to maintain the goal of quality child care services.

### **STUDENT MEDIA**

Student Media (*The Sentinel*) is governed by the guidelines established by the Publications Board, which was established in 1985. This board was formed in response to the district policy on *Student Leadership Programs and Activities, 360.35.2,3 and 4, Board of Publications*.

The Board of Publications is composed of “two-thirds students and one-third faculty/staff/administrators, who have powers set forth in these regulations, and a non-voting faculty member.” Student government appoints student representatives and the faculty; the campus president appoints staff and administrative members as well as a representative from industry (non-voting).

The guidelines set forth the policies and procedures for the publication of the student newspaper “consistent with the limitations provided in Seattle Community College District policies and procedures, and state and federal laws.” Those documents are filed with the student government organization, the designated student services officer and director, and student newspaper.

South Seattle Community College District Procedures 360.35.4, states, “ student newspapers shall be free from censorship and advance approval of copy by the Board, the college administration, faculty advisor, or another person or entity.”

A faculty member serves as the advisor to the paper, which is published every two weeks during the academic year. The advisor usually teaches the basic journalism courses (JRN101 and 102).

The Publications Board meets twice a quarter. Its primary responsibilities are to ensure that the stated policies and procedures are followed, to approve the budget and to hire the advisor and editor.

### Analysis and Appraisal

The paper, written and published by students, serves as the primary voice of student issues and concerns on campus. It provides students and others writers and contributors with the opportunity to learn about the print media and all that it entails. The current faculty advisor plans to recruit diverse student writers to better represent the college student body. In addition to articles and editorials written by *Sentinel* staff, the paper affords students, faculty and staff with an opportunity to submit articles, short stories and poems for publication. The paper is widely distributed on campus, in the district and in the community. About 10 percent of the operating budget are raised through ad revenue. The general feedback and comments from faculty and staff regarding the *Sentinel* has been very positive (see Exhibit – Student Publication).

## **ATHLETICS**

### **Intercollegiate Athletics (3.E)**

Without intercollegiate athletics, the Seattle Community Colleges were experiencing difficulty attracting students interested in sports. In January of 1999, the Board of Trustees approved the request by the district colleges to join the Northwest Athletic Association of Community Colleges (NWAACC). As of fall 1999, South has a male and female soccer program and North has a basketball program. Both programs are recognized as district teams by NWAACC.

The Intercollegiate Athletic program reflects the college's commitment to student-centered programs that support personal development and learning and promote student success. The Recreation Coordinator handles the day-to-day operations and is one of the assistant coaches for the men's soccer team.

The student-athletes must follow all of the same overall requirements and procedures with respect to admissions, academic standards, and degree requirements as their fellow students. In addition, there are also NWAACC eligibility requirements relating to transfer students, credit load, and grade point average that must be followed. Practices and competitions are scheduled during the late afternoons and evenings, and none are held during final exam week to avoid interference with school.

There is no priority funding for student athletes or special awards. In the area of financial aid, student athletes are eligible to compete for 16 scholarships—eight for each team—in the amount of \$200 per quarter. The awarding of such scholarships is based upon the recommendations of the respective coaches and Athletic Director. These scholarships are processed by the Office of Financial Aid and follow the practices of the NWAACC.

Since the decision to join the NWAACC was made by the district and agreed upon by the colleges with the support of the USA, it was determined that the student government would pay for two years of the program in its entirety from funds in its contingency account. The student budget is subject to all of the institution's generally accepted practices of documentation and audit.

In keeping with Title 1X the college treats the women's athletics exactly the same as the men's program. There are no distinctions in opportunities, financial aid, student services, equipment, or access to facilities.

### **Recreational and Intramural Sports (3.D.15)**

Recreational and intramural sports are under the direction of the Recreation Coordinator who works directly with the Recreation and Intramural Committee of the United Student Association (USA). Annually, they plan, organize, develop, budget, implement, and evaluate the various sports and recreational activities that will be offered.

On campus facilities include a Fitness Center with a weight room, a games room for pool, ping pong and video games; and outdoor courts for tennis, basketball, and volleyball. All of these facilities are available for individual students and club teams. There is an intramural sports program for men and women in basketball, soccer, volleyball, and softball. They compete with teams from North and Central as well as teams from area community colleges.

Because the college does not have a physical education facility, fields for soccer and softball and gyms for basketball and volleyball must be rented from Seattle Parks and Recreation and from various community centers. The SSCC Foundation is managing a fund raising campaign to build a state-of-the-art soccer field. As of summer quarter 2000, \$450,000 has been raised toward this effort.

Other recreational activities are offered year-round through the student organizations, including ski trips, camping, bicycling, kayaking, and mountain climbing outings. Event scheduling is varied by day of the week; evening and day events are offered as well, to insure that students have the opportunity to attend.

### **Analysis and Appraisal**

The college has successfully collected \$450,000 in donations from the City of Seattle, King County Parks Department and private donations. The new soccer field is expected to be available for play fall quarter 2001.

An additional challenge has been to coordinate the awarding of student scholarships between the financial aid offices at three separate campuses. Procedures have been developed between the campuses to improve the communication and processing of scholarship awards.

The Associate Dean of Student Programs, coaching staff and Recreation Coordinator are completing end-of-the-year evaluation of the 1999-2000 season and drafting new operating procedures that are more effective and efficient. A sports committee will be appointed to assist and provide oversight for the development of the document.

Funding for the soccer program has been committed through 2001. To continue the program, alternative sources are being discussed. The most significant one is a student fee. With the support and endorsement of the USA, it is anticipated that there will be a positive response to the Student Referendum for a \$3 fee to support Recreation, Intramural and Intercollegiate Sports.

Without a physical education facility, which the State of Washington is unlikely to fund in the next ten years, the college is focusing on outdoor sports activities and also plans to update the equipment in the fitness center. Over the course of summer quarter 2000, the intercollegiate activities program is developing goals, objectives, and policies as well as written athletic position job descriptions.

### **SECURITY (3.B.4)**

The campus security staff is comprised of one manager, four full-time and two part-time security officers. This team provides security presence and response on the 89-acre main campus and the 9-acre Duwamish Industrial Education and Apprenticeship Center (Duwamish) during operating hours. Security officers are highly visible, friendly and interact on a regular basis with the campus community. They are available at all times during operating hours via cellular telephone. The cellular telephone number is posted on all office telephones and in the classrooms. There are seven emergency telephones around the campus that ring directly to the cellular telephone. In addition to responding to reported incidences, campus security officers lock

up buildings, check building alarms, and monitor parking. Campus security officers will also escort students and staff across campus upon request.

The Security Manager is present at New Student and New Faculty Orientations each quarter to answer questions about personal safety, security and parking. In compliance with the 1991 Student Right to Know Act, South publishes a district-wide brochure titled "Think Safety" (Exhibit- Brochure: Think Safety) that provides a summary of criminal activity on campus and at Duwamish. This brochure also provides basic security and safety information, emergency phone numbers and counseling referrals. Students and staff are informed about security issues on a regular basis through the student newspaper and campus newsletter.

The Security and Plant Operations Managers perform a quarterly campus walk-through to determine areas for improvement to safety and security. Questions about safety and security are included in most student and staff surveys, focus groups and public forums. The college also has a Campus Safety Committee that meets monthly to discuss safety concerns.

### Analysis and Appraisal

Based on the statistical data, the college is providing adequate security (see Exhibit – Think Safety: Crime Statistics). However, survey results indicate that certain groups of students do not feel secure on campus. Student surveys and focus groups results indicate that while day students' perception of safety is in keeping with the college's statistics, evening students report feeling much less secure on campus. They cite limited lighting, lack of visible security staff, dense foliage and the spread-out campus as features that promote a sense of insecurity. Incident reports demonstrate that evening students are not at a greater risk than day students, but the perception of insecurity is an issue that impacts student learning, and sense of well being, and is taken seriously by the college's security and campus services officers.

Information and recommendations about perceived and real security and safety issues taken from student surveys, incident reports and staff walks-

through result in continual improvement of campus safety and security. Recent examples of improvements made based on these recommendations include: increased lighting in specific corridors and open areas, the installation of security cameras in the two main parking lots, dramatic pruning of shrubbery and trees and broader publication of the security cellular telephone number including printing it on the back of student Identification cards. In 1999, the security staff was increased from three to four full-time officers in response to requests for greater coverage and extended operating hours.

The current Safety Committee is a working committee comprised of members of the security and campus services staff and the college community and chaired by the Safety/Security Manager. This body acts as a clearinghouse for security and safety issues from students, staff and faculty and forwards recommendations to Administrative Services for evaluation and action.

### **THE BOOKSTORE (3.D.18)**

The Bookstore is an essential component of the college and contributes to the intellectual climate by providing new and used textbooks (both wholesale and retail), as well as stationery, school supplies, snacks, soft goods, and sundry items for students, faculty, staff, and community members.

In September 1995, the district entered into a five-year agreement with Wallace Books to operate the bookstores at the three college campuses. The colleges, in return, receive a commission of 9.2 percent based on gross annual sales up to \$3 million; thereafter, the percentage increases (a new two-year agreement has recently been finalized.) In addition, Wallace's established an annual \$6,000 textbook scholarship that is allocated among the three campuses. Wallace is responsible for all of the accounting and fiscal operations including audits. In preparation for the end of the five-year contract in August 2000, a Bookstore Management Review Committee was formed to make a recommendation. Their report and recommended action is available in the (see Exhibits - Bookstore Recommendation).

The Bookstore moved to the Jerry M. Brockey Student Center when the building opened in May of

1995. The change in location resulted in a 300 square foot increase in its sales floor space. When Wallace assumed overall management in September, the sales floor was renovated (new shelving, better lighting) and this past year, new point-of-sale (POS) equipment was installed. These changes have resulted in a more user-friendly environment; a vast improvement from its previous location.

The store offers a full range of services: all required and recommended texts; current trade, academic, and technical literature; a comprehensive selection of reference aids; general school stationery supplies; and imprinted apparel, memorabilia, college insignia and related items. Textbooks, trade journals, and general interest publications, account for 78 percent of sales; gifts and sundry items, 7 percent; food and candy, 6 percent; school supplies, 6 percent; and, electronics, 3 percent.

The manager of the bookstore reports to the Regional Manager of Wallace's and to the Vice President for Administrative Services and is responsible for the day-to-day management and supervision of the store. All of the state employees were retained at the time of the takeover. There are two full-time employees and four part-time employees.

The Bookstore Advisory Committee, appointed by the President, consists of students, faculty, staff and administrators who meet with the manager of the bookstore and a representative from Wallace on a quarterly basis. The purpose of the committee is to provide a forum for a timely review of policies and procedures that impact the clientele. Topics of discussion include: customer service, product mix, book ordering processes, returns and buy backs, along with special promotions to reflect the diverse needs of the campus community.

#### Analysis and Appraisal

The change in management and operation of the bookstore has made a significant difference in the quality of service to students, faculty, staff, and the community. Timely notices about deadlines and aggressive outreach by the manager to the faculty, deans, and secretaries has resulted in fewer problems with book orders. Regular communication with the Bookstore Advisory Committee has minimized

problems and has provided ideas for special promotions for campus events.

In response to changing student needs, the Bookstore has extended its hours from 7:45 a.m. to 7:00 p.m. on Monday through Thursday, and until 3 p.m. on Friday, and has extended hours, including Saturdays, before and after rush week each quarter.

A new configuration on the arrangement of the cash registers is expected to reduce lines during peak times. In addition, an expanded product mix, with an emphasis on electronics and computer disks, is planned. Finally, invitations and caps and gowns for graduation will revert back to the Bookstore.

By working with the campus community, the Bookstore is committed to tailoring its products, goods and services to fit the needs and interests of the campus community.

### **FOOD SERVICES (3.D.14)**

The college is widely recognized for its excellent Culinary Arts program and the outstanding, multiple food service outlets available for students, staff, and visitors to the campus. A food court area with stations includes a full meal cafeteria line, deli, grill area, salad bar, and beverage stations. Adjacent to the food court area are two waited-service dining rooms and an espresso cart. Outside the Food Science building are retail Pastry Shop in the Cascade Court building and a snack bar in the Jerry M. Brockey Center building. There is also a vending machine bank in the Jerry M. Brockey Center, as well as numerous beverage and snack vending machines at locations throughout the campus.

The majority of food sales on campus are under the auspices of the Culinary Arts instructional program. Approximately 80 percent of food sales are generated in food outlets operated by Culinary Arts students, under the direction of faculty and support staff. All permanent faculty and staff are hospitality industry professionals meeting and exceeding all regulatory certification and licensing mandates. All students in the program are required to obtain a Food and Beverage Workers Service Permit.

### **Analysis and Appraisal**

Sanitation inspections are conducted twice a year by inspectors of the State Department of Health. Inspection reports are uniformly excellent, with written complimentary comments as to the state of cleanliness and good food handling practices in place in the food service operation.

Special attention is given to nutritional needs, specific cultural cuisine requests, vegetarian selections and other specialty items to meet the needs of the clients as well as provide Culinary Arts students with well-rounded exposure to industry standards and commercial trends. Proper cooking techniques are utilized throughout the production stations, resulting in high nutrient value in the various food products. Since 80 percent of the food services are produced as part of the instructional program and students are graded on the outcome, greater attention is paid to consistency and maintenance of high standards than would exist in the industry.

The variety, and high quality levels of food selections, has resulted in a high level of satisfaction for the majority of customers who utilized the college's food service outlets. However, in a survey of students taken in 1998, 11 percent of students indicated they were dissatisfied with evening food service and 31 percent indicated they were neutral on this topic. Responding to the question "what food services would you most prefer in the evenings," 48 percent indicated they would prefer a hot buffet and 17 percent requested a grill. In the comment section of this same survey, students requested lighter fare and more ethnic options on the menu. In response to student and staff surveys, the college has expanded the variety of cuisine offerings and expanded evening food services.

### **HOUSING (3.D.12)**

The college does not operate on-campus or off-campus student housing. A brochure listing visitor housing services, roommate referral services, property management companies, housing web sites, temporary housing options and transportation options is provided to all students requesting information on housing options in the service area and displayed across campus. A bulletin board located in the student center is utilized for posting room rentals.

A housing arrangement with Seattle University provides another option for International Students who may need housing.

## **POLICIES**

Appropriate policies and procedures for Student Services are established. The five-member South Seattle Community College District Board of Trustees, individual policies have been updated and approved by the Board in 1999.

Information about the college mission, admission requirements, rights and responsibilities, academic regulations, financial aid, degree requirements, course descriptions, tuition, fees, refund policy, conduct and grievance policies, academic honesty, government, organizations, services is published in the Seattle Community College District catalog and the South Seattle Community College quarterly class schedule. (3.B.5)

The district catalog includes information that applies to all three colleges as well as course listings and credit information for each college. The individual college section includes information on the enrollment process, tuition and fees, financial aid, grades and credit policies, graduation requirements, degree requirements, college transfer agreements, and student rights and responsibilities. A summary of specific college information is provided at the beginning of each college section in the catalog. This section includes information on student services and programs, special student services, administration and faculty information, transportation and parking options, student government and the student learning outcomes. Credit requirements for each degree and certificate offered at the campus are included in this section of the catalog.

The district catalog is published and distributed bi-annually by the Siegel Center (District Office). Each college provides the information for its section of the catalog. All new students are given a catalog at no charge at new student orientation or through the campus bookstore. Students and members of the public may purchase catalogs through the Siegel Center or at each campus. The cost of a catalog is \$4.00.

The college's quarterly class schedule provides students with information specific to South Seattle Community College. Important dates, registration information, orientations, and specific program information, certifications, special events and directory information are included in the class schedule. The college Mission Statement and Student Learning Outcomes are also included. The class schedule provides students with detailed course descriptions and prerequisites for courses offered each quarter and clearly denotes credit and noncredit options.

Ongoing evaluations are an integral part of the college's Mission Statement and Institutional Goals: "the college engages in continuous self-assessment and responsible management of its resources." The Vice President for Student Services and the Institutional Effectiveness Office have produced a number of methods for evaluating the quality and impact of Student Services.

The Community College Student Experience Questionnaire, (CCSEQ) survey was administered at South in 1991, 1996, and 1999. In 1993 and 1996 Student Satisfaction Surveys were administered to a random sample of classes-551 students responded in 1993 and 381 in 1996. A comparison of the results is in the exhibits. Focus groups have also been a part of the evaluation process, as well as exit surveys, which were administered to all graduates spring 1999 and 2000.

### Analysis and Appraisal

Established Student Services policies and procedures are available in the office of Vice President for Student Services (located in RSB 057 and on the Seattle Community Colleges' Web site. (On the date of this draft, the Web site's policies and procedures for Student Services were outdated.)

## **PUBLICATIONS (3.B.5)**

The district catalog information is updated and evaluated every two years. Many individuals from across the three colleges that comprise the Seattle Community College District take part in reviewing the document to ensure that it is accurate and well organized.

Since the district-wide catalog is published only every two years, some critical information is duplicated and customized in each college's quarterly class schedule. Information about enrollment and degree requirements, refund policies, tuition and fees, and course descriptions and requirements are reviewed and updated quarterly to provide the student with the most accurate information available. The quarterly class schedule also serves as a directory of special services, orientations, open houses and activities that help students meet their educational goals and enjoy their time on campus.

The quarterly class schedule is readily available to all students seven to ten days prior to the returning student enrollment period and throughout the quarter. Copies are made available in public areas across campus as well as off-site at community centers, public libraries and other facilities. The quarterly schedule is also carrier-sort mailed to all residences in the college service area (designated by zip code) so all current students and potential students living in the service area receive a copy at home.

#### Analysis and Appraisal

Students and faculty have requested that the class schedule be available as much as one month prior to the beginning of enrollment. However, there is a concern that if the college reduced the schedule production time, the instructional units would have insufficient time to finalize course offerings. A task force has been created to review the schedule production process and to make recommendations to improve the user-friendliness, accuracy and effectiveness of the schedule while keeping production costs to a minimum. One of the anticipated outcomes is finding a software program to shorten production time.

In 1998, the college introduced its first annualized schedule to help students better plan their time. The response to this document was positive in spite of some inaccuracies. The Public Information Office is currently working with student and instructional services to improve the accuracy of the document and provide for distribution in a more timely and effective manner.

As a growing number of current and potential students rely on the Internet for information, the college is working to consistently provide and maintain information on its Web site. Due to limited resources and expertise, the current Web site is both outdated and inaccurate. In order to respond to the evolving need for improved Web resources, the college has funded a web manager position in the Public Information Office. The primary goal for this new position will be to completely redesign and update the web site with particular attention to creating and maintaining a current and accessible online quarterly class schedule.

#### **WELLNESS (3.D.12)**

Professional health care, psychological health care, and health education are not available to students at the college. Currently, counselors, advisors and administrators refer students to health care individuals or agencies that are equipped to handle such problems. Health care providers are not available on campus. Security personnel are all trained in CPR (Cardiopulmonary Resuscitation) and First Aid.

In 1998 a group of Student Services staff formed a committee to discuss the feasibility of starting a wellness center on the campus. Each of the 6 members representing five areas of Student Services observed a need for health care related information and resources for the students with whom they came in contact. The group brought the issue of developing a wellness center to the College Council. They were asked to develop a proposal that was completed and presented to the President's Cabinet in the spring of 1999. Although there has been widespread college support for the proposal, the current budget could not support the allocation of resources in this direction.

#### Analysis and Appraisal

Beginning in the spring of 2000, the college will have access to a new database system called Social On-line Services. The database will provide up-to-date information about all social services in West Seattle and will allow college personnel to make immediate referrals through its e-mail system. While not a replacement for a wellness center, the database system will provide immediate access to

healthcare resources in this immediate area, dramatically improving the existing referral system.

## **FUTURE DIRECTIONS**

### **UNIFORMITY OF TECHNOLOGY**

Student Services has acquired the technological infrastructure to allow all currently enrolled students to register by Touchtone (automated telephone registration) or by web technology (Student Online Services). A remaining challenge will be to insure that regardless of the mode of registration a complete array of services is available to the student. For example, the software programming currently exists for students who register by telephone or in-person to waitlist for a class. However, this waitlist software programming is not yet in place for students who register via the web. The necessary programming to achieve this goal has been assigned to Computer Information Services, a statewide consortium to support community college technology systems.

### **STUDENT SERVICES SUPPORT TO DISTANCE EDUCATION STUDENTS**

Enrollment Services is collaborating with a web design team comprised of faculty, advanced students and a graphic designer to make better instructional use of the student services web pages. The new web pages will support students in distant locations in getting started at the college and provide resource staff to contact if they have access difficulties. A student services distance education team was created in 1999-2000, which meets quarterly to coordinate and enhance support services for distance education students.

### **CREATION OF A NEW ADMISSIONS DEPARTMENT**

A new admissions unit has been created with one full-time staff and four part-time staff. The function of this office will be to enhance services to prospective students from the first point of contact through enrollment. By tracking communication with the student and developing a personalized response to requests for information and assistance, the staff will assist the students in making an informed decision about attending the college.

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