

## STANDARD THREE

### STUDENTS

#### Introduction

##### Philosophy Statement for Student Services

Student Services is directed toward helping students identify and achieve their educational goals. Services and activities are student centered, equitable, responsive, accessible, prompt, and high quality. Students and staff have the responsibility to assure a civil and honest environment where student development is cultivated through mutual acceptance of responsibility and respect.

Adopted March 1999

Student Services and auxiliary services at the College contribute in many ways to the learning and personal growth and development of students. Many major and significant accomplishments have been made during the time since the College's last self-study. Much of the progress began in the early 1990's when, as a result of the development of the College's Strategic Plan, a number of new student success and retention strategies such as mandatory basic skills assessment and expanded new student orientation and advising services were developed and implemented. Progress continued throughout the decade as services and programs continued to be expanded and refined, plans of action developed, and many services integrated. Program assessment and strategic and operational planning began in mid-1990 with the development of a five-year program review mechanism, an annual planning instrument and, more recently, the development and implementation of student use/satisfaction surveys.

During the last half of the 1990's, Student Services continued its long range planning activities through the program review process and began its annual planning cycle. While doing so and as a result of these assessment and planning efforts, other enhancements and expansions of services and programs occurred such as in recruiting and visitation efforts, advising services, counseling and career services, financial aid and scholarships, student employment referral services, and services for targeted student populations. Some of the enhancements/expansions required operational units to continue to further integrate services and/or to become more proficient in referring students to the appropriate office or center. Student Services administrators/program supervisors also increased their efforts in collaborating with particularly Instruction and, lately, more with other areas of the campus than in the past. Additionally, units responsible for programming activities and events such as Student Activities, Multicultural Services and Women's Programs and Services increased their collaboration and, by doing so, added to the diversity of their offerings. More recently, the Student Services philosophy, mission, goals, and the organizational structure have been re-worked and refined. While these efforts occurred, there was always a focus on providing quality and responsive services that helped students as they entered and journeyed through their educational experience at the College.

Continued integration of services within student/auxiliary services and increased efforts with other areas of the College to further success in student enrollment,

retention and success, and completion should be the areas of emphasis for the future. With attention placed in this way, there should be a further meshing with, and support for, the instructional focus of the College.

## Purpose and Organization

During the last ten years, Student Services has undergone several changes in the way it is administered within the College's organizational structure. During most of the early 1990's, Student Services reported to a Vice-President for Instruction and Student Services; there was no chief student services officer other than the Vice- President. Spring 1994 an Interim Dean of Students was appointed to provide the primary administrative leadership for Student Services and the position became permanent Fall 1995. The person who was the Interim Dean of Students and Director of Admissions and Registration filled it. To complete this particular part of the reorganization of Student Services and to fully reinstate the position of Dean of Students, a new Director of Admissions and Registration (now the Associate Dean for Enrollment Services) joined the staff Summer 1996. Initially, the Dean reported to the Vice-President for Instruction and Student Services. By late Spring 1997, the President decided that the position would report directly to her along with the Vice- President for Educational Services (the new title for the chief instructional officer), Dean of Administrative Services, Director of Human Resources, and Director of College Relations.

After the College hired a new president in July 1998, the Dean of Administrative Services position was elevated to Vice-President for Administrative Services. In Fall 1999, the Dean of Students' duties and responsibilities were expanded, which resulted in elevation of that position to Vice-President for Student Services.

Student Services views the reactivation of the position of Dean of Students, its new reporting line to the President, and the elevation of the position to Vice-President for Student Services as major accomplishments over the last several years. It is vital that there be a chief student services officer and that he/she is positioned in the organization so that the needs of the students and the Student Services' operational units are represented at the highest administrative level of the College.

## Support of the College's Mission

The mission and goals of Student Services are consistent with the mission of the College and provide comprehensive high-quality services with the goal of empowering a diverse student population in identifying and achieving their educational, career and personal goals. During the last several years, initiatives and/or recommendations from the College's Strategic Plan, Student Services Five- year Program Review process, Student Services Annual Goals and Targeted Areas of Effort process, other College initiatives, and recommendations/mandates from the state system for community and technical colleges have been used to put into operation Student Services mission and goals. They have also helped guide Student Services decisions, practices, and the ways in which the operational units interact and collaborate with each other and with other areas of the college. More specifically, Student Services strives to achieve its mission by meeting the goals stated below. Student Services has been guided by the College's mission statement in establishing its goals and in helping students to reach their educational, career and personal aspirations.

### Student Services' Mission:

To provide comprehensive high quality services toward empowering a diverse student population in identifying and achieving their educational, career and personal goals.

### Student Services' Goals:

- Provide students with entry/enrollment services to readily access educational programs and opportunities;
- Offer support systems to enhance student success and retention, including counseling, entry/general advising, and career services;
- Provide support and learning assistance systems for students with special needs;
- Provide auxiliary services that help students satisfy a variety of personal needs, explore interests, and develop personal skills and abilities;
- Offer educational programs and activities that are complementary to classroom instruction;
- Provide means by which students can help meet their financial needs including opportunities for federal and state financial aid, scholarships and employment both on and off-campus.
- Offer services for special student populations including women, students of color, students with learning and/or physical disabilities, and students who are academically and/or economically disadvantaged.
- Provide opportunities for participation in extracurricular activities including student activity and leadership development programs, student organizations/clubs, intercollegiate athletics and intramural activities, and student and campus governance;
- Support a campus climate that is welcoming and friendly, safe and secure, and which embraces diversity;
- Provide support to students, colleagues and state agencies in gathering and analyzing data that support decisions;
- Provide means and systems by which records can be accurately processed and maintained;
- Set standards for student and employee interactions and clarify their roles in achieving a positive climate.

### Major Accomplishments and Future Directions

During Winter 1998, the mission and goals of Student Services were carefully reviewed and modified by the Student Services administrators with input from other Student Services personnel and student representatives. During the process, a Student Services statement of philosophy was also developed (see opening statement in the Introduction). Once completed, the philosophy and mission statement and goals were shared at a meeting for all Student Services personnel. In the near future, Student Services will be examining ways to incorporate a set of short and long range strategic directions that will be consistent with the College's mission and Strategic Plan, and that will provide further guidance in assessment and planning activities. Development of this plan will begin during 2000-2001.

### Student Services Organization

To effectively accomplish its goals and help students, Student Services is organized into nine operational units. They are Enrollment Services, Student

Financial Services, the Student Employment Referral Center, Multicultural Services, Student Activities and Student Government, Women's Programs and Services, Student Support Services Program, Intercollegiate Athletics and Intramural Activities, the Center for Disability Services, and the Counseling, Advising and Career Center. They are briefly described below and expanded upon in Student Services and Programs.

Enrollment Services integrates a wide variety of services for prospective, entering, continuing and returning students including: outreach and admission; Running Start admission and advising; international student recruitment and services; entry advising; high school relations; curriculum advising; credential evaluation; testing; orientation; registration; and transcript services. The unit also coordinates the delivery of advising services and manages the Student Management System and Management Information System. The Associate Dean for Enrollment Services collaborates with the Director of College Relations to produce advertising and marketing materials.

Student Financial Services includes student financial aid and scholarships and veterans' services. Student Financial Services assists students in accessing federal, state, and institutional financial aid; provides information and advice to students and parents about financing a college education; and assists students who are eligible for veterans' benefits and/or Southeast Asia and Persian Gulf tuition reduction programs.

Student Activities/Student Government includes student activity programs, student government and student organizations. Student Activities and Student Government provide: leadership opportunities in student and college governance; activities and events for the campus community such as special events, cultural activities, lectures, concerts and fine arts, recreational activities; and opportunities and resources for student clubs/organizations.

Student Support Services Program provides services and assistance to low income or first generation college students who are considered economically and/or academically disadvantaged. Services provided by the program include advising, counseling, tutoring, help with study skills, and assistance in transferring to a four-year college.

Counseling, Advising and Career Center provides professional educational, personal, and career counseling services. Academic advising is provided for new students and for Human Services transfer students. The counseling faculty teach courses in Human Development to supplement the counseling services and Human Services courses for Human Services transfer students. The Career Center staff teach students career exploration and job search skills, as well as providing educational information on various programs and colleges.

Multicultural Services provides academic and support services to recruit and retain students of color, as well as information about community resources. Services and programs offered are general academic advising, mediation and referral to resources, a peer-mentoring program, cultural events, and leadership development opportunities.

Women's Programs and Services provides student support services which include: student success strategies, advising and orientation; personal advising and crises counseling; resource referral; formal and informal support

groups focusing on women's issues; classes, seminars, and special events; a women's library of books, publications and clippings; and a quiet lounge.

Student Employment Referral Center provides job referral services for on and off campus positions for current, graduating and former students who are seeking employment and/or internships. The Center also arranges for on-campus interviews with employers and plans job fairs in conjunction with Snohomish County agencies and businesses. The job fairs attract large numbers of prospective students and employers to the College and have become an effective outreach activity for the College. Job listings per week increased dramatically for students while referrals to off-campus jobs doubled.

Center for Disability Services provides the necessary services and resources for students who have documented physical, sensory, mental, and/or learning disabilities. Regarding certain learning disabilities, the Center coordinates with faculty members the learning accommodations recommended for identified students.

Intercollegiate Athletics and Intramural Activities provides students with opportunities to participate in the following intercollegiate athletic programs: men's and women's basketball, men's and women's soccer, and women's volleyball and softball. Intramural activities include open-gym and open-swim times, and activities such as bowling, basketball, softball, volleyball and indoor soccer.

College and Student Services planning groups also help Student Services accomplish its mission and goals. These groups are mechanisms by which the operational units of Student Services interact with each other and with other campus groups. One of the planning groups is Student Services Administrative Council (see Exhibit 3.21), which is comprised of the Student Services administrators. This group meets bimonthly. Student Services Council (see Exhibit 3.21), which is comprised of key classified staff members in Student Services, the Student Services administrators, two students, and a counselor was formed during the winter of 1998. This council, which is also a planning and recommending body, normally meets two times per quarter except during the summer. In addition to the meetings of the two Student Services councils, meetings are held once per quarter for all Student Services personnel (see Exhibit 3.21). Also, Student Services administrators meet and interact with other campus administrators via Deans' Council, Administrative Council, and other ad-hoc planning groups.

The three other student services/auxiliary services operations of the Bookstore, Food Services, and Campus Safety and Security are organized administratively under the umbrella of Administrative Services. A brief description of them follows. Like the nine Student Services operational units, they are described more fully in the Student Services and Programs section.

Bookstore provides the following services for the campus community: textbooks and supplies for classes, reference and general reading materials, gifts, snacks, electronic equipment and supplies, and backpacks. Each quarter the Bookstore arranges for a Textbook-Buy-Back, which is held during final exam week.

Campus Safety and Security provides services that help to assure a safe and secure campus environment. Services include: vehicle registration and parking permits, assistance for vehicle battery failure or keys locked in a

vehicle, escort service upon request, and responding to other requests for assistance and/or emergencies.

Food Services provides a variety of food and drink service through the Cascade Range Cafe and Heavenly Cappuccino Espresso Bar. The cafe serves breakfast, lunch and dinner through its grill, salad and deli sandwich bar, and desserts and soft drink stations. The espresso bar, which is an off-campus vendor, offers favorite drinks and bakery items. Food Services also caters for special campus events and meetings upon request.

Detailed organizational charts for the operational units of Student Services and how the Bookstore, Campus Safety and Security, and Food Services are aligned within Administrative Services are in Exhibits 3.1 and 6.2.

### Major Accomplishments and Future Directions

During the fall of 1998 and winter of 1999, Student Services leadership, with input from other Student Services and campus community personnel, completed an administrative reorganization so that each of the operational units would have at least Director level leadership. The Counseling, Advising and Career Center now has one of its counselors performing the unit's administrative duties. Athletics/intramural activities and Women's Programs and Services are now organized administratively with the Director of Student Activities. Multicultural Services is now with the Director of Student Financial Services, and the Center for Disability Services is aligned with the Director of the Student Support Services Program. Also, since the former position of Director of Enrollment Services had assumed a considerable amount of responsibility with campus advising activities and interacts often with instructional deans and faculty, the position was promoted to Associate Dean for Enrollment Services during the winter of 1999.

The changes cited above are considered as positive action in terms of more fully integrating the system of student services and facilitating a more effective delivery of them, as well as collaborating with instructional and other campus leaders. The future calls for a continued assessment of the organization of Student Services with a short term objective being the creation of a full-time administrative position of Director of Counseling, Advising and Career Center and includes the replacement of a Program Coordinator position with an Assistant Director of Financial Aid.

### Human Resources

Student Services is staffed administratively by ten full-time administrative exempt personnel and a counselor who has assumed approximately sixteen hours of administrative duties per week. The positions are: Vice-President for Student Services, Associate Dean for Enrollment Services, Director of Student Financial Services and Multicultural Services, Director of Student Activities and Programs, Director of Counseling, Advising and Career Center, Director of Student Support Services Program and Center for Disability Services, Coordinator of Disability Services, Assistant Director of Financial Aid, and two positions of Coordinator of Advising and Outreach. The other three administrative exempt positions for student/auxiliary services are the Director of Campus Safety, Director of Food Services, and the Executive Director of the Foundation who provides director level leadership for the Bookstore and is the immediate supervisor of the Director of Food Services.

Although not administrative exempt, there are several other key supervisory positions that require special academic preparation and/or experience. They are the program managers for Admissions, Athletics and Intramural Activities, Women's Programs and Services, Bookstore, Student Employment Referral Center, Multicultural Services, Student Activities, Campus Safety and Security, and the Program Support Supervisor for the Testing Center. Additionally, the counseling faculty requires special academic preparation and experience to fulfill their roles.

For each administrative position, there is a detailed position description (Exhibit 6.6.B) on file in Human Resources and in the office of the Vice-President for Student Services or Vice President for Administrative Services. Student Services' administrative position descriptions are also in the Student Services Operational Handbook (see Exhibit 3.19). A profile of qualifications for each of the current administrative incumbents is on file in the office of the Vice President for Student Services. There is a position description for the counseling faculty in the Negotiated Agreement for faculty employees.

The remaining positions include classified staff personnel, athletic team coaches, student employees, student leaders, and student interns. Specific position descriptions are developed for some of the classified positions. For others, the Higher Education Personnel Board position description is used. All position descriptions associated with a functional area are available upon request through the respective area. For a complete profile of the employees in student services/auxiliary services, see Table #2 Student Affairs Staff Profile (A) for Student Services personnel, and Table #2 Student Affairs Profile (B) for the Administrative Services personnel employed in either the Bookstore, Food Services or Campus Safety and Security.

Administrative personnel in Student Services are evaluated formally every three years and informally during the other years, (see Exhibit 3.22 for the schedule and process). For Administrative Services administrators, the performance evaluation schedule and process is currently under review and will be fully developed by the end of Winter 2000. Classified personnel are evaluated annually according to procedures established by the Higher Education Personnel Board. Student/auxiliary services' supervisors need to be more timely and consistent with their classified staff performance evaluations for the program to be optimally effective. The athletic team coaches are evaluated annually by the Program Manager 'B' for Athletics. These evaluations are reviewed by the Director of Student Activities and Programs (see Exhibit 3.23 for information about the process and student questionnaire).

Staffing needs are prioritized on the basis of need established by the various assessment, short and long range planning activities, and budget development processes established by Student Services and Administrative Services. Approval for requests for new, replacement, or modified positions in Student Services rests with the Vice-President for Student Services. The Vice President for Administrative Services approves requests for the Bookstore, Food Services and Campus Safety and Security. The President has final approval authority for all position requests.

Administrative and Managerial Classified Staff Positions - Student Services	
Administrative	Managerial Classified Staff
Vice President for Student Services <ul style="list-style-type: none"> <li>• Associate Dean for Enrollment Services</li> <li>• Director of Student Activities and Programs</li> <li>• Director of Student Financial Services and Multicultural Services</li> <li>• Director of Counseling, Advising and Career Center</li> <li>• Director of Student Support Services Program and Disability Services</li> <li>• Assistant Director of Financial Aid</li> <li>• Coordinator of Center for Disability Services</li> <li>• Coordinator of Advising and Outreach</li> <li>• Coordinator of Advising and Outreach</li> </ul>	<ul style="list-style-type: none"> <li>• Program Manager 'B' for Admissions</li> <li>• Program Manager 'B' for Intercollegiate Athletics and Intramural Activities</li> <li>• Program Manager 'A' for Student Activities</li> <li>• Program Manager 'A' for Women's Programs and Services</li> <li>• Program Manager 'A' for Multicultural Services</li> <li>• Program Manager 'A' for Student Employment Referral Services</li> <li>• Program Support Supervisor for Testing Center</li> </ul>
Administrative and Managerial Classified Staff Positions: Facilities (Bookstore, Campus Safety and Security, and Food Services)	
Administrative	Managerial Classified Staff
Vice President for Administrative Services <ul style="list-style-type: none"> <li>• Director of Resource Development (includes Bookstore and Food Services)</li> <li>• Director of Food Services</li> <li>• Director of Campus Safety and Security</li> </ul>	<ul style="list-style-type: none"> <li>• Program Manager 'A' for Bookstore</li> <li>• Program Manager 'A' for Campus Safety and Security</li> </ul>

### Major Accomplishments and Future Directions

Over the last five years, Student Services has rebuilt its administrative support staff to a point where it is much more adequate than it was during the early to mid- 1990s. During this time all positions vacated have been either replaced or reconfigured to more effectively provide services. The Dean of Students position was reactivated Spring 1994, changed to a direct report by the President in the summer of 1997, and elevated to Vice-President for Student Services in October 1999. The Administrative Assistant for this position was also re-established Summer 1996.

New positions include two Curriculum Advisors (converted to administrative exempt positions in December 2000) in Enrollment Services, a Program Assistant for the Student Employment Referral Center, an Office Assistant in Student Financial Services, a full-time Program Assistant for the Testing Center, a full-time Curriculum Advisor and a seventy-percent time Program Coordinator for the Career Center. In addition to the new positions approved, significant position upgrades have occurred because of increased responsibilities or because the position warranted an upgrade without additional duties being assigned. These include:

Upgraded Student Services Positions	
Classification	Operational Unit
Program Manager "B"	Athletics and Intramural Activities
	Admissions
Program Manager "A"	Student Employment Referral Center
	Student Activities
	Multicultural Services
Program Coordinator	Counseling, Advising and Career Center
	Student Activities
	Student Support Services Program
	Campus Safety and Security
Program Support Supervisor	Testing Center
Coordinator	Disability Services
Administrative Assistant	Student Financial Services
	Multicultural Services
	Vice-President for Student Services
Director	Student Activities
	Campus Safety
	Food Services
Associate Dean	Enrollment Services
(2) Coordinator of Advising and Outreach	Enrollment Services
Assistant Director of Financial Aid	Student Financial Services

Future directions call for a plan to systematically evaluate the human resources needs of Student Services and to design and budget for them accordingly (see Exhibit 3.24). Most likely demands for increased staff support will be for international student services, Career Center, Student Employment Referral Center, Intercollegiate Athletics and Intramural Activities, counseling and advising services, credentials evaluation in Enrollment Services, an Assistant Director of Financial Aid, and a full-time Director of Counseling, Advising and Career Center. As plans develop and finalize for the Parks Building remodel, which will allow for a more effective, efficient and student centered system of co-located student services, staffing configurations will be analyzed so that personnel will be utilized in the best manner possible.

Recently there has been a review of the present system of administrative performance evaluations for Student Services administrators. As of this writing, Student Services administrators are considering a new method and instrument for this process (see Exhibit 3.22).

The future also commands a critical analysis of the staff training and development needs and a plan of action to address them (see Exhibit 3.24).

## Policy and Procedures Development

The policies and procedures for student/auxiliary services are many and varied. Some are unique to an operational unit while others are used in conjunction with other areas of the College. For Student Services units, policies and procedures are continuously being reviewed and modified or developed as needed. Unless a procedure is absolutely unique to an operational unit, proposals are at least considered by Student Services Administrative Council. In some instances, Student Services Council also reviews the proposal. If a policy/procedure is common to Instruction, the proposal is submitted through Student Services Administrative Council to Deans' Council for consideration. For policy and procedures development and/or changes, which need Presidential and/or Board of Trustees approval, the President's executive leadership reviews the proposals and acts accordingly. For a more complete discussion regarding the operation of Student Services Council and Student Services Administrative Council, particularly in terms of policies and procedures development, the Student Services Operations Handbook is available in the Office of the Vice-President for Student Services and as an exhibit for Standard Three (Exhibit 3.19).

Policy and procedures development and refinement for the Bookstore, Campus Safety and Security, and Food Services is accomplished through a series of meetings by the unit supervisors with their respective administrator. Depending on the situation, unit staff members are part of the process in terms of providing feedback from clientele and their own input. If a policy or procedures change needs executive management, Presidential and/or Board of Trustees approval, the Vice President for Administrative Services processes it accordingly.

For the student association, there exists a Board of Trustees approved Student Rights and Responsibilities (Exhibit 3.2), Associated Students Constitution and By-laws (Exhibit 3.15), Services and Activities Financial Code (Exhibit 3.42), and Services and Activities Fees Annual Budget (Exhibit 3.43). Proposed changes and/or new developments for the student association begin with the Associated Students (ASB) Executive Council and Student Senate or a recommending body affiliated with the Student Senate. Depending on the nature of the proposed change, final action rests with either the Director of Student Activities and Programs, Vice-President for Student Services, President or Board of Trustees. The Student Senate and Vice-President for Student Services, through the President for final action, recommend changes to the Student Rights and Responsibilities to the Trustees. For a more complete presentation on student rights and responsibilities refer to Students (Student Rights and Responsibilities).

In considering policy and procedures development and modification, the goal of student/auxiliary services is to consider how they impact students in terms of:

- Access to educational programs and services,
- Student success and retention,
- Student participation in academic and student affairs,
- Student satisfaction, and
- Students meeting their educational, career and/or personal goals in a timely fashion.

Student/auxiliary services policies and procedures are published and made available through a variety of means including the:

- Student Handbook (includes Student Rights and Responsibilities)
- Quarterly Class Schedule;

- College Catalog;
- Associated Students Constitution and By-laws, Services and Activities Fees Financial Code, and Services and Activities Fees Budget;
- Enrollment Services and Student Financial Services publications;
- Operational unit program brochures/informational leaflets.

### Major Accomplishments and Future Directions

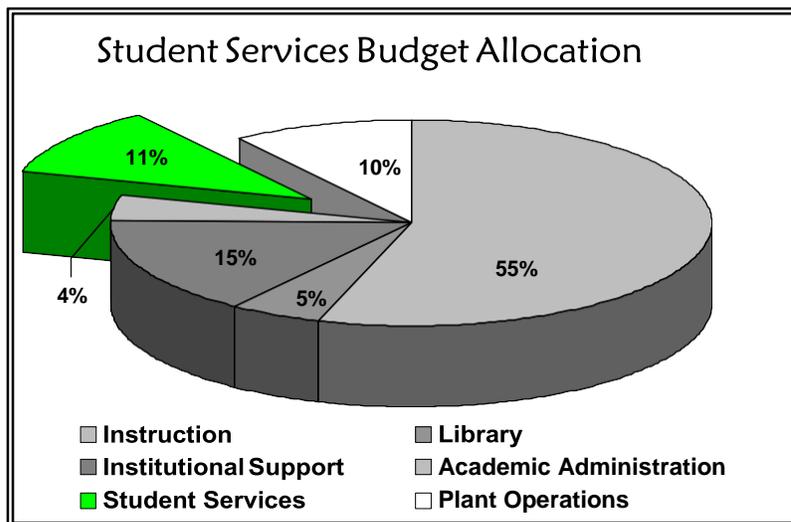
In an effort to enhance the internal/external communication and collaborative planning efforts of Student Services, Student Services Council (see Exhibit 3.21) was established in the winter of 1998. This group is comprised of key classified staff representing their respective operational units, a counselor, two student representatives and the Student Services administrators.

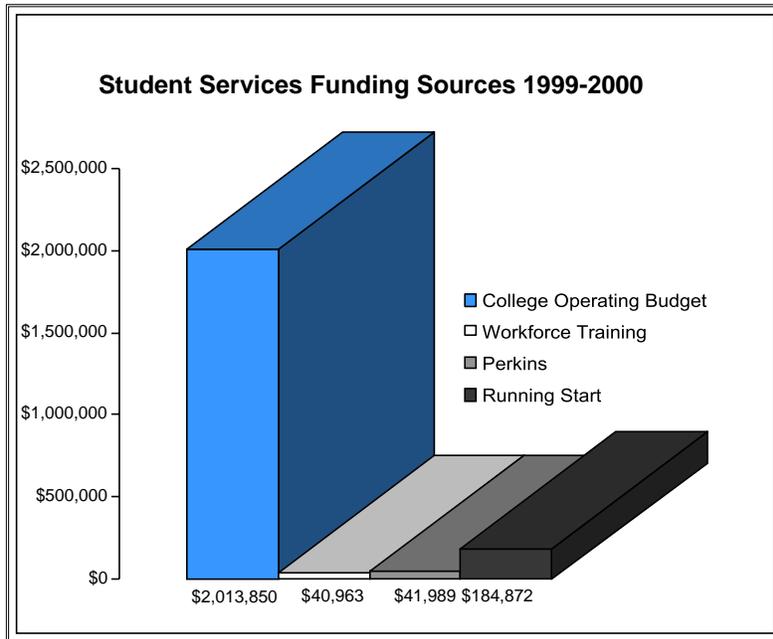
Several new policies and procedures have been developed during the last few years to support student success and retention, enhance student satisfaction with services, and ensure a safe and secure campus environment. They are the Mandatory Basic Skills Assessment Policy, First Week Enrollment and Withdrawal Policy, Anti-Hazing Policy, Drug Free Campus Policy, Children on Campus Policy, and the Accommodations for Students with Disabilities Policy. These policies were developed collaboratively with Instruction, the student association, Human Resources and other constituencies.

In the near future, although the goals of each operational unit support the mission and overall goals of Student Services, a critical analysis of all Student Services' policies and procedures needs to be made to ensure that they are viable and student centered. Currently under review are the First Week Enrollment and Withdrawal Policy, and Student Rights and Responsibilities document. New policies and procedures needed are those that respond to the needs and interests for on-line student services. Also, there is a need for a policy and procedures for sex offenders who are enrolled as students.

### Funding and Facilities

Financial resources always seem to be limited and insufficient; however, the operating budget allocation for Student Services has increased by approximately 1.8% since 1995-96. In addition to increased support from the College's operating budget, Student Services has also been able during the past few years to garner additional funding support from Workforce Training, Perkins, and Running Start funds. In developing the Student Services budget, operational unit administrators form their budget requests during the all campus budget development process and submit them to the Vice -





President for Student Services who, in turn, presents them to Student Services Administrative Council for review and further consideration. The Council has significant input regarding the final outcome of the unit proposals and the overall Student Services budget. The Vice-President for Student Services presents the Student Services budget to the College's Budget Work Group of which he is a member.

The Directors for the Bookstore, Food Services, and Campus Safety and Security prepare and present their budget proposals to the Vice President for Administrative Services who

is also a member of the Budget Work Group. Food Services is a self-supporting program which operates on about a break-even basis. The Bookstore is also self-supporting and provides the College an overhead fee to help reduce the general fund expenditure. Campus Safety and Security is supported primarily by the general fund, although parking fees and fines help to cover the costs needed to manage parking.

All student/auxiliary services are part of a general facilities plan for the College. Efforts are constantly being made in searching for ways to more effectively utilize the respective space allocations and/or seek additional space. Student Services administrators work with the Vice-President for Student Services on facilities issues and he in turn consults with the Vice President of Administrative Services who is the facilities administrator. The other student/auxiliary services Directors work directly with the Vice President of Administrative Services. Some progress regarding facilities has been made over the past several years and they are highlighted below.

### Major Accomplishments and Future Directions

During the past several years, minor modifications to some of the Student Services facilities have been made primarily to make these areas more visible and accessible to students and to improve the way in which services are delivered. They include: the Jackson Building remodel for Enrollment Services; switching of spaces between Multicultural Services and the Student Support Services Program; minor modifications to the Student Activities and Programs Center and Student Financial Services Office; and relocating the Career Center, Student Employment Referral Center, and Campus Security Office. During the summer of 1999, the Bookstore was extensively remodeled.

Since the middle part of this decade, Student Services personnel and others have been planning ways to relocate Enrollment Services and Cashiers so that they could be closer to Student Financial Services, the Counseling, Advising and Career Center, and other student support services. A plan is in place to remodel

the Parks Student Union so that these plans can come to fruition (see Exhibit 3.27). Also, a proposal was submitted in the spring of 1998 to the State Board for Community and Technical Colleges to remodel and renovate the Fitness and Sports Center into a more usable and contemporary facility (see Exhibit 3.26). The proposal was approved, an architect has been hired, and the project is scheduled for completion prior to the beginning of fall 2000. The architect for this project has also been hired to do some preliminary work for the remodel of the Parks Building.

Student Services has made significant progress in regaining some of its funding that had been lost during early to mid-1990, and the current allocations from the College's general fund is very close to the percentage recommended by the State Board Funding Allocation Model. In planning for future funding and facilities needs, a plan should be developed so that they can be systematically identified and prioritized for short term and long range planning efforts.

## Assessment and Planning

Initiative number one of the College's Strategic Plan is "Assuring Educational Effectiveness and Accountability." A means by which to evaluate the effectiveness, utilization and adequacy of the programs and services offered by Student Services is the Five-year Program Review process. The various operational unit reviews began during 1995-96 and the first five-year cycle will be completed early spring quarter, 2000. These reviews and the recommendations that have come forth from them have been invaluable in terms of program assessment, budget planning, and annual operational planning and goal setting for Student Services in general and for the operational units. Once each year, a status report is prepared to show progress made on program review recommendations. (See Exhibit 1.4.C or 3.19 Student Services Operations Handbook).

In addition to the program reviews, Student Services started a program in 1997-98 of Annual Goals and Targeted Areas of Effort. By using this system, Vice-President for Student Services and each unit administrator is responsible for setting annual goals and identifying areas that need some concentrated effort. At the end of each year, an annual report is completed which shows the status of goal attainment for each of the plans. A complete set of the program reviews and status reports, and the annual reports for the goal setting activities are available in the Student Services Operations Handbook (Exhibit 3.19).

Another means by which the effectiveness of College programs and services and their impact on student success is measured is the Institutional Indicators of Educational Effectiveness section of the College's Comprehensive System for Measuring Educational Effectiveness (Exhibit 1.2.A.4 and Volume 2). The effectiveness indicators in this instrument were developed in 1994-95. Several status reports in terms of achieving the benchmarks for each indicator have been made and student services assessment and planning groups have used them, although sparingly, in their efforts (see Exhibit 3.19).

For some of the Five-year Program Reviews, student and/or staff surveys were developed and used. Although the data collected was in some cases useful, the process of developing the instruments and using the results was not systematically designed. In addition to these surveys, the College's Outcomes Committee has pursued student and alumni surveys to assess student use and satisfaction with College programs and services.

Over the past several years, the College, through its Outcomes Committee, administered two student surveys: the ACT Student Opinion Survey and Community College Student Experience Questionnaire (CCSEQ). Unfortunately, both garnered a low response rate, and the data was not felt to be very useful. In Winter, 1999, a random selection of college-credit classes was made, and students in those classes were asked to complete a survey probing their satisfaction with the quality of several College services, and their evaluation of several aspects of the College. Received were 959 usable surveys, a 65% response rate. The results were shared with the appropriate departments, and discussed during a retreat headed by the President in August 1999. In general, though the students gave the College above-average satisfaction marks in the quality of services, those marks fell below their expectations in most categories. The students responded positively to questions about the quality of instruction, the campus climate, and the benefits of their experience. Their comments on advising services were above average, but mixed. The completion of this survey marks the first full-scale survey of students in several years, and offices have used the findings to assess and improve their services. For example, Enrollment Services is focusing on accuracy of information and advising services, and implementing new methods of informing students of important topics, and expanding access to services.

In early 1998 the College replaced its older placement assessment instruments with ASSET and COMPASS. These tools improved our ability to review data and improve services. Since then, an analysis of ASSET and COMPASS placement test results is periodically provided to Division Deans in order to evaluate the needs of incoming students. Additionally, the Office of Institutional Research is evaluating a year's worth of ASSET test scores and grades in selected math courses in order to determine the effectiveness of the cut-off scores presently in use. One conclusion from this analysis is that the cut-off scores accurately place students in all math courses with the exception of Math 65, Intermediate Algebra. The math department will conduct further study on this issue; a math department instructor will work on this as part of an enhancement leave.

The advent of Washington Online (WAOL) and other distance modes offers new challenges with respect to assessing and servicing needs of distance education students. Currently, the majority of WAOL students are also taking classes on-campus. Nonetheless, there is an expected growth in need to service students who rarely come to campus, if at all. The College is following recommendations of a statewide committee in building access through the Web, but a lack of staff resources slows progress.

For the student/auxiliary services aligned with Administrative Services, program review processes are underway. In late January of 1999, a program assessment of Campus Safety and Security and other operational units in Administrative Services was completed by the Vice President for Administrative Services and published in the report, "Administrative Services - Program Assessments". The Bookstore and Food Services will be assessed in 2000 using the Transactional Systems assessment category of the same assessment instrument for Administrative Services.

### Major Accomplishments and Future Directions

Because of Student Services Five-year Program Review process and the Annual Goals and Targeted Areas of Effort process, Student Services has in place an annual and long range planning and assessment mechanism. Student Services has also begun to develop a systematic plan to incorporate student

use/satisfaction surveys as part of the assessment process to review data and improve services (see Exhibit 3.19 or 3.20).

To more adequately evaluate the basic skills of incoming students, the former basic skills assessment instruments have been replaced with ASSET and COMPASS. Data from these instruments has guided some decisions and plans but with the accrual of over a year of data, conducting a more strategic analysis of student needs should now be pursued. A preliminary analysis of the utility of math placement and English placement scores has been completed, and planning is underway to design a full analysis.

Results of the "Administrative Services - Program Assessments" report, when complete, will be analyzed, options will be considered, and changes will be made as appropriate and feasible. This program assessment will be completed during 1999-2000.

The future for Student Services calls for a more fully integrated use of the student use/satisfaction surveys with the processes for the Student Services' Five-year Program Reviews and Annual Goals and Targeted Areas of Effort, and other strategic and operational planning activities. A more complete and comprehensive set of effectiveness indicators also need to be developed as another means to student services effectiveness and student success. Also, continued assessment of the student services/auxiliary services needs of distance learners needs to occur. Once the assessment takes place, the results need to be reviewed, analyzed and incorporated with the strategic and operational planning cycles for Student Services in general and for those of the operational units.

The 1999 survey of student satisfaction yielded several results that have sparked action. For example, the Enrollment Services Office has revised several methods of providing information to students. As another example, a follow-up survey, the CCSEQ, probed further into the finding that students want more convenient office hours; this issue needs continued attention. The completion of the Student Satisfaction Survey in Winter 1999, and the CCSEQ in the Fall of 1999 are major accomplishments and the College is committed to using the results to improve services.

The College has successfully implemented a significant expansion of its distance program. Student Services has supported this through the inclusion of more services, which are accessible to remote students. Nonetheless, overall utilization of the Web as an access option is weak. To address this problem, some offices have begun to integrate periodic Web review activities to stimulate more Web services.

## Students

### Student Demographics

The College uses a variety of ways to systematically identify student characteristics and needs. The admission and registration forms provide demographic data about students as well as information about their educational goals. All students taking seven or more credits must also demonstrate their competence in reading, writing, and math before registering for classes. Most students take the ASSET paper and pencil or the COMPASS computerized basic skills tests. Each student receives his/her test scores upon completion of the assessment as well as recommendations for classes that match the scores. These classes include:

developmental reading, writing, and math, study skills, ESL, ABE, and high school completion as well as college level English and math. The scores are also entered in the college database for advising and institutional research.

The placement test instruments also provides selected student demographics related to skill levels. To date, this has been helpful in assessing the needs of students who have English as a second language, and to develop a profile of Running Start students. Enough data has now been accrued that an examination has begun of how to effectively utilize this information

As part of the basic skills assessment, students are also asked to indicate any special needs they have and are given names and phone numbers of College resources meeting those needs. These programs and services include: Financial Aid, veteran's services, the Counseling, Advising and Career Center, the Center for Disability Services, the Student Support Services TRIO Program for low income and first generation college students, the Women's Center, Multicultural Services, and the Work Force Training Program. A more detailed description of the number of students with special needs and the services provided to them can be found in the individual program summaries included in the Supporting Documents.

To help students achieve their educational goals, the College follows a practice of identifying students whose grades are low, as defined by the Low Scholarship policy. Students on academic warning are advised of services that can help them, and at identified intervals an intervention by a college advisor or counselor is activated. The Student Support Services Program, Multicultural Services, Women's Center, Disability Services and Athletics follow a mid-quarter review program that targets their clients who are not doing well so that support services can be provided.

The College is developing and implementing better ways to use the information about the student characteristics and to evaluate the ways in which it provides classes, programs and services to meet student needs. The Enrollment Services Office has begun producing an annual Factbook for College managers (see Exhibit 1.7.D). It contains data on a wide variety of demographics of the student population. It is useful in examining enrollment patterns, and staying knowledgeable about the student population.

To make better use of this and other information, the College hired a permanent full-time Coordinator of Institutional Research in Summer 1998. He has conducted research on student achievement patterns, and coordinates the identification of student needs under the direction of the Vice President and Deans. Most recently this activity has focused on the identification of goals and performance measures that boost student retention and completion. A recent example of this is the PILOTS Math 65 project, initiated in winter 1999. Research had indicated that the developmental math courses were stumbling blocks to student retention and program completion. PILOTS identified students at risk of failing Math 65, and offered intervention and referral services.

### Major Accomplishments and Future Directions

The addition of the Coordinator of Institutional Research has enabled the College to address areas of concern, such as student rates of completion and student achievement. This has resulted in a better understanding of challenges and needs. As institutional research continues to be utilized, program assessment and improvement will become more effective. One area for improvement is that ASSET

and COMPASS testing instruments could be more fully utilized in terms of identifying at-risk students and offering early-intervention services. The implementation of ASSET and COMPASS was a major stride, and the College is now in position to use the information accrued.

Other future directions include strengthening services for students on low- scholarship academic warning and providing early referral for students at risk and students of color. The summer of 1999 marked the initiation of a new outreach program targeting students of color. Students of color who applied early for admission were sent an invitation to a special meeting/orientation for the coming quarter, sponsored by Multicultural Services. A similar activity alerted students with self-reported disabilities to initiate contact with the Center of Disability Services. These students were invited to attend an orientation, held on two consecutive days, describing to those students what services are provided, what the intake process includes, and how and what accommodation policy and procedures are communicated to the college faculty.

The goals of the aforementioned efforts are to make connections with special populations and offer services that can reduce barriers as well as build a connection with the College, and to improve success and retention.

### Student Diversity and Special Needs

The College's overall enrollment reflects the representation of diverse groups within its service area. Multicultural Services, Disability Services, and Women's Programs and Services play active roles in identifying students who could benefit from targeted services and support. The federally funded Student Support Services Program works individually with eligible students to assure their success and retention.

Multicultural Services focuses on the retention and recruitment of students of color who are seeking a two-year degree or an academic transfer to a four-year institution. Students of color come from diverse backgrounds. Services may be targeted toward situations where they may be single parents, low-income and/or working part-time. Multicultural Services also has an open door policy and will serve any student desiring their services.

Student Financial Services reaches out to many populations by visiting local area high schools and participating in events that attract prospective students. In addition, the Veteran's Advisor serves as the liaison to the Everett Naval Base. Financial aid information is displayed in the Class Schedule, and every person who requests College information receives financial aid information. The Foundation Office has made significant strides in building a scholarship fund (see Standard Six). Recent initiatives in state policy (WorkFirst and Work Based Learning) have enabled the College to attract low-income parents with opportunities for tuition waivers or tuition assistance.

Enrollment Services produces some of its promotional materials in Spanish. They also periodically insert appropriate ads in newspapers aimed at Spanish- speaking populations as well as the Asian community. Leaders of various ethnic communities are maintained on a mailing list and sent information about events of interest to prospective students and their families.

The Student Activities office actively recruits students of color and provides leadership opportunities for all students and offers a variety of resources to

enhance and promote student interests, needs and concerns. Students may participate in or initiate the formation of a club by completing and submitting an ASB Club Charter packet to the Student Activities Office or to the ASB Vice President of Clubs in the Student Government Office.

Among the currently active clubs that provide for participation and involvement for students and represents their interests and needs regarding such factors as ethnic, socio-economic, and religious diversity are shown below.

Student Rights and Responsibilities asserts that all members of the college community share the right to a secure and respectful environment, and that students have a right to organize and join associations to promote their common interests.

Special Interest Clubs	
Religious clubs:	BSM Baptist Student Ministries
	Lost n' Found
Ethnic clubs:	MELA - Hispanic heritage
	UNAC - Native American heritage
	APSU - Asian/Pacific Islander heritage
	BSU - African American heritage
Socio-Economic:	SPLICE - Women's support club
	EMPOWR - Women and student legislative issues

### Major Accomplishments and Future Directions

The addition of an Institutional Researcher to the administrative staff in 1998 should enable the College in general and various operational units to conduct research into the characteristics and behavior of the student population. At present, there is not enough information about their enrollment and retention patterns. For primarily students of color, any efforts in this regard should be coordinated with the College's People of Color Participation and Diversity Action Plan (see Exhibit 3.28).

### Student Information Services

The College publishes a biennial Catalog and a quarterly schedule of classes (see Exhibits 3.50 and 3.51). The Catalog is developed through a college-wide review and revision process, and edited by the Director of College Relations, the Vice President for Educational Services, and the Associate Dean for Enrollment Services. The material for the Class Schedule is developed by each of the Divisions and edited by the Director of College Relations, Vice-President for Educational Services, Vice-President for Student Services, and Associate Dean for Enrollment Services.

Some of the items are presented in both publications; some are presented only in one. The Catalog is available free of charge. New students who attend orientation

and advising sessions are provided with a Catalog. The Catalog is also available to anyone who asks, and is sent to school districts, libraries and related educational agencies in our area. The quarterly Class Schedule is mailed to all north Snohomish County residents, and is available at many public locations. Periodic newsletters are sent to pre-registered students and recent students informing them of changes that may affect them, as well as routine reminders of deadlines and processes that affects their registration status. The College's Web site contains some of the items as well, and more are being added.

The Student Activities Office publishes the Student Handbook annually in September. It contains a lengthy description of student rights and responsibilities, student conduct and disciplinary procedures, grievance procedures, and the process of responding to disruptive behavior. It also contains considerable information about student activities, student organizations, campus services and resources, and important student policies. It is distributed in many venues, and provided to all students who attend orientation sessions. Student Activities also publishes quarterly and weekly calendars of programs, activities, and services for students.

Student information services are also available regarding certificates and degrees. The overall policies guiding eligibility for certificates and degrees is published in the Catalog on pages 31 and 32. The specific course requirements for each certificate or degree are specified in the Curriculum Guides. These guides are available in several locations around campus, and are updated on a regular basis. Course requirements and graduation criteria are uniformly applied. The advisor and Dean must approve any exception.

In the Catalog, page 32, in the Class Schedule, in the Student Activities Quarterly Calendar, and through other periodic newsletters students are notified of the need to apply for graduation by the published deadlines for each quarter. Students also receive in their home mailboxes the Reg News, a quarterly newsletter from Enrollment Services that includes a reminder to apply for graduation (see Exhibit 3.32). Faculty members are periodically reminded, through campus mailbox flyers, email, and notices in the College Report, to make a class announcement concerning graduation deadlines.

An evaluation of credit for a certificate or degree is completed when a student applies for graduation. Students may also submit a request for a transfer credit evaluation earlier. One FTE staff in Enrollment Services handles credential and graduation evaluations. Faculty and Deans provide review and approval of the decisions made by the credential evaluator. This area is understaffed, and students must sometimes wait eight weeks to receive a credential evaluation. Enrollment Services is currently examining options for alleviating this problem.

The CIS-managed student database provides a degree audit program which allows students and advisors to see if degree and/or certificate requirements have been met. Its use at the College has been limited due to perceived limitations of the program. The implementation of new information software within the next 2-3 years may improve the situation. In the interim, students are encouraged to meet with advisors in order to ensure degree and certificate requirements are met.

Student-Right-to-Know information is being prepared for publication in 2000, pursuant to federal guidelines. The College's Safety and Security Office produces and publishes campus crime information, following federal guidelines.

## Major Accomplishments and Future Directions

Prior to 1997, the College published quarterly class schedules that included only the courses to be offered that quarter. Beginning Fall Quarter 1998, the College implemented publication of a Fall Quarter Schedule which lists all the classes for the academic year. The Winter Quarter Schedule includes courses offered winter and spring, and the Spring Schedule includes courses offered spring and summer. This enables students to receive better information about the College's offerings, and better plan in advance for a year's coursework. In addition, more space in the class schedule has been allocated to selected policies, procedures and announcements in order to increase the number of opportunities for students to become knowledgeable about these important items. For example, the disruptive student policy was added in winter 1999.

The Enrollment Services Office continues to experience student comments that they are not made aware of withdrawal and refund policies and deadlines. These policies and deadlines are printed in the Catalog and in the Quarterly Class Schedule. Several of the notifications to students have been revised, and changes will continue to be implemented to make it easier for students to keep abreast of deadlines. The Enrollment Services Office must continue to be proactive about helping students learn the College's policies and procedures. Better utilization of the voice response system and of the Web site may help, though a lack of human resources to handle these tasks makes it difficult. The current strategy is to schedule periodic review of the Web to update it.

The Enrollment Services Office has recently undertaken the revision of the College's "curriculum guides" to produce an easier to follow format with easier to find and more detailed information about the various programs and requirements of the College. This is a work in progress.

In an effort to help students understand Graduation criteria, the Academic Regulations and Appeals Committee in winter/spring 1998 examined them. This study resulted in a clarification of wording and some changes. In the very near future, human resources in the credential evaluation area need to be increased in order to provide more timely service to students about their status in terms of satisfying degree/certificate requirements. In the meantime, overtime hours have been approved and current staff have been re-assigned to perform credential evaluation.

## Student Rights and Responsibilities

The College's Student Rights and Responsibilities has been in existence since the early 1970's, when it was developed through a collaborative effort of students, faculty and administration. The Board of Trustees approves the policies and procedures contained in the document; modifications also require approval by the Trustees. Modifications, additions and/or deletions are presented to the Trustees only after a committee of student, administrative and faculty representatives meet to collaboratively consider the appropriate changes.

Student Rights and Responsibilities is published as part of the Student Activities' Student Handbook and is made available to all students through a variety of means, including new student orientation sessions (see Exhibit 3.2). It is a declaration of the fundamental rights, responsibilities and freedoms of the students at the College. More specifically, the four basic articles: The Classroom, Students as Research Subjects, Student Affairs, and Disciplinary Procedures address the rights, responsibilities and protections for students. Other major

policies that have been in existence for more than ten years include the Academic Grievance Procedure, Student Affairs Grievance Procedure, Discrimination/Sexual Harassment Procedure, and Library Rights and Responsibilities. More recently developed and approved policies are the Anti-Hazing Policy, Drug Free Campus Policy, and Tobacco Use Policy. Other national level policy and procedures statements included in the document are the American Society of Newspaper Editors Statement of Principles, and Educational Rights and Privacy Act of 1974 (confidentiality of student records).

Over the years, the document and its related rights and responsibilities has worked very well for the campus community. However, during the last several years it became apparent that a major review needed to be conducted and by this writing, a final draft of additions and changes has been produced and is ready for the concluding approval processes (see Exhibit 3.2).

### Major Accomplishments and Future Directions

Major additions to Student Rights and Responsibilities during the past several years include: Drug Free Campus Policy, Tobacco Use Policy, Anti-Hazing Policy, and Disruptive Behavior. During 1998-99, the entire document of Student Rights and Responsibilities underwent an extensive review. A considerable number of additions and changes are being proposed, particularly those that relate to student conduct, regular disciplinary procedures and summary suspension procedures to be used when a student presents an imminent danger to him/herself or other campus community members. Once the additions and changes are finalized, they will be presented to the College's Trustees for approval and to be codified as Washington Administrative Code.

In 1999-2000, an administrative policy/procedure will be developed for sex offenders enrolled as students at the College. Once developed, this policy/procedure may need to be included in Student Rights and Responsibilities. Also, plans are in place to consider including the document in the 2000-2002 College Catalog.

### Student Involvement in Campus Governance

Student Rights and Responsibilities states: "As constituents of the educational community, students shall be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body. The student body shall have a clearly defined means to participate in the formulation and application of institution policy affecting academic and student affairs. The role of student government within the areas of its jurisdiction shall be reviewed by the Director of Student Activities and by the Vice-President for Student Services, through orderly procedures." One such mechanism is that students may participate on an assortment of College standing committees. These committees are shown in the chart below as well as the number of student representatives that may be appointed to each of them.

Name of College Standing Committee	Number of Students
Academic Appeals and Regulations Committee	2 students
ADA Committee	2 students
Affirmative Action Committee	3 students
Curriculum Diversity Committee	2 students
Facilities Committee	2 students
Faculty Dismissal Review Committee	1 student
Graduation Committee	6 students and student chairperson
Health and Safety Committee	2 students
High School Relations Committee	2 students
Library-Media Center Advisory Committee	1 student
Multicultural Efforts Advisory Committee	2 students
Outcomes/Assessment Committee	2 students
Scholarship Committee	1 student
Strategic Planning Committee	1 student
Student Conduct Committee	3 students
Technology Planning Committee	1 student
Transportation and Parking Committee	2 students

Students also have the opportunity to serve on faculty tenure review committees. To do so, a student must be enrolled in at least ten credits with a minimum GPA of a 2.0 (approximately 15-20 committees each academic year). Additionally, a student representative is appointed to Instructional Council and two to Student Services Council. Students are also asked to participate on College ad-hoc committees and task forces.

The Associated Students (ASB) President attends each Board of Trustees meeting and provides an Associated Students report and information to the Board regarding student life, opportunities, issues, and concerns. He/she is also encouraged to participate in the discussions during these meetings and provide the Trustees with the student perspective as they deliberate. The Student Senate, the legislative branch of student government, may make recommendations regarding academic and student affairs directly the appropriate administrator, organizational entity, planning group, and/or the President.

Each fall quarter the Associated Students' Student Programs Board prepares, distributes and evaluates a student interest survey to identify student programs and activities for the upcoming academic year (3.45). This survey is distributed in

the Parks Student Union as well as any classrooms that have given permission to distribute them. Students, faculty, staff and administrators complete this survey to further the development of programs for students, campus community as well as the service communities. Additionally, the Student Programs Board student coordinators often request support from faculty and their classes in identifying programs and/or to participate in them.

The Services and Activities Fees (S & A Fees) Budget Committee, which includes the S & A Fees Budget Development Process, has both as voting members a faculty member, and a representative from Administrative Services on the committee who provide valuable and meaningful information regarding direction, policies and procedures of the College. The S & A Fees Budget Development Process, as well as expenditures from S & A Fees Contingency and Fund Balances, include required review and approval from the Director of Student Activities and Programs, Vice President for Student Services, College President, and Board of Trustees. The Vice President for Student Services, President, and Board of Trustees approve amendments to the ASB Financial Code, which outlines the policies and procedures covering S & A Fees Budget expenditures and revenues. The Budget Committee develops, and then formally presents and justifies the annual S & A Fees Budget to the Board of Trustees each spring.

The Graduation Committee is chaired and organized by the ASB Vice President of Public Relations and is advised by the Director of Student Activities and Programs. The committee consists of several faculty members, two-three staff and three-four administrators who assist in planning, organizing, implementing, and evaluating Commencement ceremonies for approximately 1,500 graduates, guests, faculty and staff in June of each academic year. This committee is advisory to the Vice- President for Student Services and Director of Public Relations (see Exhibit 3.31).

Chartered student clubs have faculty members as advisors who assist and advise their respective clubs in identifying policies and procedures as well as programs and services for students. Each new proposed club must identify a faculty advisor and be approved by Student Activities advisors and the Vice President for Student Services before becoming a chartered club.

### Major Accomplishments and Future Directions

The method of selecting students for participation on College standing committees and faculty tenure review committees has been improved. A vast majority of student leaders serve on faculty tenure review/college committees. These students have mailboxes in the Student Activities Office, which helps significantly in enhancing communication between them and the committee(s) on which they serve. The ASB President now recommends prospective student committee members to the Vice-President for Student Services and President. Students who serve as ASB Student Senators must now participate on at least one College committee during their senate tenure.

The College has purchased the services of an electronic survey group. Responding to the survey requires students to call-in their responses and they are then tabulated for the College program requesting the survey. Student Programs Board will use this system for a student activities and programs interest survey for their 2000-2001 survey.

Faculty participation in providing feedback and input to Student Services in general, and Student Activities and Student Government in particular has

improved with the addition of e-mail for the campus community. Student leaders need to have e-mail accounts to communicate with other student leaders in the community and technical college system, and for other official business.

A student Club Handbook and Orientation process that began in 1998-99 assists club members as well as faculty and staff advisors in accessing their funds and understanding state policies and procedures (see Exhibit 3.44). The S & A Fees Budget Committee established and continues to state this process as part of the goals/objectives for the committee since 1997.

Although faculty members do have a considerable amount of involvement and participation in the development of Student Services' policy, policy affecting the Associated Students, and Student Activities programming, a more systematic means of obtaining their input and feedback should be developed and implemented.

To better assist the ASB President in identifying students to serve on College standing committees and faculty tenure review committees, a more systematic recruitment method needs to be developed for use at the beginning of each fall quarter to identify students who are interested in serving on committees.

The ASB President's job description for 1999-2000 could include the responsibility of meeting with either the Vice-President for Student Services and/or the Director of Student Activities and Programs before each Board of Trustees meeting to assure a more comprehensive student report for the Board of Trustees meeting. Also, faculty advisors for student clubs could have a more active role in assisting club members in their identification of programs and services for students (identification and coordination of faculty advisors to attend clubs orientation sessions).

## Academic Credit and Records

### Awarding of Credit

The College's Instructional Council reviews proposals for all new courses and programs and for all revisions to existing courses/programs. Inherent in that review is an examination of the expected student learning objectives, which must be stated in measurable terms. The Instructional Council's goal is to assure that outcomes are clearly articulated and congruent with the course or program.

Faculty members assess student performance via writing assignments, objective and subjective tests, comprehensive final examinations, oral presentations and a variety of other methods. They do not assess theses or dissertations and, although some consideration has been given to assessment of prior learning/portfolios for the awarding of credit, it is currently not being done.

The College outlines in its Catalog the grade palette approved by the faculty. Grades must be submitted by faculty within 2-3 days of the end of finals and are posted to the transcript. Only grades that fall within the grade palette are accepted. Recent initiation of the state-wide Washington Online System (WAOL) for distance courses necessitated an equivalency guide to that grades issued by WAOL instructors at other colleges could be translated to EvCC grades. Students may request a grade change within the following quarter. Grade changes are accepted only with faculty approval. There is a policy for student grievance

regarding a grade in the Student Handbook in Student Rights and Responsibilities.

The College follows normal practices in assigning credits to classes, as follows: One credit is normally generated for a minimum of ten contact hours per term in the lecture format, and for a minimum of twenty contact hours for the lab format. For both the lecture and lab formats, concomitant outside assignments and preparation are also expected. Clinics, internships and other types of field experiences are calculated on a 1:30 ratio. These practices are additionally guided by instructions in the procedures manual, Chapter 5, issued by the State Board for Community and Technical Colleges.

Academic records are securely held within the state's student management database, which is backed up daily. Old records from the 1970's and earlier are held in microfiche format in two locations: the Enrollment Services Office and Alpha Inc, an imaging company in Seattle. The electronic (and old microfiche) records contain both credit and non-credit records, though the printed transcript generally only prints the credit classes. Transfer credit that has been accepted and applied to a certificate or degree is clearly noted on the transcript.

### Major Accomplishments and Future Directions

The clarification of grading policies for WAOL courses was made quickly and a procedure has been implemented by which all WAOL students are informed of the special grading policy for WAOL courses.

The rate of requests for grade changes and the acceptable reasons for grade change requests have not been well examined. Enrollment Services is focusing on the College's practices in this area to assure quality control and has included grading clarifications in recent memos to faculty. During spring 1999, the Academic Appeals and Regulations Committee did review the regulations regarding requests for grade changes and did recommend some clarification of the language.

The assessment of prior non-college training and experiential learning and the awarding of appropriate credit for it is a major consideration for Instructional Council during 1999-2000. Some discussion on this issue occurred last year.

### Credit and Transfer Credit

The College follows state guidelines, as well as national norms and standards for determining whether or not credit may be offered for a course. Courses that offer credit must be approved by the Instructional Council and Dean's Council, as well as meet the normal criteria of mode, hours, level, etc.

Non-credit courses are generally those offered through the College's Continuing Education and Applied Technology Training Center (ATTC) programs. The quarterly Class Schedule lists both credit and non-credit courses, but the difference is clearly marked.

The College has been reviewing its needs and policies in the area of awarding Continuing Education Units (CEUs). A committee considered all aspects during 1998-99, and Instructional Council approved a proposal in Spring 1999. As a result, the College offers CEUs through the Continuing Education department and through the Applied Technology Training Center. Clock hours are offered for selected instruction in the Early Childhood Education department. Additionally, the

College has developed a process for evaluating all of its courses, including those offered under the umbrella of continuing education, in terms of offering them for credit or not.

College Curriculum Guides, which specify the requirements for certificates and degrees, do not list any non-credit courses as counting toward a certificate or degree.

The transcript printing function defaults to printing a transcript with only college credit courses on it. It takes a special action to print a transcript that includes non-credit courses for which the student registered; in that case no credit is listed for the course.

The College's transfer credit acceptance policies and practices, are described on page 15 and 16 of the 1998-2000 Catalog. They state that only credit applicable to the College's certificate or degree requirements may be used, and that only lower-division coursework will be accepted. Any exception to these two general directions requires the approval of the appropriate instructional Dean. Unless accepted under the College's non-collegiate training evaluation process, credit is only accepted from accredited institutions.

The College subscribes to the Inter-College Relations Commission (ICRC) guidelines relating to transfer credit, and to the rights and responsibilities of students and institutions in having fair and ethical practices. The College is also an active participant in the ICRC sponsored statewide transfer agreements. The designated transfer agreement, the Associate of Arts and Sciences - Option II, meets the ICRC guidelines. The College has also sought, and received approval for, agreements with institutions such as Washington State University, the University of Washington, Central Washington University and The Evergreen State College for the transfer of specific courses and programs. Transfer agreements with the University of Oregon, Oregon State University, and Eastern Oregon University were sought and obtained in Spring 1999.

The College's credential evaluator also maintains a collection of transfer credit guides and catalogs from other schools. These materials are shared with the faculty and curriculum advisors, and with the Counseling, Advising and Career Center, which also maintains its own collection. This material is available for students to peruse, though that is becoming less of a necessity since more universities are now placing these guides on their Web site.

### Major Accomplishments and Future Directions

The recent review of the potential of awarding credit for ATTC and Continuing Education courses was a healthy process, and built consensus and understanding in the area of defining credit and non-credit courses. The Continuing Education and ATTC programs are now challenged to provide a structured review of their courses in order to determine whether or not they meet credit standards, and how to meet the clientele's desire for credit courses in certain areas.

Recently, transfer agreements have been negotiated with Oregon State University of Oregon, Eastern Oregon University and Portland State University. A special articulation arrangement has been made with Otemae College in Japan. These agreements represent growing interest in relationships with other institutions and challenge the College to confirm its own practices.

Transfer practices are described in the College catalog. In order to increase student knowledge of the policies and practices, a Guide to Transfer Practices will be developed by the Enrollment Services Office. Challenged by a changing external environment, the College is in the process of examining its procedures for evaluating non-collegiate training and experiential learning (see Exhibit 2.23 for details).

In many cases, students look to their faculty advisor for guidance on how their previous transfer courses will meet EvCC requirements. To strengthen faculty skills in this area, Enrollment Services has presented workshops on credential evaluation for faculty and staff advisors.

An emerging issue in credential evaluation is the College's ability to provide timely credential evaluation to students, particularly for effective advising purposes. This challenge will be addressed in 1999-00.

### Admissions and Academic Policies

As an open-door community college, the College provides access to all students age 18 years or older and younger students who hold a high school diploma or GED. Pursuant to state law, the College also maintains a partnership with high schools to bring qualified high school juniors and seniors into the Running Start program; a program wherein high school-age students can earn college credits that count also toward their high school diploma requirements. The College in the High School program allows registration of current high school students in advanced placement courses in equivalent college-level courses, under the guidance of an EvCC faculty mentor.

Those students who do not meet any of the criteria above and who wish to pursue college-level courses, may apply to the College for "special admission" for fall, winter or spring. This category is reserved for consideration of persons under 18 who have neither a high school diploma nor GED, and who are not in Running Start or College in the High School programs. Students must submit a variety of materials such as high school transcript, personal letter, and letters of support and test scores in order to receive consideration for enrollment. They must demonstrate college-level readiness. This practice is held in abeyance for summer term, when under-18 students may register if the instructor approves their enrollment.

The College's Nursing program has a selective admission process. The criteria are spelled out in a special packet of information, and in periodic information sessions (see Exhibit 2.10.E).

The College meets the NWASC Policy statement 3.1 on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. The College does not use external agents for recruitment purposes.

As students are admitted and begin the process of registering for classes, the College supports a course placement-testing program through the use of COMPASS and ASSET test instruments. These instruments replaced older homegrown and non-supported tests in early 1998. The faculty has reviewed these tests and identified score ranges related to readiness for certain levels of courses in Math, Writing and Reading. In the case of the Writing courses, certain minimum scores must be achieved in order to meet the pre-requisite for enrollment. The placement recommendations for Math and

Reading, on the other hand, are advisory rather than mandatory (see Exhibit 3.33).

As of this writing the College is in the process of evaluating the score ranges identified for the initial implementation of these new tests to determine their effectiveness in placing students well. This project represents an improvement in the testing system since the last accreditation visit, and is also indicative of continued faculty involvement in the placement assessment process. Previous test instruments were not conducive to this type of analysis.

New students, who plan to enroll in math or writing courses, and students planning to enroll in seven or more credit, are required to complete placement testing. New students are given a schedule of testing times with their letter of admission. Testing times are published in our Class Schedule. Registration in writing composition classes (ENGL 097, 098, 101 and 102) is blocked if the student does not have the appropriate test score or pre-requisite class.

Faculty and staff advisors are trained in the interpretation of test scores. For the math tests in particular, advisors discuss the nuances of viewing the test score in relation to previous math experience, length of time since the student's last math class, possible math anxiety and student goals.

Students have the opportunity to re-take a test if their scores may have been depressed due to illness or some other reason. A goal in the course placement process is to use test scores, which provide feedback about current skills, in such a way that the student can make appropriate choices about his/her class load.

The Student Financial Services Office has produced a guideline that identifies the minimum ASSET and COMPASS scores necessary to meet the "ability to benefit" qualification for students who do not otherwise possess a high school diploma or GED (see Exhibit 3.34).

Although considerable attention is given to orienting students, assessing their basic skills, and advising for appropriate course placement, each quarter some students fail to meet the College's academic standards. The low scholarship and academic probation policy is published in the Catalog, page 31. Vulnerability to warning, probation or dismissal is based on quarterly GPA for two consecutive quarters or lack of completion of courses. Warning letters are sent to students who continue to accrue a low GPA for two consecutive quarters, and an intervention meeting with a counselor or Reinstatement Committee is part of the process. A student may appeal the dismissal and be considered on an individual basis. In mid-1998 the practices that support this process were reviewed by the Student Services Council, with an eye toward improving the early intervention with students who have low scholarship. Implementation of a more clearly worded policy and procedures statement and a more clearly delineated process for intervention and reconsideration began in Spring 1999 (see Exhibit 3.35). Re-enrollment opportunities after dismissal have been clearly stated.

### Major Accomplishments and Future Directions

The College has improved its communication with high schools regarding the different ways in which young students can matriculate; however, notification to high schools must be quarterly since personnel both change and lose track of college information.

Structural difficulties with the student information database and an awkward application of an admission/matriculation fee have contributed to difficulty in smoothly re-admitting and registering former students. As of winter, 1999, a clarification of the various admission processes now guides how students start, continue and re-enter the College. This will be reflected in the next Catalog.

The Enrollment Services and Testing Center offices are continuously evaluating improvements in testing services. Better uses of the diagnostic tools and the new ESL software are currently being evaluated. Plans have been made for the Coordinator of Institutional Research to conduct a much-needed research project on the effectiveness of the College's placement test score guidelines.

Progress continues on refining student-advising services, particularly for placement of students in appropriate courses. Advisor training workshops are expanding, and an advisor handbook (see Exhibit 3.36 or 2.14.A) has been created. The challenge is to continue to find ways to identify and meet student needs. A possibility currently being examined is the insertion of advising information at the time of the placement test.

### Student Records

The College's electronic records on the SMS (Student Management System) are backed up daily as part of the statewide student management database. Master files are maintained at the Communication Information Services (CIS) main office in Bellevue. Older non-electronic records in microfiche format are held in secure files in two locations on campus: the Enrollment Services Office, and at Alpha, Inc., an imaging services company in Seattle. Alpha, Inc. provides a fireproof location.

The College follows FERPA guidelines in establishing the confidentiality of student records. The College has an intensive training program to help College staff understand their responsibilities in records management; on-campus FERPA workshops, for example, were presented at least 10 times in 1998-99. A preliminary screen on the student records system warns viewers of their FERPA compliance responsibilities. Descriptive handouts are provided to all staff and faculty, including part-time faculty on a periodic basis. The College is currently challenged to consolidate and clarify the security of records in offices outside of Enrollment Services.

The accuracy of records is of primary importance. Faculty members continuously check rosters, and only trained staff enters grades. Faculty members are asked to maintain their grade books in the event verification is needed. At the moment of a registration transaction, students are handed a printed copy of their schedule to ascertain that the correct data was entered.

### Major Accomplishments and Future Directions

In addition to a major increase in the number of FERPA workshops presented to College staff, Enrollment Services is in the process of drafting a clearer procedure for handling sensitive records both in Enrollment Services and in other offices.

## Student Services and Programs

### Enrollment Services and Testing Center

Several years ago the Admissions and Registration areas merged in order to provide one-stop enrollment services to prospective, new, continuing and returning students. Staff members are cross-trained to perform a variety of general functions, and each staff person has additional special responsibilities.

In admission and registration functions, Enrollment Services houses international student advising, Running Start, credential evaluation, records, and testing. This blend of services enables special student populations to receive integrated services, also enhances the coordination of those activities that are directed toward supporting student access to educational opportunities at the College.

All services except Testing are located in one office in the Jackson Building. The Testing Center is located in Rainier Hall.

For weekly routine testing options, students complete their testing in Rainier Hall. When testing is part of a one-stop Testing, Orientation, Advising and registration (TOAR), the service is provided in the Jackson Center as part of all the other enrollment services.

New student orientation and advising services are coordinated by Enrollment Services. Advising services coordination represents a growth activity for the unit, and many new services have been added over the past several years. Advising services are also located within other offices, and are also the responsibility of full-time faculty.

### Major Accomplishments and Future Directions

The merger of a variety of services into "Enrollment Services" was supported by a minor remodeling effort in order to allow co-location. This represents a solid advancement in services to students. Current challenges spring from a lack of room to work effectively and/or expand and to grow. The College is developing a renewal of its plan to create an enrollment/entry/advising services center with new funding to remodel a portion of the campus.

The Testing Center services would benefit from a closer proximity to Enrollment Services. Though the shift to ASSET and COMPASS testing represents an improvement in the quality of testing services, the current Testing Center does not have enough space to fully maximize the use of COMPASS. Furthermore, occasional staffing shortages in the Testing Center are difficult to cover due to its distance from regular services. A solution may be reached with the consolidation of Testing Center with Enrollment Services in a planned remodel.

Enrollment Services has accrued reasonably good evaluations of its services through personal comments from students, staff, and faculty, and the recent SERVQUAL survey. However, more remains to be done. Extended hours and improved access to distance services are some of the needs. These are addressed through retreats and weekly staff meetings, as well as staff assignments for special projects.

## New Student Orientation

Orientation sessions are offered as part of TOARs, which are one-stop daylong opportunities for Testing, Orientation, Advising and Registration, created in 1996. The orientation is a one-hour presentation, with time for questions and answers. The topics cover a wide range: certificate and degree requirements, understanding placement test recommendations, planning credit loads, understanding instructor expectations, using student services, purchasing books, etc. The majority of newly admitted students participate in these sessions; participation is voluntary. Faculty and staff collaborate on the presentation of the orientation session.

Orientation to the College is also presented in other ways. Monthly "Getting Started" sessions are offered in the evening, and provide general information about the College's programs and services. Annual events such as Parents' Night, Career Tracks, and the High School - College Conference are well advertised to prospective students. Each of these activities deliberately includes information that orients the (prospective) students to the salient features of the College in order to maximize their success.

Special orientation sessions are also offered for new international students, first-time financial aid recipients, Workforce Training students, and new student leaders.

Multicultural Services offers a welcoming atmosphere, providing new and returning students with orientation via the Student Host program. Student Hosts are active, returning students of color who welcome new and returning students and provide assistance with information about campus services. Many students of color enter the College with the intention of transferring to a university, so Multicultural Services focuses on entry advising, specific curriculum requirements, and building a network for referrals to advisors at local universities.

## Major Accomplishments and Future Directions

Orientation sessions are now presented more frequently, and with a more consistent content than in prior years. Improvements could be made in motivating more students to attend them, and in finding ways to continue to orient students to college after they have begun their attendance. Consideration should be given to offering more intensive pre-term orientation workshops. A special orientation program for students of color has been suggested. More research in this area would help in identifying the need and best method of presentation. Toward that end, an experimental orientation event was produced the week before classes in September 1999. Parents, partners and students were invited. The intent was to see if a focused activity coinciding with the start of a new term would attract students. The event was more than successful and provides direction for more similar activities.

## Student Advising Services

Though the College has a strong interest in providing services, a student is not required to go through advising in order to enter or maintain his/her status. In other words, advising is voluntary, not mandatory. To attract students to advising services, the College has implemented a complex array of practices and opportunities, and aggressively promotes them to students. The chart below depicts these services.

Advising Services and Practices
<ul style="list-style-type: none"> <li>Two offices in particular provide opportunities for prospective and new students to receive initial guidance and referral: Enrollment Services, and the Counseling, Advising and Career Center (CACC). The CACC also provides services to continuing students. Trained counselors and advisors render these services.</li> </ul>
<ul style="list-style-type: none"> <li>Full-time faculty has a contract obligation to assist in the provision of advising services. Faculty does so on an individual basis and during large group advising events.</li> </ul>
<ul style="list-style-type: none"> <li>Enrollment Services maintains a list of all faculties by subject/area. Students are referred to the appropriate faculty advisor when they state their specific interest and request advising services. Students who have general advising needs, or preliminary questions, or need to make a transition to a faculty advisor, can obtain advising services from Enrollment Services or CACC. Students may request a formal advisor assignment at any time.</li> </ul>
<ul style="list-style-type: none"> <li>All prospective students are invited to College information sessions, such as Parents Night, Career Tracks, Getting Started sessions, the High School - College Conference, and Next Steps pre-term orientation, which provide an orientation to the school, its programs and services.</li> </ul>
<ul style="list-style-type: none"> <li>All new students who gain formal admission to the College are scheduled for a "TOAR," a one-stop daylong battery of Testing, Orientation, Advising and Registration services. Students can either participate in the entire TOAR in one day, or do it in pieces. TOARs are offered periodically as the term approaches, and intensively as the term draws nearer. A representative group of faculty and a cadre of trained advisors staff the advising portion of the TOAR.</li> </ul>
<ul style="list-style-type: none"> <li>Testing is mandatory for new students seeking enrollment in math and/or English courses, or who will be taking 7 or more credits. Each test score report provides placement information and a guide to further advising services.</li> </ul>
<ul style="list-style-type: none"> <li>Printed Curriculum Guides provide information to new and current students about certificate and degree requirements, with names of faculty able to advise in each area.</li> </ul>
<ul style="list-style-type: none"> <li>Most technical programs provide quarterly information sessions that are aimed at new students to familiarize them with program opportunities and requirements. These are publicized in the Class Schedule.</li> </ul>
<ul style="list-style-type: none"> <li>Counselors, advisors and faculty staff a "LUCY Booth" in the main hallway of the Student Union during each quarter. This booth's purpose is to provide easy access to advising to students in a high traffic area, hopefully stimulating them to ask questions they did not know they had. This booth has been a weekly daytime service since 1997, and in 1999 evening services were added.</li> </ul>
<ul style="list-style-type: none"> <li>Enrollment Services coordinates a quarterly "Advising Week" which features information sessions, "hot topics" tables, visits by baccalaureate representatives, and a noon-hour Advising Fair staffed by a wide variety of faculty advisors.</li> </ul>
<ul style="list-style-type: none"> <li>Enrollment Services and CACC maintain evening hours in order to serve evening students with advisingservices.</li> </ul>

<ul style="list-style-type: none"> <li>• In 1998, Enrollment Services added two new full-time Curriculum Advisors to enable the College to offer scheduled and drop-in advising services year round, with additional evening services.</li> </ul>
<ul style="list-style-type: none"> <li>• An Advisor's Handbook, containing program information to support advising interactions, was provided to all faculty and staff advisors in spring 1999 (see Exhibit 2.14.A or 3.36).</li> </ul>
<ul style="list-style-type: none"> <li>• Intensive advisor training workshops are scheduled periodically through the year by Enrollment Services. Several are scheduled during the fall quarter opening week, to take advantage of training new faculty and to refresh returning faculty. A quarterly Advising Update is circulated to all faculty (see Exhibit 3.37).</li> </ul>
<ul style="list-style-type: none"> <li>• Students who are identified through the low-scholarship warning system (see page 31 of the Catalog) are referred to a number of advising services.</li> </ul>
<ul style="list-style-type: none"> <li>• Several other offices offer advising services to special populations: Multicultural Services, Women's Programs and Services, Disability Services, and the Student Support Services Program.</li> </ul>
<ul style="list-style-type: none"> <li>• Two years ago the College made a commitment to produce an annual class schedule. This provides students with a list not only of the up-coming quarter's classes, but also with a sneak preview of future classes. This supports an advising approach to scheduling classes, encouraging students to plan their studies.</li> </ul>
<ul style="list-style-type: none"> <li>• The College is beginning to make better use of the Web for advising purposes. Since 1997, Enrollment Services has maintained an e-mail address for online advising. Up to date curriculum information is placed on the college's Web site, as well.</li> </ul>

Students are informed of these advising opportunities through the quarterly Class Schedule and Reg News (the quarterly newsletter). The TOAR program for new students has an advising component built into it.

### Major Accomplishments and Future Directions

Advising services have received increased attention over the past several years. There is consensus that EvCC needs to improve its advising services. As a result, several improvements have been made: 1) two new Curriculum Advisor positions were added in Fall 1998 and changed to administrative exempt positions December 1999; 2) access opportunities (in the form of Lucy Booths, Advising Fair, evening hours, for example) have been added; and 3) more advisor training sessions are being offered. The next steps are to evaluate the effectiveness of the services, as well as to address the evolving role of faculty and staff in advising. A winter 1999, campus-wide survey (see Exhibit 1.2.E) found student satisfaction with advising services to be mixed, and lower than satisfaction with other services. The Advising Services Committee serves as a forum for study and solutions.

Maintaining advising information on the College's Web site has proven difficult due to lack of human resources devoted to web maintenance. Solutions to a consistent method of updating the Web site are being sought; one solution that has recently been implemented the inclusion of periodic review dates in the Enrollment Services calendar. The implementation of the Lucy Booth represents an important step forward in reaching out to students. Current plans are to expand its presence to include outlying buildings.

## Counseling, Advising and Career Center

The Student Services Five-year Program Reviews for both the Counseling and Career Center areas emphasize a strong career counseling service component (see Exhibit 3.19 and 3.20). There are four full-time and five part-time counseling faculty who provide career counseling, in addition to their teaching, advising and other counseling duties. Many career workshops and credit bearing classes are available year around. A full-time Program Coordinator provides support for the Counseling, Advising and Career Center. A Program Coordinator and a Curriculum Advisor staff the Career Center. They provide student career information related to career exploration, job search skills and educational opportunities.

While there are no "residential students" at the College, some professional health care and relevant health education is available to the commuter student population. The Counseling, Advising and Career Center counseling faculty provide professional psychological health care. Short-term mental health counseling is provided on-call and by appointment including some evening availability. A part-time faculty member is a licensed psychologist and provides counseling, faculty consultation and learning disabilities assessment/diagnosis.

## Major Accomplishments and Future Directions

Physical space is an issue for both counseling and career counseling services. The Counseling, Advising and Career Center (CACC) lacks visibility due to its location. Since the Student Employment Referral Center (SERC) has rapidly expanded its services and contacts, the program's Five-year Program Review called for a substantial increase in room size. Recently, SERC was relocated to a much larger space and CACC gained the former SERC space. Meanwhile, Student Services is currently considering service relocations under an organizational and facilities remodeling plan.

There is no physical health care provided on campus. However, recently Student Activities earmarked \$1000 for 1999-2000 annual programming (guest speakers) related to health education. Also, they have created a student Health and Wellness Coordinator position. Unsuccessful attempts in the past have been made to develop a "Wellness Center" that could provide a host of health related services including health education in the form of speakers, programs and literature. Example topics could include substance abuse prevention, stress management, nutrition, safe sex, personal safety, fitness and mental health topics. A resting area for students who aren't feeling well and perhaps a visiting nurse could also be included.

Other colleges have funded these efforts primarily out of Services and Activities Fees through Student Activities or in conjunction with college general and/or grant funds. A persuasive presentation would be needed in order for the College administration and student government officers to allocate significant funding for this purpose. Perhaps the College's Nursing Program could be a resource for minimal nursing health services. Space continues to be a barrier for developing new programs.

Recently a part-time psychologist was hired who significantly bolsters the Center's mental health care services. Most of the counselors only have master level training and the part-time psychologist is available to provide faculty consultation, crisis counseling and learning disabilities assessment/diagnosis. The latter is a dramatic major accomplishment for Student Services.

The service delivery of career counseling is considered a strength of the Counseling, Advising and Career Center. Recently a unit goal was satisfied when funding was approved to hire two permanent staff positions to improve efficiency, stability, and service delivery in the Career Center. A Curriculum Advisor was funded full-time for 11 months via a combination of institutional and grant funding while the Program Coordinator was funded on a permanent/part-time basis with institutional funds. Plans call for advocating for 12 months of institutional funding for both of these positions during next year's budget process.

CACC accomplished progress on another operational goal by the appointment of a Director in January 1999. Currently a faculty member is paid a stipend for these additional administrative duties. In the next budget process, providing institutional funding for a full-time director will be considered. This is a major goal for both CACC and Student Services.

CACC is striving to provide greater access to service through the Internet. A comprehensive department web page was unveiled in November 1999. Another accomplishment for CACC is the progress toward a department goal to integrate and communicate more fully with area counseling resources. This year the unit co-sponsored, with a major local mental health provider, Anxiety Screening Day and Depression Screening Day community events. Also this year, the unit's mailing lists of area high school counselors were updated. Future plans include working more closely with area high school counselors.

Additional future plans include more progress at efficiently providing the counselors' student success expertise and counseling skills for students with the greatest needs. Recently the unit participated in a project with other Student Services personnel in strengthening intervention efforts for students on academic warning and is working on ways to better identify and provide services to other at-risk populations.

### Student Financial Services

The College believes that all individuals should have the opportunity to achieve their education goals, regardless of their ability to pay. The primary purpose of Student Financial Services is to provide financial assistance to eligible student aid applicants to the extent that federal, state and institutional funding will permit.

Student Financial Services processes all money received by students from outside and institutional scholarships, Title IV, state funds and institutional aid. Therefore, institutional accountability for all financial aid awards is necessary to ensure compliance with various federal, state and institutional regulations and policies related to the awarding, disbursement and delivery of funds to students.

Information about financial aid is available in both the College Catalog and Student Handbook. In addition, information on financial aid and scholarships is made available through consumer information developed by Student Financial Services (see Exhibit 3.39). The Student Guide, prepared by the U.S. Department of Education, is also available in the office of Student Financial Services.

Attendance at one financial aid orientation session is mandatory for all first-time financial aid recipients. The purpose of the orientation is to discuss rights and responsibilities of students receiving federal, state and institutional aid, the award and check disbursement process, satisfactory academic progress and

progression toward a degree. In addition to the orientation, Student Financial Services staff provides financial aid presentations to various community groups, including high schools throughout the year.

The office has also made available two computers for students to use to for Internet-based scholarship searches and filing financial aid applications on-line.

In addition to financial aid grants and scholarship search assistance, the College participates in the Federal Family Educational Loan Program (FFELP), specifically the Federal Subsidized and Unsubsidized Loan Programs. Each year, the Department of Education calculates and publishes the Cohort Default Rate for each institution. Currently, the Federal Stafford Loan default is 22.1 percent. Refer to Major Accomplishments and Future Directions in this section for information regarding measures that have been implemented to reduce the loan default rate.

### Major Accomplishments and Future Directions

In May 1998, staff examined internal processes and identified several areas in need of improvement. Over the last year, significant improvements in these areas have been made.

First, the quarterly financial aid check disbursement process to provide quality customer service to students was improved. During the second and third day of each quarter, financial aid checks are disbursed in a conference room, adjacent to Security. The room is equipped with computers, which are necessary for financial aid staff to verify credits, enrollment, etc. A staff person from the Cashier's Office then disburses the checks to students.

Second, staff was trained to provide one-on-one advising with students to assist them in filing their federal financial aid applications on the Web site. The federal processing turnaround is approximately two weeks faster for students who file electronically. In addition, two computers located in the reception area have been dedicated to filing financial aid applications and conducting scholarship searches on the Web site.

Third, the financial aid orientation and student loan counseling sessions were improved by providing the information in a Power Point presentation. By adding this visual enhancement to the orientation and counseling sessions, the delivery of important financial aid and loan information to students has improved.

Fourth, the annual scholarship publication of approximately eleven pages has been updated to a more visually appealing and condensed tri-fold brochure format (see Exhibit 3.40). Students have reported that the new brochure format is easier to read and carry with them. Institutional scholarships increased from 70 in 1998-99 to 80 in 1999-2000.

Finally, the financial aid award and cashiering process was improved. Fall 1999, the automated process available through the financial aid management system was activated for automatic authorization of deduction for tuition between the two systems, eliminating the need for students to request this in person.

Regarding the loan default rate, the following measures have been implemented in an effort to reduce it. First, since student loans are considered to be a last resort and are not awarded as part of the initial aid package, students must apply for financial aid and receive notification of eligibility for all other aid programs prior to applying for a loan. Second, if a student wishes to take out a student loan, the

student is required to attend an Entrance Loan Counseling and Debt Management Session. During this session, the student completes a Budget Worksheet to determine the amount of loan needed and given information on loan debt, repayment, etc. A combination of video, written materials and lecture is used to apprise students of their repayment obligations. Each quarter the office monitors enrollment of all loan recipients.

Lastly, students who leave the institution, graduate, or transfer, may attend an exit interview or are sent an exit interview packet, apprising them of their repayment obligations. The student is asked to complete the form and return it to the College. EvCC then submits the information to the guarantor agency. Students who have defaulted on loans are identified through the NSLDS and the information is sent to EvCC by the guarantor agency.

More financial aid processes are being offered electronically to provide better and faster service to students. In the future, options will be explored to provide more application materials and information on the Student Financial Services Web page that is located on the College Web site. Students who have limited access to the office on campus due to work schedules; night classes or on-line courses may benefit by more application materials and information being provided on the Web page.

Office staff members are also exploring two other automated/electronic services to enhance the office's current internal processes. The first area of interest is in student loan processing. The hope is to move from a manual paper application process to the automated electronic filing process that is currently provided by the Northwest Educational Loan Association.

In the immediate future, Student Financial Services is scheduled for a Student Services' Five-year Program Review during 1999-2000. The results and recommendations of this review will be considered initially during the budget development process in spring 2000.

### Student Employment Referral Center

In 1997, the Job Placement Center was renamed to the Student Employment Referral Center (SERC) to better reflect the duties of the Center. The SERC works closely with the Counseling, Advising and Career Center and the Employment Security Office to provide career and employment information to students. A majority of EvCC students depend on an on or off-campus job as their primary financial resource, thus making college referral efforts valuable in terms of outreach, access and retention. Sixty-three percent of community college students in Washington work at off-campus jobs. The SERC offers free assistance to current and former students of the College in securing full and part-time employment and internships. The Center develops and maintains contacts with employers by processing job orders, pre-screening and referral of eligible candidates, and arranging on-campus recruiting and job fairs. In 1998-99 two Snohomish County Job Fairs were held on campus attracting large numbers of prospective students and employers to the College. The SERC also sponsors weekly employers on campus during the day each quarter averaging 88 employers per year. Additionally, agencies and businesses contact the office for providing co-sponsorship of workshops on how to fill out applications, interviewing, and testing. In addition, the SERC posts jobs opportunities, including government and out-of-town employment opportunities.

Many faculty members bring their classes to the SERC as an introduction to job seeking and resources available to the students. These visits average about five classes per quarter and include Business & Technology, ESL, and Adult Education. Reaching out to the faculty to have them bring their classes to SERC enables more students to utilize the resources available to them on campus.

In addition to employment opportunities, the SERC provides job search related services, including effective job search techniques, developing resumes and writing cover letters and interview preparation.

The SERC disseminates job information to the campus at-large through weekly updates and quarterly newsletters (see Exhibit 3.30). Information is made available through consumer information developed by the SERC.

### Major Accomplishments and Future Directions

In 1998, the SERC completed a Five-year Program Review. One recommendation that came out of the review was to relocate the SERC to a location with adequate space to accommodate the increasing needs of the student population and in a strategic place with more student visibility. In October 1999, the SERC moved into a larger office on the third floor of the ParksBuilding.

In 1998, the first of the three Job Fairs per year was held hosting 35 companies and more than 2200 attendees. The continued success of the next five Snohomish County Job Fairs (sponsored by nine outside agencies) over the next two years proved to be very popular. The number of employers has increased to over 80 per job fair with the attendees remaining about the same. On campus jobs fairs have become an effective outreach activity for EvCC.

The SERC has registered over 3000 students in the past three years and given approximately 100 referrals per week from 125 jobs posted in the office's customized data base system. SERC also posts between 300-500 jobs per week on clipboards and notebooks.

A collaborative project with the Financial Aid Office and the SERC involved the creation and publication of the Work Study Supervisor's Handbook, used to facilitate supervisors in working with student employees (see Exhibit 3.29). In addition, the SERC is working with the Financial Aid Office to develop off-campus work-study placements, specifically, placing reading tutors in local elementary schools.

In the future, the SERC plans to continue with the above mentioned events and develop a stronger commitment to the delivery of cooperative education and internship opportunities with other offices and faculty on campus.

Joining additional professional organizations will broaden the base of employment opportunities and determine the skills needed in the present job market. Developing a resume writing center will enable students, who otherwise don't have access to computers, to write their resumes and have them critiqued before submitting them. This will be a self-directed process using handouts and step-by- step procedures and will be coordinated with the Counseling and Advising and Career Center, Work Force Training Office, and the co-location Employment Security representative.

SERC's technology will be increased by purchasing a server and the program (integrated with the current database program) for First Place Web Walk-up, which

allows employers to post their jobs via the Internet and students to browse jobs, submit on-line resumes and be self-referred. It will include a web page connected to the College's home page detailing the use and resources provided through the SERC.

Additionally, offering a quarterly event pertinent to employment services such as: Resume Writing Tips and Critiquing, Jobs and Skills needed for particular areas of work, Self Confidence while Interviewing, Dressing for Success, etc. is in the planning and development stages.

### Student Activities and Student Government

Student Activities, student programs and student government offer students many opportunities to identify, develop and foster intellectual and personal development through leadership development programs, co-curricular and co-educational activities and programs, and student clubs/organizations.

Student leadership development skills can be acquired through a variety of opportunities. Students can participate on the Associated Student (ASB) Executive Council, the executive branch of the student government, or on the ASB Student Senate, the legislative branch of the student government. The five members of Executive Council apply for their positions through an application/interview process and are selected by a panel of student peers. Student Senators are elected to the Student Senate, a group comprised of a maximum of 25, via a self-election process (see Exhibit 3.41). Six students are selected each year to serve as student managers and coordinators for the ASB Student Programs Board, a board that participates in identifying, coordinating, implementing and evaluating student programs, events and services for the campus community.

Student leaders are also selected to serve as student attendants, office assistants or graphic designers in the Student Activities' main office and Information/Recreation Center. Depending on their specific responsibilities, these students serve other students and the campus community in providing information, referrals, lost and found, emergency messages to students, locker and equipment rentals, and/or in producing and distributing promotional materials for student activity related events and programs.

Many students are involved as members of ASB chartered student clubs, which provide students many opportunities to explore their leadership potential and growth through participation as an active member or club officer. Through this type of participation, students explore and develop their special interests and activities, and/or concerns and issues. Currently there is approximately twenty active student clubs on campus (see Exhibit 3.13).

In addition to the aforementioned opportunities, students may also participate as leaders of, participants in, or recipients of programs, services and/or activities that are supported by Services and Activities Fees (student activity fees). The chart below shows the funded areas.

Other Programs/Units Funded by S & A Fees
The Clipper - the student produced bimonthly newspaper
Vibrations - the student produced literary arts magazine
Drop-in Tutoring and Supplemental Instruction - services by which students tutor other students with their academic work
Women's Programs and Services
Multicultural Services
Center for Disability Services
Child Care (Financial Aid and Early Learning Center)
Counseling, Advising, and Career Center
Student Union Art Gallery (Northlight Gallery)
Student Help - student employment opportunities for many students to work in Student Services offices/centers in serving students and/or providing events and activities.
Student Union Improvement
Intercollegiate Athletics and Intramural Activities

Through these various co-educational and co-curricular activities and programs, and Student Services/Student Activities programs, a great number of students are provided opportunities to participate and/or be served. Such involvement fosters intellectual and personal development and/or assists students in their educational or career pursuits (see Exhibit 3.49, the Annual Report for Student Activities, for a detailed report of participation).

The College is a commuter campus with a very diverse student population that includes day and evening students, part-time and full-time students, students who are employed on or off-campus, single parents, etc. To accommodate these students and others who are traditionally considered under-represented students, Student Activities has implemented a number of different means by which to provide services and offer opportunities for participation. For example, the Student Activities and Programs Office is open for students Monday - Thursday 8 a.m. – 7 p.m. and Friday 8 a.m. - 4 p.m. so that students attending classes in the evening may avail themselves to the many services and resources offered. The Student Activities Club Resource Room, which is adjacent to the main Student Activities Office, is open during evening hours for club members/officers when requested.

The Student Senate, a forum for student issues and concerns as well as student legislative/budget issues, has a minimum requirement of six credits and a GPA of at least 2.0 in order for a student to participate as a student senator. This allows part-time students and occasionally evening students an opportunity to participate in student leadership on campus.

The Student Programs Board Artist & Lecture Series, which has been in existence since 1982, has programmed artists and lecturers who have brought to campus new perspectives on issues such as diversity, issues of women and the disabled, as well as ethnic and cultural celebrations and issues. This series is offered in the evening so that evening students may attend as well as students who attend during

the day. Many of these events have no admission fee, which enables students and community members to participate. The number of attendees at events has increased since 1996-97 (see Exhibit 3.46).

Student activity fees also fund and support chartered student clubs that offer programs and services which encourage and support participation of traditionally under-represented students. Currently they are:

Student Club	Type of Support for Students
Barrier Breakers	Disability issues and support group
CLIC	Alternative life style issues and support group
SPLICE	Single parent and low income issues support group
EMPOWER	Empowerment and support for women's legislative issues
HIV/AIDS Awareness	Sexually transmitted diseases awareness and support
BSU	African American heritage awareness and support group
MELA	Hispanic heritage awareness and support group
UNAC	Native American heritage awareness and support group
APSU	Asian/Pacific Islander heritage awareness and support group

For many campus community members, the Parks Student Union is the hearthstone of the College, and as such, is the venue for many of the student activities and programs. Conveniently located on the main floor of the building are all of the student activity offices including those related to some day-to-day recreational activities. The main Student Activities and Programs Office, the Student Clubs Resource Center, and the Student Government Office, which includes work stations for Executive Council members and a workplace for Student Senators, are located nearby each other and in spaces that are accessible and visible. Down the colonnade and in about the middle of the student union is the Multipurpose Room, which is the main eating area but also provides a setting for many of the activities sponsored by Student Activities, such as, special events, concerts, lectures and panel discussions. It also provides a location for other campus events, such as, the Nursing candlelight ceremony, Snohomish County job fairs co-sponsored by the College's Student Employment Referral Center, campus advising fairs and other campus community or community sponsored events.

There are three other main areas on the main floor of the student union that provide venues for student and campus community interaction through events, activities and services. They are:

Information/Recreation Center, which includes a TV/Video Room, a walk-up window for recreation/rental equipment, such as, snow boards, cross-country skis, and roller blades. It also provides referral information, locker rental and a lost and found service.

Student Union Colonnade, which provides space for clubs, organizations, College programs/departments and community organizations to provide information, fund raise or to promote events and services for students.

Conference Rooms 'A', 'B' and 'C', which provide areas for meetings, orientation sessions, and special services.

Student Activities and Student Government functions to provide a multitude of activities and services to students that are consistent with the mission of the College and Student Services. To assist the program in accomplishing its mission, many documents have been produced and approved over time that outline and define policies and procedures under which it operates.

The ASB Constitution and By-laws and Student Programs Board By-laws consist of the policies and procedures that govern the Associated Students and the ASB student leaders (Exhibit 3.15). There is an annual review process for this document and amendments to it require a two-thirds affirmative vote of the Student Senate, approval by the Director of Student Activities, Vice-President for Student Services, and College President.

The ASB Financial Code (Exhibit 3.42) outlines the policies and procedures for S & a Fees Budget Development process, and for the expenditures and revenue associated with these fees. An annual review for changes in nomenclature and/or appendices occurs during the late spring of each year. All changes require approval by the Director of Student Activities and Programs, ASB V. P. of Budget & Finance, Vice-President for Student Services, and College President. Amendments to the main body of the ASB Financial Code require a two-thirds affirmative vote of the Student Senate, and approval by the Director of Student Activities and Programs, Vice-President for Student Services, College President and Board of Trustees.

The annual S & A Fees Budget developed by the S & A Fees Budget Committee requires a two-thirds affirmative vote of the Student Senate, a recommendation by an Administrative Review Committee to the President, a recommendation by the President to the Board of Trustees and final approval by the Trustees (see Exhibit 3.43). The annual budget includes a Contingency account and a Fund Balance account. For Contingency account expenditures, if only forty percent of the funds remain in the account, Board of Trustees approval is required. Board of Trustees approval is required for all Fund Balance expenditures.

For all the leadership positions in Student Activities and Student Government, there are detailed job descriptions that provide guidelines for the student leaders to accomplish their duties and responsibilities to their student associates and the campus community. Each spring quarter, Student Activities staff request the following evaluation from the out-going student leaders:

How can Student Activities staff and advisors better serve student leaders?

Based on past experience, update and revise approximately twenty-five individual job descriptions for upcoming student leaders.

The answers to the question above and the request for the student leaders to update their job descriptions helps the Student Activities staff in preparing for the next year (see Exhibit 3.48).

Also, to assist in reviewing the year and preparing for the upcoming year, the Student Activities staff compiles an Annual Report. This is accomplished during the spring to help in identifying, describing, and evaluating the student programs and services as well as the joint responsibilities between the students and the institution (see Exhibit 3.49).

## Major Accomplishments and Future Directions

Since 1997, the Artist & Lecture Series has offered nationally and internationally known artists to the campus community and surrounding community, free of charge (see Exhibit 3.46). Increasingly, faculty members are releasing their evening class(s) so students may participate in these educational programs.

The Center for Disability Services has worked closely with Student Activities in identifying programs and services for disabled students; interpreters for the deaf community have been available upon request for the Artist & Lecture Series since 1991-92.

The Student Government and Student Programs Board models employ the application and selection process whereby potential student leaders participate in a complete application process, in which they are interviewed and selected by a committee of their peers. This process provides the candidate an opportunity to gain experience in a real world application/selection process where the art of application, resume development and interviewing techniques are developed and experienced.

During 1998-99, opportunities for student leaders to develop leadership skills were provided each quarter through team building exercises, orientation to job descriptions and ongoing assessments of programs and services offered by student leaders.

In addition to hands-on leadership training that student leaders experience day to day, it is recommended that Student Activities advisors develop a more systematic approach to leadership skills acquisition, which will provide more leadership opportunities each quarter as seminars/workshops.

Student Activities promotional/informational materials are distributed to off campus sites through the inception of a collaborative bulletin "This Week at EvCC" where Student Activities and Student Services announce upcoming seminars/workshops as well as events, activities and programs (see Exhibit 3.47). The Student Activities Quarterly Calendar continues to provide important information about important dates, timelines, activities and events to students and the campus community. In the near future a web site for the unit needs to be developed to further enhance communication to the students.

Women's Programs and Services in conjunction with Student Activities plans and organizes family days (one per quarter) where students with families gather to exchange ideas and resources to support their educational pursuits at the College.

The main floor of the Student Union continues to be the venue for programs and services that build a sense of community for the College, from the social and coeducational activities to the extracurricular and recreational opportunities for students, staff, faculty and administrators. However, the scheduling of meetings and events in the building would be enhanced if the Student Activities office scheduled Conference Rooms 'A', 'B', and 'C' and Port Gardner Bay Room. This would facilitate better access to these areas since Student Activities is located nearby and can provide immediate feedback to users regarding status of folding doors in conference rooms, chairs, tables, etc. Because Student Activities' Office Assistants and/or staff could answer requests for these areas within a twenty-four period, planning and coordination of space requirements could be simplified and streamlined for organizers of seminars, events and programs.

Since 1996-97, the S & A Fees Budget Development process has identified some recommendations to foster and maintain the student union concept of programs and services for the main floor of the Parks Building.

These recommendations, which would be funded by the S & A Fees Budget Fund Balance account, include but are not limited to the following:

Develop a Performing Arts Center to be used collaboratively with the College instructional programs;

Develop more student lounge/recreational spaces; and

Overall enhancement of the student union concept in building a "home" away from home for students, contributing to student retention at the College.

For the immediate future, Student Activities and Programs is scheduled during 1999-2000 to be assessed via the Student Services Five-year Review. Results of this assessment will be helpful in further developing the overall program.

## Intercollegiate Athletics and Intramural Activities

### Intercollegiate Athletics

Intercollegiate Athletics at the College has undergone a number of changes during the past several years. From 1987 through the academic year 1997-98, the College had only four athletic teams, basketball and volleyball for women and soccer and basketball for men. In the fall of 1998, women's soccer was added and by spring 2000, women's softball will have been added to the overall program. Plans call for men's baseball to be added spring 2001. This will complete the immediate plan for athletics relative to the program's and College's short and long term goals for the program.

Athletics is aligned organizationally with Student Services and more specifically with Student Activities. The Director of Athletics, a Program Manager 'B', reports to the Director of Student Activities and Programs. The incumbent in this position is also the men's basketball coach. The other coaches and assistant coaches are responsible to the Director of Athletics. The College is a member of the Northwest Athletic Association for Community Colleges (NWAACC) and thereby is responsible for having a men's commissioner and women's commissioner. The Director of Athletics is the Men's Commissioner and the full-time Physical Education and Health instructor is the Women's Commissioner.

The College is a member of NWAACC and, as such, supports the purpose, code and principles of this association. College athletic policies and procedures must be consistent with those of NWAACC. Therefore, the College must ensure its athletic policies and procedures are in concert with those of NWAACC and the College's mission. Program policies and procedures are reviewed and updated on a regular basis by the coaches, the Director of Athletics, Women's Athletic Commissioner, Men's Athletic Commissioner, Director of Student Activities and Programs, the Vice President for Student Services, and President. NWAACC policies and procedures are reviewed annually by the association athletic commissioners. The College's Board of Trustees annually approves the budget for intercollegiate athletics and is involved in the final approval of adding or deleting sport programs.

The College's athletic program subscribes to the underlying principles of NWAACC, which include that student athletes maintain high standards of scholarship and sportsmanship, and that athletics is part of, but not the primary feature of College student life. Like other students, student athletes comply with the standard admission policies of the College. They are not provided special admission to any of the College's programs, nor does participation in athletics give any special privilege to them for registration in particular classes. In order to maintain eligibility for athletic participation, they must meet the College's academic standards and those established by NWAACC including its academic progress measures. Student athletes, like all students at the College, are required to meet clearly published program requirements in order to be awarded a degree.

The Director of Athletics has implemented two strategies that help to promote student success and retention among student athletes. There is the mid-quarter grade report program whereby the faculty is asked to assess the progress of student athletes in their classes. Also, every effort is made by the coaches to schedule athletic competition so that it does not conflict with the College's instructional schedule. Sometimes this is unavoidable, particularly during tournament playoff periods. When this occurs, every effort is made by the coaches to ensure that student athletes complete all course requirements during the time that they participate in these events.

Financial assistance for student athletes comes from several different sources. Tuition scholarships can be granted to players who have been designated by the team coaches to receive them. The NWAACC Code determines the maximum number of tuition scholarships that can be awarded for each sport. The College supports this financial assistance program through Services and Activities Fees in the amount of \$7,000. The remainder is generated through gate receipts, weekend community tournaments sponsored by the athletic program, and fund-raising events sponsored by the teams. A student athlete who is awarded a tuition scholarship may receive it for one, two, or three quarters of the academic year. He/she may also work as a student employee on campus. The maximum tuition scholarship financial package that may be offered is \$200 per quarter applied toward tuition plus a campus job. The maximum amount a student athlete may earn from a campus job is \$1,000 per year. Federal work-study and Pell-grants are two other means that athletes have available to them for financial assistance. These programs are handled through Student Financial Services, and grants are awarded to students on the basis of need. Student athletes may receive a \$200 per quarter athletic scholarship, a Pell-grant, and a campus job, but the \$200 athletic scholarship can only be used for tuition.

Funding for the athletic program, except for some of the scholarships for tuition assistance, is supported by the institution by two sources, the College's general operating budget and Services and Activities Fees (S & A Fees). The general operating budget provides funding for coaching stipends, a portion of other personnel salaries, the institutional membership fee to NWAACC, and the costs necessary to operate and maintain the facilities required by the program. S & A Fees provide funding for a variety of expenses including equipment, travel, supplies, insurance, officiating costs, stipends for the assistant coaches, and conference fees. This part of the athletic budget is part of the total Student Activities Budget and is controlled through a cooperative effort among the coaches, the Director of Athletics and the Director of Student Activities and Programs.

Each year during winter quarter the athletic team coaches submit their respective program budget requests to the Director of Athletics, who in turn reviews and modifies them if necessary before forwarding them to the S & A Fees Budget Committee. This Committee, which consists primarily of students, submits its recommendations for funding levels to the Student Senate. The Senate then submits its budget recommendations to the Board of Trustees through an Administrative Review Committee and the President for final approval. Once approved by the Trustees, the budget may be expended according to the approved allocations.

Because of the methodical and systematic way athletics has been reviewed and evaluated over the last ten years, it is also important to note that before men's baseball was included as part of the program offerings, two women's teams were added. When the College added women's soccer in the fall of 1998, it met the requirements of the three-part test for Title IX compliance. Women's softball will be added in the spring of 2000 and plans call for men's baseball to be added in the spring of 2001. Funding has been identified to support these efforts and current sports are closely monitored to ensure that maximum opportunities for women are made available within program constraints.

Finally, in that the program is aligned administratively with Student Services, it is reviewed and evaluated via the Student Services' Five-year Program Review assessment mechanism. The last five-year review was completed in 1995-96 and the next one will be scheduled for 2000-2001. The program also is part of the Student Services' annual planning cycle of Annual Goals and Targeted Areas of Effort.

### Intramural Activities

A varied program of intramural activities is provided for students to participate in competitive and recreational sports. Activities are chosen with regard to current and seasonal interests and include bowling, basketball, softball, volleyball, indoor soccer, golf, tennis, swimming, and open weight room. All intramural activities are co-educational.

Extra-mural activities are an extension of the intramural program, which involve competition with other area community colleges or community organizations. These activities include volleyball, basketball, softball and bowling.

The intramural and extra-mural programs are under the direct supervision of the Director of Athletics. Working closely with the Director, students are employed and trained to be program coordinators and officials for the various activities. These students work closely with the Director. S & A Fees fund intramural activities and the program budget includes funds for supplies and equipment, membership fees, purchased services, travel and student help. Like athletics, an annual budget request for the program must be submitted to the S & A Fees Budget Committee during the budget development process.

The facilities that accommodate the program needs are the inside and outside facilities of the Fitness and Sports Center.

### Major Accomplishments and Future Directions

Results of the Five-year Program Review for athletics, which was conducted in 1995-96, and the annual goal setting activities for the last several years have provided a direction for the program and resulted in a series of accomplishments. They are presented below.

Enhancements to the athletic program include the addition of women's soccer in the fall of 1998 and the assistant coaches now being paid a stipend. Women's softball has been added and will begin during the spring of 2000. Also, gender equity in terms of participation rates for men and women student athletes has been reached.

Men's baseball is being proposed as an addition to the athletic program during the spring of 2001. Adding soccer and softball for women and baseball for men is a reflection of the strong community interest in these sports programs for youth and adults in Snohomish County.

Enhancements to Fitness and Sports Center have been the resurfacing of the tennis courts, the painting of the inside of the main gym, and the resurfacing of the parking lot. A future and major enhancements for athletics, intramural activities, and Physical Education and Health is a planned remodel and expansion of the Fitness and Sports Center (see Exhibit 3.27). The State Board for Community and Technical Colleges has approved this project and the planning and programming stages are underway. The projected completion date is late August 2000.

Over the past several years, the weight room and fitness center has been open to all students, not just those enrolled in Physical Education and Health classes.

As part of the Fitness and Sports Center remodel, the weight room needs to be enlarged to accommodate more students involved in intramural activities and open-gym time. Also, once the new softball field is in place, Intramural Activities needs to provide a quality intramural softball league.

For the future for athletics, the program will be scheduled for another Five-year Program Review during 2000-2001 and the results and recommendations from it will be carefully studied as to whether or not to pursue another expansion of the program. Additional guidance in this regard could come from a community advisory board for athletics. The prospect of this kind of board is under consideration.

### Multicultural Services

Students of color currently make up approximately 14% of the student population at the College. The primary role of the Multicultural Services Center is to provide programs and services to recruit and retain students of color in achieving their educational goals. This is done by offering entry, academic and cultural advising, coordinating a mentoring program to link students with faculty mentors, conducting mid-quarter assessments to determine if academic intervention is necessary, and providing leadership training by offering advising and administrative oversight of the ethnic student clubs on campus. In addition, the Center provides a welcoming environment for students to congregate and hold club meetings, makes referrals to resources on and off campus, provides mediation between the student and other offices/departments, and coordinates cultural programming on campus. The Center also collaborates with the local ethnic community organizations by co-sponsoring events and participating in meetings and programs.

In addition to providing direct services to students, the Center also strives to educate the campus community and the Everett community regarding cultural differences to promote inclusiveness. This is accomplished by advocating for

diverse programming and speakers on campus and creating opportunities to foster and enhance race dialog and cross cultural communication. Ultimately, this may have an impact on effecting change to the campus climate by increasing awareness, knowledge and understanding of diversity issues.

### Major Accomplishments and Future Directions

During the spring of 1994 and again during 1997-98, Multicultural Services was very instrumental and played a key role in developing the College's People of Color Participation and Diversity Action Plan. This plan, which was required by the State Board for Community and Technical Colleges, has been useful in planning activities and strategies for the recruitment, enrollment and success of students of color (see Exhibit 3.28). The follow-up reports for each of these plans have been helpful in terms of measuring accomplishments, unfinished tasks, and new objectives.

In 1998-99, Multicultural Services completed a Five-year Program Review. The review identified program strengths and weaknesses and recommendations for future directions. Based on the feedback from the review, staff met during the summer to develop a clear and consistent mission statement and goals for the program. Staff also began to collect data on services provided and students served so that an analysis could be conducted and a report produced at the end of each academic year. In addition, the Peer Mentor program was resurrected as a direct retention service to students.

In the past, a community advisory committee was active in providing advice, feedback and direction to the Multicultural Services Center related to diversity issues. Last spring, this advisory committee was revamped to serve as a direct advisory to the College president pertaining to diversity issues. This was perceived by the committee and the College as a positive step in furthering relations between the two and sent a clear message that diversity is an institutional responsibility.

The Director of the Center has been an active participant on the Curriculum Diversity Committee. Over the last three years, this committee has spearheaded a diversity course graduation requirement as part of all two-year degrees at the College. Based on the work done by this committee, in the fall of 1999 the Instructional Council voted in favor of establishing a five-credit diversity graduation course requirement effective fall 2001 for transfer degrees and fall 2002 for all other two-year degrees. In addition to a diversity graduation requirement, the committee has advocated for the infusion of diversity across the curriculum.

This year the Center started a program by which staff personally contacted by letter or phone students of color who indicated an interest in enrolling or had enrolled as a new student. In the future the Center will be involved in giving campus tours to prospective students of color. The staff also encouraged ethnic students to serve on the student government and take an active role on the College's student newspaper. In addition, the Center has intensified its efforts to collaborate more closely with other departments to ensure the success of students of color.

The future challenge of the Center is to expand programs and services to other students, such as those enrolled in English as a Second Language (ESL), and students from other cultures, such as those from the Middle East and the former Soviet Union. Currently, the Center targets the four traditionally under-represented groups: Native American, Hispanic/Latino, Asian Pacific Islander and African

American. To meet this challenge, the Center has advertised it serves as open to all students. In addition, staff has visited ESL classes and networked with ESL instructors to promote the services offered by the Center.

### Center for Disability Services

The Center for Disability Services (CDS) provides reasonable accommodation for disabled students who choose to provide documentation of their disabling condition and request the services. The Center provides accommodations and implements the policies implemented by the College's Board of Trustees (Resolution 95-09-02), federal regulations required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (see Exhibit 3.52). The Center for Disability Services serves between 190-200 students with disabilities per quarter. Each student receives mid-quarter assessments and the Center contacts those who may benefit from intervention (i.e. tutoring, counseling, etc.)

CDS provides an equipment loan program to students that includes: kontek FM systems for students with hearing loss, 2 and 4 track tape players/recorders, and palm top computers. Equipment available in the Center includes: CCTVs, screen reader, magnification and speech recognition software set up on the Center's computer and on other computers across campus, the Reading Edge/Scan-read system for students with visual print disabilities, Braille display, ergonomic chairs, arm rests and keyboards, and Braille printer and large computer monitors. Accommodations also include the following services: coordination of books on tape, note taker services, coordination and provision of interpreters for hearing impaired students, as well as scribes, oralizers, and readers. Also provided are information and referral regarding post-secondary education and disability, assessment/screening for students who suspect they may have undiagnosed learning disabilities.

### Major Accomplishments and Future Directions

A private testing area in the Center was constructed in the fall of 1999 to assist/proctor students with testing accommodations. Although this has made the Center's general office smaller, it creates an environment that is free from distractions. In the past, students who needed a quiet place, extra time, and/or readers or scribes for testing, shared the CDS office space with the CDS staff. Now, these students have their needs met for a separate testing area.

New policies and procedures are reviewed with incoming students during the initial intake process. A policy regarding "lack of attendance of students requesting interpreter services" has been established in addition to policies requiring students to have Accommodation Summaries signed by the student, instructor and the Coordinator of Disability Services at the beginning of each quarter. These Accommodation Summaries are returned to the CDS office and student's file for documentation. Students sign a "Contract for Services", which is a rights and responsibilities document that outlines the services provided by the Center and the students responsibilities.

In addition to discussing success strategies related to academic success, an Accommodations that Work seminar series is now being presented each quarter. These seminars encourage students to develop helpful strategies, coping skills and cross disability awareness. Self-advocacy skill development and self esteem

building are two key components of this approach. This seminar may be offered for college credit during Spring Quarter 2000.

CDS is working much more closely with other programs on campus, especially the Tutoring Center, Student Support Services Program, and Workforce Training to coordinate and maximize efforts, and encourage success for disabled students at the College.

### Women's Programs and Services

Women comprise the largest single group entering college and two-thirds of adults returning to college are women. Societal changes have increased the demand for the education and training necessary to enter the workforce. At the same time, the economics of today's world and changing family structures often force women to seek employment outside the home. Many women face multiple barriers including negative life experiences, finances, grades, work schedules, transportation problems, inconvenient times of classes, lack of time to study and childcare, and spouses' attitudes. As a result, multiple services and resources are often needed for women in these situations for them to succeed in their educational endeavors. Additionally, women with young children have a higher number of barriers compared to those with older children. However, when women are able to connect and receive support services needed to facilitate their success, they have a renewed sense of purpose in life; and, they love the networking and belonging to a new community.

At the College, between 62 and 64 percent of the students are female. In continuing to meet the challenge of this growth and the services needed for women, Women's Programs and Services specifically functions to facilitate the transition from home to school and from school to work. These activities include development and implementation of programs and services, assessment, research and evaluation, advocacy for the improvement of the quality of life for women as students, and developmental educational functions.

### Major Accomplishments and Future Directions

To reflect the comprehensive programmatic and student support services, the Center was recently re-named from the Women's Center to Women's Programs and Services (WP&S). The new name is indicative of a student centered facility that provides a wide range of activities and support services that also includes a lounge, student computer, and privacy to facilitate confidentiality and a safe environment for women students. Typically, WP&S serves approximately 450 to 600 students and prospective students per year and totals approximately 12,000 contacts per year when incorporating repeated contacts, phone calls and events. During the 1997-98 academic year, 695 individuals were seen by the Women's Center. Even though WP&S is only staffed by 1.9 classified positions and work-study/intern students, it engages in a highly active program of student services and activities.

WP&S has established relationships with community agencies and formulated an advisory board to help offset staffing and budgetary limitations. These liaisons have been instrumental by providing resources to offer community-based services that enhance students' motivation, sponsor of a yearly auction to fund a Student Emergency Fund, and provide for an on-campus therapist to lead support groups. Opportunities such as these have often been key in providing services that retain students who otherwise might drop out. Additionally, both the unit's staff members

have been by trained by Columbia Legal Services as WorkFirst advocates. Keeping abreast of the rights and responsibilities as required by recent welfare reform laws has been very advantageous to students who may not have enrolled or would have dropped out of school due to misinformation.

Collaboration with other campus offices has also been a highlight. Currently, in working with the low-income population, WP&S has been working with the College's Learn A Living Center to assist in recruiting and contacting low-income working parents who may be eligible for Work Based Learning assistance through the WorkFirst Reinvestment funds. Names provided from the WorkFirst Post Employment Services Office in Seattle are forwarded to WP&S. WP&S personnel call each of these referrals to inform them of the free educational services provided at the College personally call these referrals. Shared mailing lists and contacts also enhance recruitment from the community.

Another collaboration, which targets girls to pursue careers in math and science, is the Expanding Your Horizons Conference. For the past seven years, WP&S has presented this annual conference for young girls to provide them with role models and encouragement for a career in a math/science related field. An average attendance of 300 girls, parents and educators come to the campus each year for this event. It has proven to be a highly successful event in recruiting students to the College and into math, science, technical areas, and nontraditional studies.

The first Five-year Program Review for WP&S was conducted during 1997-1998 and the results indicated that although it was an accomplished and highly active Center, there was a need for additional promotional activities to further publicize the unit and its activities. This conclusion was derived from a small survey that was conducted during the program review.

During the 1997-1998 academic year, student and campus employee surveys were conducted regarding the programs and services offered by WP&S (see Exhibit 3.25). The respondents reaffirmed that WP&S has generally been offering programs and services most desired and needed by students. Also for this period of time, WP&S took its intake data to the newly hired institutional researcher for analysis. The analysis of this student success data will be made available during this year. However, it will be necessary to reorganize the raw data into a coded format to better facilitate analysis. Once this is accomplished, ongoing research and assessment of women students regarding educational programs and services, financial assistance, and lack of enrollment or over-enrollment of women in particular disciplines can be monitored.

Certainly, the future direction of WP&S is to focus toward continual improvement in providing quality student support services as stated in the unit's mission and goals. However, in so doing, additional resources are required to assist the current staff. Staffing assistance is needed to perform the routine tasks necessary to provide fiscal accountability and organization. Budgets need to be increased for well- equipped technical resources and supplies, more printing funds to follow-up the program review assessment calling for a higher level of publicity and materials to promote awareness of the WP&S, and professional development/travel dollars. With the allocation of additional resources, WP&S could go beyond the current level of activity to enhance development of new student services, as well as the ability to relieve the pressure of letting one thing go to attend to another.

One new retention activity beginning Fall 1999 will be the delivery of "Individualized Student Success Plans." With the development of an instrument to

formulate a guideline, in addition to parameters for individual circumstances, this planning instrument will effectively utilize existing student services and provide for student retention strategies. Students will truly be the benefactors of even better services and resources than they already are, thus, promoting their success even more.

### Student Support Services Program

The College serves more than 2,500 high-risk, low-income and first-generation college students. To help these students be successful, the College has pursued and maintained a federal TRIO grant, the Student Support Services Program (SSSP) for more than nineteen years. A director, two counselors, a Program Coordinator, a Tutor Coordinator, and 35 to 40 student tutors staff the program. The program typically provides direct services to 210 students and monitors the progress of another 115. The services include assessment of academic, financial, and personal needs; orientation to college; advising; individualized study skills training; assistance with financial aid; transfer advising including trips to neighboring universities; career and personal counseling; and the opportunity to participate in a variety of cultural events.

The Program works closely with other programs and services on the campus to provide a broad, coordinated network of support services for nontraditional students. Because two-thirds of the SSSP students must be low-income, the Director attends the orientation sessions required for all new Financial Aid students to explain the Program and its services. Staff members also serve on the Financial Aid Appeals and Scholarship Committees. In addition SSSP staff work with the Counseling, Advising, and Career Center; the Center for Disability Services, Multicultural Services, Women's Programs and Services, Workfirst Training, the Writing Center, the math center, and the instructors for the study skills and reading classes to coordinate services to high risk students and to provide effective referrals between programs and services. The SSSP also sends mid-quarter student progress evaluation forms to faculty across campus to gain information to help students and to keep faculty informed of the support services that are available to their students.

The high risk students served by the program have consistently had higher quarterly cumulative GPA's and better retention, graduation, and transfer rates than both non-program high risk students and students in the general. Program students have transferred to the University of Washington, Western Washington University, Seattle University, Central Washington University, Washington State University, Seattle Pacific University, and the University of Washington at Bothell. And, they have earned bachelor's degrees in human services, engineering, psychology, education, business, nursing, and other programs. Some have gone on to earn masters degrees. Program students have earned prestigious scholarships at Everett and at four-year colleges and universities. The Northwest Association of Special Programs representing TRIO programs from Washington, Oregon, Idaho and Alaska has recognized two program students for their outstanding academic and community contributions.

### Major Accomplishments and Future Directions

Since the 1996 Five-year Program Review, one of the key areas of activity for SSSP has been utilizing the Review recommendations to strengthen the Program. One important recommendation was to increase awareness of the program and strengthen student referrals to it. To achieve these goals, the Director makes

presentations about the program to incoming students attending the required Financial Aid orientations and staff members have increased contact with faculty through class visitations, and increased interaction with instructors. These actions helped maintain enrollment even though welfare reform eliminated 25 to 30 single parents who would have been part of the program. Current enrollment numbers are satisfactory but the program can serve more students. As a result, SSSP will continue to increase awareness of the program and strengthen its referral network.

As part of a reorganization of Student Services, the College provided additional funding for one of the Program's counseling positions to strengthen its counseling services. The reorganization also included having the Director supervise the Center for Disability Services to provide additional administrative support to the Center and to improve the coordination of services between the Center and SSSP. These changes have increased contact time for SSSP counselors and students and the contacts between SSSP and Disability Services.

During the Summer of 1998 the Multicultural Services Program and the Student Support Services Program switched office spaces. The new location has the offices of the counselors and the Director and a student computer/testing room around one central reception/lounge area. This has significantly improved office support and traffic flow.

The College and the Program have not been able to find the funding or the space to carry out the recommendation to provide a private office for the Tutor Coordinator to meet with tutors or upset students. Efforts will continue to meet this need.

In addition to the 1996 Five-year Program Review recommendations the Program has been involved in several other important activities. The Program Coordinator for SSSP manages the student mid-quarter progress check for SSSP, Multicultural Services, and the Center for Disability Services, and Financial Aid. Working with Enrollment Services, the Program Coordinator is able to eliminate duplicate requests to faculty and to distribute copies when duplicates are needed. More than 2,000 forms are distributed for over 600 students. SSSP staff contacts its students needing assistance and provides copies of the evaluations to students who are doing well as well as those needing assistance. Students comment on this as being an important and valuable service.

Over the past three years the SSSP has improved computer support for its students. Initially computers were available for home work, then came access to computerized scholarship listings, followed by access to general information on the home pages of four-year colleges and universities, online information searches for class projects, and now students can download detailed lists of courses required at community colleges for specific majors at four-year colleges and universities as well as application forms. They can even complete application online to some schools. Student program evaluations and student and counselor comments have shown that these services provide essential information and services in a very efficient manner.

The SSSP will complete its next full program review in the Spring of 2000. The staff looks forward to obtaining the results of the review to help with planning and the preparation of the next four-year grant proposal due in October. In the future the Program expects to continue to improve student referrals to the Program to maintain or increase the number of students served. It will continue to search for

office space for the Tutor Coordinator and to expand computer services for students. It will also look for additional ways to evaluate and strengthen its services so its high risk students will continue to have quarterly cumulative GPA's and retention, graduation, and transfer rates that are equal to or higher than those for students in the general. The program will continue to work with other programs and services to provide a broad network of support for high-risk students.

### Student Media

Student Rights and Responsibilities, published annually in the Student Handbook, outlines the institution's relationship to student publications:

Student publications are communication devices for the presentation of student views and concerns. There shall be no prior censorship or control by faculty, administration, student government, or advertisers exercised over the student newspaper, student handbook, student literary magazines or publications of other student groups. Advisors to such publications are responsible for the guidance of learning through these vehicles. A paramount function of the advisors to these publications is to assure that student publications are published according to accepted principals of responsibility, impartiality, fair play, and decency as set forth in the American Society of Newspaper Editors Statement of Principles. These statements are published in the Student Handbook.

### Major Accomplishments and Future Directions

The College will be researching and exploring the establishment of a Board of Publications to process concerns, issues and/or grievances (formal and informal) for student publications. This study should occur during 1999-2000. This Board of Publications with campus wide representation could be a committee of students, staff, faculty, and administrators.

### College Bookstore

The College Bookstore supports the educational mission of the College by providing all required and optional textbooks and supplies needed by instructional programs. To accomplish this task, Bookstore staff members work closely with faculty and their support staff to establish book and supply lists for each course offered. To fill the book lists, as many used books as possible are made available to the students. Used books are bought back from students during two different textbook buyback sessions each quarter. The opening buyback session is during the first two days of each quarter and the ending session is during the final exam period. Used books are also purchased from five to seven different wholesalers nationwide. Used books save the students about twenty-five percent of the new book price. During the past five years, approximately twenty-five to thirty-five percent of textbook sales have been in used books.

Bookstore personnel work with faculty by alerting them to potential problems, providing alternative solutions whenever possible, so that students will not be adversely affected when classes begin. When books have been ordered incorrectly (less than 2%), or when there is not a sufficient supply of them, "overnight service" is ordered. If a book is not available, a photocopy of the chapters needed is made. Also, to support the educational program, the Bookstore has extended hours of operation during the first two weeks of the quarter and during the book buyback period at the end of each quarter. In general, the Bookstore hours of operation are kept consistent so customers do not have to

wonder what they are. The Bookstore remains open during quarter breaks including the six week break between summer and fall quarters, with the exception of the summer 1999 break when it was closed from mid-August to September 13 for remodeling (see Major Accomplishments and Future Directions in this section).

To support the overall intellectual climate of the College, the Bookstore also provides a wide assortment of optional reading material in areas ranging from the classics to new releases. Titles in the reference area are selected to assist students in their studies. Specialized study aids are available such as video tutorials, software programs, and audio aids to assist individuals who learn better from hearing, seeing or interacting with the topic rather than by reading it. Exceptional pricing on educational software in virtually all categories is also available. To showcase the region's culture and heritage, many Pacific Northwest titles are on the shelves. If a book or supply item is not in stock, special order service is provided.

To further support the intellectual climate of the College, the Bookstore sponsors or co-sponsors with other campus organizations, author signings to give students a chance to interact with a favorite author or perhaps be inspired to investigate a new author or genre.

In terms of policy and procedures development, most of the recent changes have been in response to new technologies. More and more of the Bookstore's services are offered via the computer. The Bookstore's current "point of sale" computer tracks textbooks and decreases out-of-stock order entry errors. This system is being replaced with a much faster system that will track both textbook items and other items sold in the store. It will reduce the number of "out-of-stock" incidents in supplies and trade books as well as textbooks.

Bookstore personnel respond to customer requests whenever possible. With this feedback and input, plus the information received from the store's sales history, service delivery and customer needs are evaluated to constantly improve the Bookstore's overall operation.

### Major Accomplishments and Future Directions

In 1983, a computer system was installed to track the supply of textbooks and provide scanning capability for the store's total inventory. Over the years, the system has been upgraded to include the incorporation of a financial aid program to computerize the former handwritten process of student accounts, and a computerized book buy-back system that has helped to eliminate the long waiting line normally associated with this kind of process. In February of 1999, a more sophisticated computer system was installed, which tracks all of the store's merchandise and provides e-mail connectivity to the entire campus. This new system also provides for other enhanced services that reduce "out-of-stocks" and faster lines at the cashiering stations.

During the summer of 1999, the Bookstore was remodeled to create a visually pleasing atmosphere, to provide faster service through elimination of long service lines, and to increase sales per square foot. The remodel is a major improvement in terms of customer service, effective utilization of space, aesthetics, and the provision of a "reading corner" with natural light and comfortable seating.

In the very near future, on-line ordering of textbooks and supplies will be possible via the College's Web page. Materials ordered on-line will be delivered to the

student's home. Plans are underway to have a student kiosk installed so students can have access to their student records and course enrollment information.

Because the Bookstore is represented in a regional bookstore-buying group to reduce college supply prices, Bookstore prices may soon experience a reduction. The Bookstore is also represented in the National Association of College Stores. This association is researching the concept of combining several of the regional buying groups to improve the buying power for colleges and universities. If this happens, the prices of many of the staple items sold to students and staff will be reduced

### Food Services

Food Services is a College-based program housed in the Parks Student Union Building. It provides meal service to students, faculty, administration, staff and guests. There are no resident students on campus.

A registered dietitian with experience in commercial food service supervises the Food Services operation. The staff is appropriately trained for the positions held. The two cooks are trained and have two or more years of experience. Other positions are trained by on-the-job training with follow-up supervision.

The food service is cafeteria-style, so customers make food selections. Daily offerings include a salad bar, sandwich bar with several varieties of meats, cheeses and fresh vegetable choices, and fresh baked rolls, bagels, muffins, scones and cookies. Two hot soups are available daily. Although no full meals are provided, daily specials such as taco salad, lasagna, phad thai, fried chicken picnic, are posted and served beginning with lunch and served through the dinner hour, which continues on weekdays Monday-Thursday through 7 p.m. There is grill service beginning with early-morning breakfast fare such as hot and cold cereal, eggs and breakfast meats, and continuing through dinner with hamburgers, hotdogs, french fries, etc. Nutrient-dense foods such as entrees, milk products, and a wide-variety of fresh fruits and vegetables are encouraged by keeping the cost of them low. Three large coolers provide fresh fruit juices and fruit blends, milk, and other favorite beverages. A freezer provides offerings such as ice cream. Hours of the Cascade Range Cafe are Monday - Thursday, 7:00 a.m. - 8:30 p.m. and Friday, 7:00 - 1:30 p.m. so that food service is available during most class hours.

The Snohomish County Health District mandates the health and safety standards. The Environmental Health Division inspects the food service throughout the year at random and unannounced times. The program remains violation free after four years and has been nominated for an award by the Health District for outstanding sanitation.

Food Services also provides opportunities for student employment. There are ten to fifteen student jobs available each quarter. Work-study jobs have also been available upon request.

Food Services works closely with Student Activities to meet the catering needs of on-campus activities throughout the year. Catering is also available for any on-campus activity.

## Major Accomplishments and Future Directions

The cafeteria now has its own identity. Several years ago, Food Services collaborated with Student Activities to have a contest to name the cafeteria. As a result, it now has the name of The Cascade Range Cafe.

Other major accomplishments include:

- Producing enough revenue to cover operating costs and the cost of new equipment;

- A customer survey revealed the desire for a daily special to be offered and because of the volume of sales for it, the cost has not increased since 1998-99, and;

- Becoming the caterer of choice for most College events has helped the program to maintain a positive cash flow.

Future goals and directions for Food Services include that it continues to be a revenue generating entity for the College and that it increases its catering capabilities, which will help generate revenue. Until the major remodel of the Parks building occurs, plans are in progress to upgrade the physical appearance of the cafeteria by purchasing new aprons for the staff, new serving ware and utensils, greenery for the serving area, etc. As plans for the Parks remodel begin, Food Services staff will be involved.

## Campus Safety and Security

The College is a community of over 7500 people studying and working and, as with any community of this size, public safety, crime awareness and security are fundamental concerns. Safety and security on campus is a responsibility shared by all members of the community. Security awareness and crime prevention are features that serve to protect individuals and the community as a whole. When all members of the college community learn and practice these traits, a safer learning and working environment is created.

Campus Safety and Security works to facilitate the safety and security of the entire campus community, visitors, and College property. As part of Administrative Services, the operational unit supports the mission and goals of the College as a service-oriented organization that promotes safety, security, education and personal responsibility. The office is located on the main floor of the Parks Student Union, adjacent to and with a view of major campus parking facilities. Its convenient location provides easy access to students, staff, and visitors, which assists the unit in accomplishing its mission.

A full-time administrator, the Director of Campus Safety, is responsible for the College's safety, security and traffic functions and programs. Also employed in there are two full-time Security Officers, five part-time security guards, an Office Assistant, and a full-time Program Manager. The Program Manager assists the Director with daily operations and is responsible for the College's Traffic Demand Management (TDM) program (carpool and alternative modes of transportation to campus) and in training and supervision of student workers.

Campus safety officers are professionally trained in campus safety methods through the Western States Association of Campus Law Enforcement Administrators (WACLEA). Officers carry a police baton, and/or pepper spray and patrol the campus on foot, bicycle or in a clearly marked security vehicle. Officers

have the same arrest powers as those of private citizens. The program staff maintains a liaison with the Washington State Patrol, Snohomish County Sheriff, Everett Police and other surrounding law enforcement agencies. The Association promotes information sharing, report transferring, and staff training among the various agencies. Criminal activity and requests for police service that are outside the authority of the College are directed to the appropriate law enforcement agency. During special events held on campus, off-duty Everett Police officers are hired to provide additional safety and security.

In addition to patrol and building checks, security officers answer calls for service, provide escort service, check alarms and investigate suspicious circumstances. An EvCC Incident Report is taken for each criminal act that occurs on campus and traffic accidents that are investigated by the unit. The unit maintains a daily incident log that is available for review in the unit's office during normal business hours. This is accomplished according to the Campus Awareness and Security Act. Crimes and other criminal activity occurring on campus are also reported to the Everett Police Department.

### Emergency Information

Campus Safety and Security has well-established working relationships with local emergency providers. In case of fire, medical or police emergency, or any situation that presents an immediate threat to life and/or property, the appropriate Everett emergency providers are summoned to campus.

Emergency information flip charts have been distributed across campus and a campus-wide disaster and emergency response plan has been developed and submitted to the President for approval. The plan coordinates the College's response with those of the City of Everett, the College's first point of contact during an emergency.

Five emergency telephones were installed during the 1998-99 academic year on clearly marked 10-foot poles. They are located in various parts of the main campus parking lots to assist people in need. The emergency telephones automatically "ring-down" to the emergency telephone number of Campus Safety and Security and automatically rotates to a secondary number if the primary emergency number is busy.

### Reporting and Keeping the College Community Informed

Campus community members are strongly encouraged to report crimes, criminal activity and suspicious persons and circumstances to Campus Safety and Security. Security officers assist victims and witnesses in making reports and will contact the appropriate law enforcement agency or other emergency or human service agency on behalf of the victim to obtain additional support and assistance. Criminal activity and other incidents are compiled and available to anyone interested in campus activities under the Student Right-to-Know and Campus Security Act and to the Everett Police Department. Statistical data and information gathered are used to track activity on campus. In this way, trends can be detected and an appropriate response formulated. As previously mentioned, the unit provides an incident log that is updated daily and available in the office during normal business hours. Additionally, timely reports are made to the campus community about situations that present an immediate personal through the use of on-campus media, an electronic reader board and in person. This crime reporting procedure insures that criminal activity on campus is effectively tracked and

reported. Right-to-Know information is compiled annually and distributed campus-wide during the fall quarter and is available throughout the year in Campus Safety and Security.

### Security of Campus Grounds and Facilities

The main campus is bounded by the city of Everett's American Legion Golf Course on the north, Whittier Elementary School to the south, Wetmore Avenue on the west and Broadway Avenue to the east. Campus buildings are checked frequently during regular hours of operation or secured by campus security officers after classes are over each evening. Access to facilities after normal business hours including weekends are restricted to employees and groups or organizations that have received approval via the College's Facility Use Request form. The College's locksmith, who reports directly to the Director of Campus Safety and Security, maintains lock parts and equipment for all campus facilities.

### Major Accomplishments and Future Directions

During the past several years, a number of significant accomplishments have been made regarding campus safety and security. The accomplishments include enhanced parking, improved parking lot and campus lighting and emergency telephones in the main campus parking lots, security personnel carrying pagers and using cell phones to maintain a continuous presence on campus. A mobile surveillance camera system is used by campus security as a crime deterrent and detector, and as a suspect/violator identifier.

Research and planning for future enhancements include a review of current exterior lighting on campus, installation of emergency phones at each campus building, having twenty-four hour/seven day security coverage, and the installation of a card/magna door key security system.

## Summary of Recommendations and Findings

Student Services personnel including student employees, student interns and student leaders in the program, and student auxiliary staff are committed to providing high quality services and programs to enhance students' success in achieving their educational, career, and personal aspirations.

Responsive, innovative and effective programs and services are of utmost importance in recruiting, enrolling and retaining a widely diverse student population of part-time and full-time students be they on-campus or distance learners. Student Services and auxiliary services will work toward creating and maintaining a welcoming and inclusive campus environment for all students be they students with disabilities, students from various ethnic and cultural backgrounds, economically or academically disadvantaged students, international students, and those of a variety of ages and socio-economic backgrounds.

A climate and spirit of assessment and operational and strategic planning have emerged and the systems currently in place have served the overall program and College well during the last several years. These present systems will soon be assessed as the first round of Five-year Program Reviews is completed at the close

of 1999-2000, and refinements will be made as appropriate. Formulating a set of strategic directions will further enhance these processes.

A complete analysis of the human resource needs is wanted so that the most effective staffing arrangements for the services required can be systematically determined. To serve a diverse student population, Student Services is highly cognizant that its staffing configurations must reflect that diversity. It is also recognized that appropriate and quality staff development and training is essential to excellence for a comprehensive and responsive student services delivery.

Distance education through online courses is rapidly expanding. Projections indicate that as many as 15% of students will be enrolled in at least one online course within the next five years. Both online students and students enrolled in classes on campus will increasingly be demanding more online student/auxiliary services.

Finally, it is apparent that adequate facilities and funding for high quality services and programs cannot be provided by the traditional funding formulas of the state system. First, Student Services must receive its share of the funding appropriations for the system's new initiatives such as Workforce Training and WorkBased Learning. Second, to secure adequate funding for a Student Services facility that will provide one-stop student enrollment, advising and support services combined with appropriate co-curricular activities, alternative funding modes will be necessary.

By concentrating on the objectives stated in Appendix H (Objectives for Future Assessment and Planning Activities), the future directions of student/auxiliary services will, as the case may be, continue to or begin to be addressed. The chart certainly is not an all conclusive list but serves as a guide in terms of continuing with on-going efforts and a starting point for new initiatives.

## Standard Three - Materials Available in the Exhibit Room

- 3.1 -- Organizational Chart for Student Services
- 3.2 -- Student Handbook (includes Statement of Student Rights and Responsibilities and the DRAFT of the proposed additions and changes to Student Rights and Responsibilities).
- 3.3 -- Summaries of Student characteristics...
- 3.4 -- Completed Table #1 -- Admissions Report
- 3.5 -- Completed Table #2 (A) -- Student Affairs Staff Profile (Student Services personnel)  
Completed Table #2 (B) -- Student Affairs Staff Profile (Administrative Services personnel)
- 3.6 -- Description of procedures for policy development including the involvement of students
- 3.7 -- Policies and procedures on student conduct, rights and responsibilities; student grievance process, academic honesty; athletics; student fees; tuition refunds NOTE: See Exhibit 3.2 for policies and procedures on student conduct, student rights and responsibilities, student grievance procedures, academic honesty, and Guidelines for Dealing with Disruptive Students.
- 3.8 -- Statistics on student financial aid
- 3.9 -- Most recent financial aid reviews conducted by state and federal agencies
- 3.10 - 3.12 -- Mission and goals of each unit, evidence of goal attainment of each unit, and evidence of the impact of student services on students:
  - Bookstore
  - Campus Safety and Security
  - Center for Disability Services
  - Counseling, Advising and Career Center
  - Enrollment Services and Testing Center
  - Food Services
  - Intercollegiate Athletics and Intramural Activities
  - Multicultural Services
  - Student Activities and Student Government
  - Student Employment Referral Center
  - Student Financial Services
  - Student Support Services Program
  - Women's Programs and Services
- 3.13 -- List of recognized student organizations
- 3.15 -- Constitution for the student association and By-laws for Student Programs Board

- 3.16 -- Sample copies of student publications
- 3.17 -- Institutional publications
- 3.18 -- Brief resumes of the professional staff in student services
- 3.19 -- Student Services Operation Handbook
- 3.20 -- Student Services - information on Five-year Program Review and Annual Goals and Targeted Areas of Effort, Indicators of Educational Effectiveness, and student surveys
- 3.21 -- Descriptions for Student Services Administrative Council, Student Services Council, and all Student Services meetings
- 3.22 -- Student Services Administrative Performance Evaluations - schedule and process & the proposed new instrument and process
- 3.23 -- Athletic team coaches' performance evaluations - schedule and process
- 3.24 -- Preliminary plan to address human resource needs and professional development needs
- 3.25 -- Women's Programs and Services survey
- 3.26 -- Student Services concept for the Facilities Master Plan/Parks remodel & plan submitted to the state for the Parks minor capital project funding.
- 3.27 -- Fitness and Sports Center Remodel Plan
- 3.28 -- People of Color Participation and Diversity Action Plan
- 3.29 -- Student Financial Services - Work-Study Supervisor's Handbook
- 3.30 -- Student Employment Referral Center - weekly updates and quarterly newsletter
- 3.31 -- Commencement Program
- 3.32 -- Enrollment Services - RegNews
- 3.33 -- Math and Science course placement study
- 3.34 -- Student Financial Services - guidelines for cut-off scores for ASSET & COMPASS for ability to benefit
- 3.35 -- Intervention process for academic probation/dismissal
- 3.36 -- Adviser Handbook
- 3.37 -- Advising Update
- 3.38 -- SERQUAL Survey

- 3.39 -- Student Financial Services -consumer information guide
- 3.40 -- Student Financial Services Annual Scholarship publication
- 3.41 -- Student Activities selection processes for student leadership positions
- 3.42 -- Student Activities Financial Code
- 3.43 -- Student Activities - Services and Activities Fees Budget
- 3.44 -- Student Activities - Club Handbook
- 3.45 -- Student Activities - Student interest survey
- 3.46 -- Student Activities - Artist and Lecture Series
- 3.47 -- Student Activities - This Week at EvCC
- 3.48 -- Student Activities - Year end evaluations by student leaders
- 3.49 -- Student Activities – Annual Report
- 3.50 -- College Catalog
- 3.51 -- Quarterly Course Schedules
- 3.52 -- Center for Disability Services Policies
- 3.53 International Student Recruitment Plan
- 3.54 International Education Plan

## Standard Three

### List of Appendices

Appendix A - Response to NASC Policy 3.1

Appendix B - Organizational Chart for Student Services

Appendix C - Exhibit 3.3 Summaries of Student Characteristics

Appendix D - Student Retention and Graduate Data

Appendix E-Exhibit 3.4 Table 1

Appendix F - Table 2

Appendix G - Policies and Procedures Development

Appendix H - Recommendations and Actions Taken

## Appendix A

### Policy 3.1 Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

#### Advertising, Publications, Promotional Literature

The College exhibits integrity and responsibility in its advertising efforts, in student recruitment, and representation of accredited status. All activities aimed at promotion of the college keep the educational program as the primary emphasis. Supporting material in Standard Nine (Exhibit 9.4) includes a sampling of promotional material, including advertisements and other publications used by the College. The College catalog is readily available for anyone who inquires either by phone, mail, in person, or via the Web. Official publications include the following items:

Policy	College Catalog	Quarterly Schedule	EvCC Web page
Institutional Mission and Goals	-		-
Entrance Requirements and Procedures	-	-	-
Program/Course Information	-	-	-
Degree/Program Requirements	-		-
Faculty Information	-		-
Facilities	-	-	-
Rules and Regulations for Conduct	-	(partial) -	
Tuition, Fees, and Other Program Costs	-	-	-
Financial Aid Information	-	(partial) -	-
Refund Policies	-	-	

Career opportunities are described in both the college catalog and in curriculum guides for selected programs. In each case, the clear and accurate information regarding requirements and eligibility for licensure or entry into the field are mentioned. Potential and currently enrolled students are encouraged to meet with a program advisor in order to clarify and confirm these requirements.

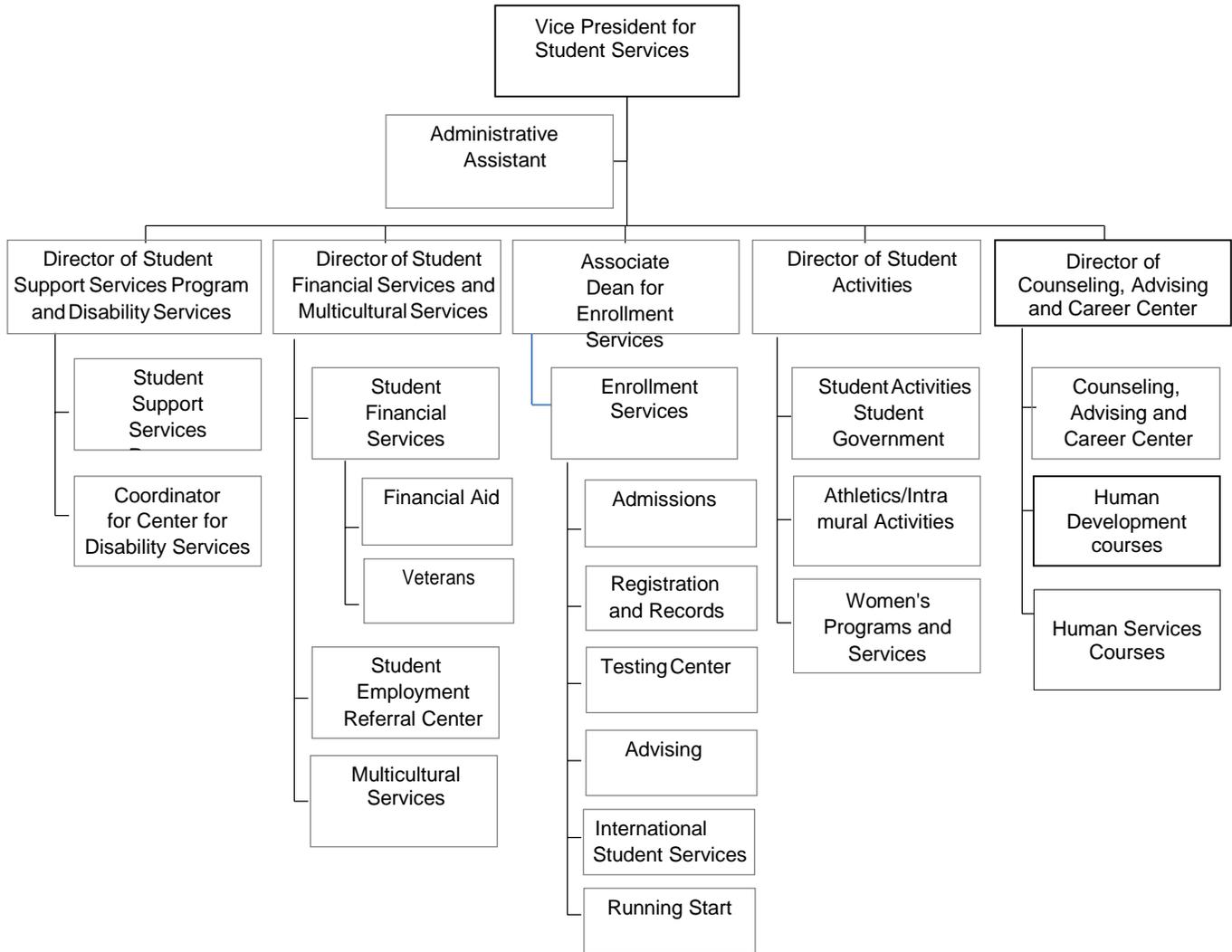
#### Student Recruitment for Admissions

Student recruitment is coordinated in the Enrollment Services office and completed by well-qualified campus employees. The majority of recruitment occurs during the 40-50 visits by admissions officers to the local high schools, at Career Night events, and during Parent's Night activities held on-campus. On occasion faculty, staff, and administrators will be asked to speak to local community groups or schools in order to present information about the College. Local businesses have also asked for representatives to conduct informational presentations at in-house career fairs or as part of job retraining/layoff seminars. The College also participates in regional high school/college conferences and college tours. In all cases the information is presented in an ethical manner. No independent contractors or agents are used.

Representation of accredited status should be communicated more effectively in the College catalog. The accreditation steering committee recommends changing the existing copy to read as follows:

Everett Community College is accredited by the Commission on Colleges of the Northwest Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and/or the U.S. Department of Education. For further information, contact the Commission on Colleges, Northwest Association of Schools and Colleges, 11130 NE 33rd Place, Suite 120, Bellevue, Washington, 98004.

# Appendix B - Student Services Organization Chart



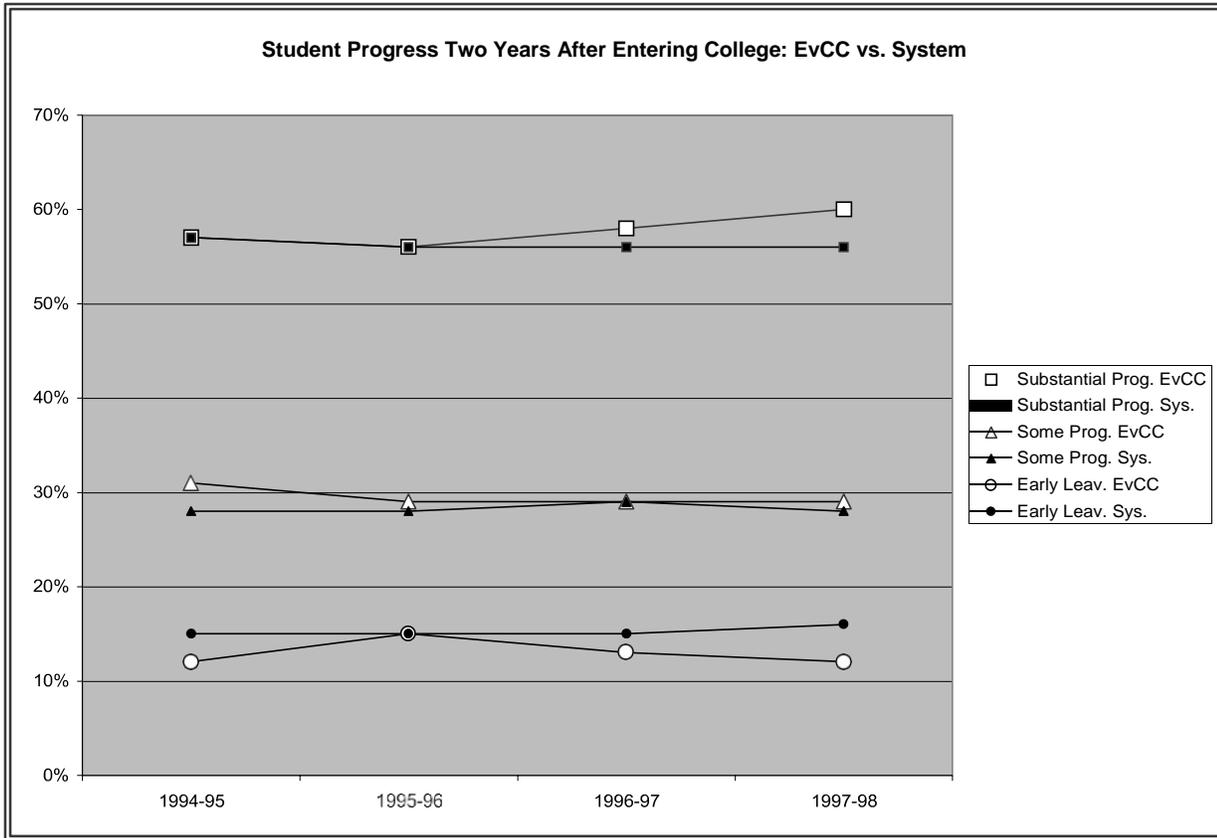
## Appendix C -- Exhibit 3.3 Summaries of Student Characteristics

Unless otherwise noted, the following figures represent headcount based on all enrollments, regardless of funding source.

Characteristic	Fall 1997	Fall 1998	Fall1999
All Hispanic students	298 - 3.8%	296 - 3.5%	363 - 4.3%
All Asian -American students	441 - 5.6%	455 - 5.5%	481 - 5.6%
All African-American students	75 - .9%	69 - .8%	93 - 1.1%
All Native American students	197 - 2.5%	200 - 2.4%	165 - 1.9%
All Caucasian students	5243 - 66.4%	5290 - 63.5%	5100 - 59.5%
All Ethnicity not reported	1570 -19.9%	1937 -23.3%	2360 - 27.5%
Females (all)	4685 - 59%	4918 -59%	5078 - 59%
Number of part-time students	5472 - 69%	5727 - 69%	5379 - 62.8%
Number of international (F-1) students	64 - 1%	79 - 1%	67 - .8%
Number of Running Start students	399	444	534
Number of College in the High School seats	N/A	668	626
Number of seats occupied in prof. tech. classes (voc-prep & voc-supp)	4173	4762	5887
Number of seats occupied in university transfer classes	7380	7557	7555
Number of seats occupied in ABE/ESL/GED	3039	3233	2680
Purpose for attending: transfer (state-supported funding source only)	1806 - 28%	1921 - 29%	1862 - 26%
Purpose for attending: related to current/future work (state-supported funding source only)	2027 - 31%	1729 -26%	2037 - 29%
Average age:	33.5	33.9	32.7
Total enrollment	7888	8326	8567

# Appendix D -- Student Retention and Graduate Data

## Chart 1 - Student Retention Data

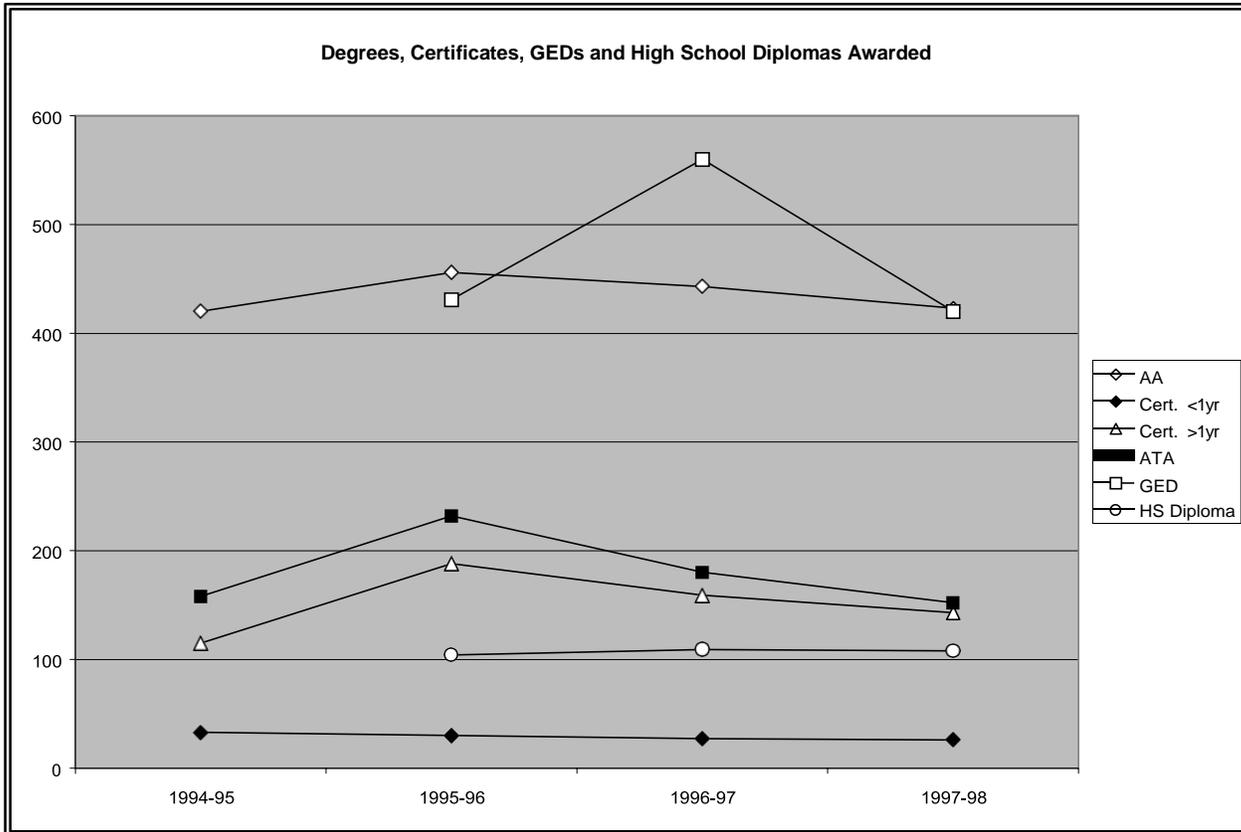


<i>Cohort at end of academic year:</i>	<i>Substantial Prog. EvCC</i>	<i>Substantial Prog. Sys.</i>	<i>Some Prog. EvCC</i>	<i>Some Prog. Sys.</i>	<i>Early Leav. EvCC</i>	<i>Early Leav. Sys.</i>
<b>1994-95</b>	57%	57%	31%	28%	12%	15%
<b>1995-96</b>	56%	56%	29%	28%	15%	15%
<b>1996-97</b>	58%	56%	29%	29%	13%	15%
<b>1997-98</b>	60%	56%	29%	28%	12%	16%

Note: Students are tracked over a period of 7 quarters (including summer quarter). For example, students included in the 1994-95 data were "tracked" at the end of the seven quarter period, which was spring quarter of 1995. This cohort began at EvCC in the fall quarter of 1993. Those who are considered to have achieved substantial progress have attended for 4 or more quarters during the two-year time period. Some progress indicates enrollment for 2 to 3 quarters and those who attend for only one quarter during the two-year time frame are considered early leavers. Finally, only those students who indicate that they intend to complete a program are included in the tally. Data are derived from the State Board's Academic Year Reports.

## Appendix D -- Student Retention and Graduate Data

### Chart 2 – Graduate Data



<b>Year:</b>	<b>AA</b>	<b>Cert. &lt;1yr</b>	<b>Cert. &gt;1yr</b>	<b>ATA</b>	<b>GED</b>	<b>HS Diploma</b>
<b>1994-95</b>	420	33	115	158		
<b>1995-96</b>	456	30	188	232	431	104
<b>1996-97</b>	443	27	159	180	560	109
<b>1997-98</b>	423	26	143	152	420	108

These data were drawn from the State Board's Academic Year Reports. Data on GEDs and High School Diplomas were unavailable for the 1994-95 academic year. Included in the AA category are both Options 1 and 2 as well as AFA degrees.

Appendix E -- Exhibit 3.4

Table #1, Admissions Report Fall 1997-1998

	Fall, 1997	Winter, 1998	Spring, 1998	Summer, 1998
All applications received and admitted	1,293	495	425	275
First-time freshmen	2399 - 30%	1389 - 19%	1352 - 18%	827 - 26%
First-time transfer	374 - 5%	217 - 3%	185 - 2%	89 - 3%
Continuing after an absence	1301 - 10%	1030 - 14%	1167 - 16%	507 - 16%
Continuing from the previous quarter	3814 - 48%	4671 - 64%	4696 - 64%	1742 - 55%
Total enrollment	7888 - 100%	7307 - 100%	7400 - 100%	3165 - 100%

Table #1 (continued) Admissions Report Fall 1998-1999

	Fall 1998	Winter 1999	Spring 1999	Summer 1999	Fall 1999
All applications received and admitted	953	565	513	311	1428
First-time freshmen	2689 - 32%	1367 - 18%	1471 - 19%	939 - 27%	2735 - 32%
First-time transfer	271 - 3%	167 - 2%	181 - 2%	101 - 3%	273 - 3%
Continuing after an absence	1434 - 17%	1018 - 14%	1313 - 17%	580 - 17%	1319 - 15%
Continuing from the previous quarter	3932 - 47%	4861 - 66%	4932 - 67%	1902 - 54%	4240 - 50%
Total enrollment	8326 - 100%	7413 - 100%	7897 - 100%	3531 - 100%	8567 - 100%

\*The lower number (compared to 1997 and 1999) reflects a change in processing procedure, where the College discontinued the intake of applications, and instead provided immediate testing, orientation, advising, and registration as the term neared.

Appendix F Table #2 'A' - Student Services					
	Professional	Support	Student	Temporary Employee	Coach
Female	9	33	43	15	6
Male	5	3	35	3	8
Degrees:					
Ph.D, Ed.D	2				
MD, JD, MSW				2	
MA, MS	12	4	4	3	2
BA, BS		13	9	3	2
AA, AAS, Certificate, etc.		17		5	6
Years experience in field:					
None			60		
Less than 5	2	5	18	8	4
5-10	2	10		5	4
11-15	3	9		3	3
16-20	1	8		2	2
More than 20	5	6			1
Full-time: 9/10 months	4	1			
11/12 months	10	33			
Part-time: 9/10 months			72	18	14
11/12 months		2	6		

**Appendix F Table #2 'B' - Bookstore, Food Services, and  
Campus Safety and Security**

	Professional	Support	Student	Temporary Employee
Female	1	13	22	3
Male	*3	4	5	2
Degrees:				
PhD, EdD				
MD, JD, MSW				
MA, MS	2			
BA, BS	2	2		
AA, AAS, Certificate, etc.		4		
Years experience in field:				
None			14	2
Less than 10		4	13	2
5-10		3		
11-15		2		1
16-20		5		
More than 20	4	3		
Full-time: 9/10 months		5		
11/12 months	4	10		
Part-time: 9/10 months		2	15	4
11/12 months			12	1

\* Includes the Vice President of Administrative Services and the Executive Director for the Foundation (Bookstore & Food Services).

## Appendix G -- Exhibit 3.6

### Policy and Procedures Development

The policies and procedures for student/auxiliary services are many and varied. Some are unique to an operational unit while others are used in conjunction with other areas of the College. For Student Services units, policies and procedures are continuously being reviewed and modified or developed as needed. Unless a procedure is absolutely unique to an operational unit, proposals are at least considered by Student Services Administrative Council. In some instances, Student Services Council also reviews a proposal. If a policy/procedure is common to Instruction, the proposal is submitted through Student Services Administrative Council to Deans' Council for consideration. For policy and procedures development and/or changes that need Presidential and/or Board of Trustees approval, the President's executive leadership reviews the proposals and acts accordingly.

Policy and procedures development and refinement for the Bookstore, Campus Safety and Security, and Food Services is accomplished through a series of meetings by the unit supervisors with their respective administrator. Depending on the situation, unit staff members are part of the process in terms of providing feedback from clientele and their own input. If a policy or procedures change needs executive management, Presidential and/or Board of Trustees approval, the Vice President for Administrative Services processes it accordingly.

For the student association, there exists a Board of Trustees approved Student Rights and Responsibilities (Exhibit 3.2), Associated Students Constitution and By- laws (Exhibit 3.15), Services and Activities Financial Code (Exhibit 3.42), and Services and Activities Fees Annual Budget (Exhibit 3.43). Proposed changes and/or new developments for the student association begin with the Associated Students (ASB) Executive Council and Student Senate or a recommending body affiliated with the Student Senate. Depending on the nature of the proposed change, final action rests with either the Director of Student Activities, Vice President for Student Services, President or Board of Trustees. The Student Senate, Director of Student Activities, Vice President for Student Services, through the President for final action, recommend changes to the Student Rights and Responsibilities to the Trustees.

In considering policy and procedures development and modification, the goal of student/auxiliary services is to consider how they impact students in terms of students: 1) access to educational programs and services, 2) success and retention, 3) participation in academic and student affairs, 4) satisfaction, and 5) and students meeting their educational, career and/or personal goals in a timely fashion.

Student involvement is assured through the various mechanisms by which the student association is represented by its recommending bodies such as the ASB Executive Council and Student Senate, and by students on College committees and councils, Student Services Council, and by the student representative(s) at the Board of Trustees meetings.

## Appendix H

### Recommendations and Actions Taken

#### Objectives for Future Assessment and Planning Activities

By concentrating on the objectives stated in the chart the future directions of Student/Auxiliary Services will continue and/or begin to be addressed. The chart is not an all-inclusive list but serves as a guide for continuing with ongoing efforts and a starting point for new initiatives.

Recommendation	Actions Taken
Examine ways to incorporate a set of short/long range strategic directions consistent with the College's mission and Strategic Plan and that will provide further guidance in assessment and planning activities.	Ongoing as part of the College's Strategic Planning Process Development for Student Services will begin during 2000-2001.
Continue to assess the administrative and organizational structure of Student Services so it is the best possible in terms of the strategic directions and mission of the program. A relatively short-term goal in this regard is to seek funding and approval of two full-time administrative positions, a Director of Counseling, Advising and Career Center and Assistant Director of Financial Aid.	Process began systematically during late fall of 1998. Assistant Director of Financial Aid position announcement posted January 2000 Director of Counseling, Advising, and Career Center position filled on an interim basis January 1999 Two Curriculum Advisor positions changed to administrative exempt positions (Coordinator of Advising and Outreach) Winter 2000
Develop a plan to systematically evaluate the human resource needs of Student Services and to design and budget for them accordingly. Also, critically analyze staff development and training needs and develop a plan of action that is consistent with the Human Resources plan for staff development to address them.	Ongoing. Process to evaluate human resource needs began in late Fall 1998. Process to analyze staff development needs began in Winter 2000.
Develop ethical standards for Student Services in general and for each operational unit that are consistent with the institution's policy on ethics.	Awaiting completion of College ethics policy, preliminary discussions to begin Summer 2000.
Develop a plan of action for future funding and facilities needs so that they can be systematically identified and prioritized for short term and long range planning efforts.	Ongoing as part of the College's Facilities Master Plan project and the plans for the Parks Student Union remodel.

Recommendation	Actions Taken
Critically analyze the policies and procedures in Student Services to ensure that they remain viable and are student centered. Two policies and procedures that need immediate attention are one for sex offenders enrolled as students, and one for online student services.	Ongoing as part of the College's Strategic Planning Process. Sex offenders policy is in the initial stages of development. Some online student services exist; a comprehensive plan will be worked on during 2000-2001.
Develop ways to be proactive in helping students learn the College's policies and procedures.	Problem has been identified; a plan with solutions needs to be developed during 2000-2001.
Integrate the use of the student satisfaction and student use surveys with the processes of the Five-year Program Reviews, the Annual Goals and Targeted Areas of Effort process, and other strategic and operational planning activities.	Ongoing. The SERVQUAL survey results are currently being used. Results of the Fall 1999 CCSEQ survey will be used Winter and Spring 2000.
Continue to review and implement, as appropriate and when possible, the recommendations from the various Student Services' Five-year Program Reviews. Once the cycle of these reviews is complete(1999-2000), begin another five-year cycle or, after evaluating the effectiveness of this type of long-range assessment and planning system and a different review cycle/process is devised, implement it.	Ongoing as part of program assessment process. Evaluating the effectiveness of the entire process will take place during Summer and Fall 2000.
Develop a new set of effectiveness indicators for Student Services that are more comprehensive than those currently being used for Instruction/Student Services	Review of the current set has been ongoing. Development of a new / refined set will occur during 2000-2001.
Develop a plan to establish a comprehensive set of student services via distance means for distance learners and students enrolled in regular classes.	Some distance services are available. A comprehensive plan will be developed 2000-2001.
Complete the project for the Bookstore of online ordering of textbooks and supplies via the College's Web page. Materials ordered online would be delivered to students' homes.	Will be functional for students beginning Spring 2000

Recommendation	Actions Taken
Explore options to provide more application materials and information on the Student Financial Services Web page that is located on the College Web site for primarily students who have limited access to campus.	Some progress has been made. Continued development during Winter and Spring 2000.
Explore other automated/electronic services to enhance Student Financial Services current internal processes, one area of interest being student loan processing.	Some progress made. Staff training will occur during Winter and Spring 2000.
Develop a more systematic approach for student leaders to acquire leadership skills. Part of such an approach would be to provide more leadership seminars/workshops each quarter.	In the development stages. Some progress should be made by Fall 2000.
Learn more about the nature and characteristics of the students from the College's Institutional Researcher in order to develop strategies for recruitment, enrollment, student success and retention, and completion for the general student population and for targeted student populations. Collaborate with other areas of the College in identifying, developing and implementing the strategies.	Ongoing effort. Progress has been made on identifying students with disabilities and students from under-represented populations.  Instructional areas have begun work through projects to identify students at risk in Math classes, and to identify students performance based on preliminary test scores.
Develop a more systematic way to assist the ASB President in identifying students to serve on College standing committees and faculty tenure review committees. A more effective recruitment method needs to be developed for use at the beginning of each fall quarter to identify students interested in serving on committees.	In progress. Recommendations will be forthcoming in order that new ways and means can be in place by Fall 2000.
Develop a more effective way for faculty advisors of student clubs to be more active in assisting club members in their identification of programs and services for students and in order that the club might accomplish its mission and goals.	In the developmental stages. Considerable work needs to be done before a practical and reasonable plan can be recommended.

Recommendation	Actions Taken
<p>Continue to work with Instruction on the issue of assessing prior non-college training and experiential learning and the awarding of appropriate credit for it. This is a major consideration for Instructional Council and Dean's Council during 1999-2000 and Student Services personnel can be helpful in reaching a positive outcome.</p>	<p>Action taken by Instructional Council during Fall 1999.</p> <p>Dean's Council is currently considering Instructional Council's input/feedback on the proposal.</p>
<p>Assist the Continuing Education and ATTC programs with their challenge for a structured review of their courses to determine whether or not they meet credit standards, and how to meet the clientele's desire for credit courses in certain areas.</p>	<p>Action taken at Instructional Council during Fall 1999. Implementation of actions taken are in process.</p>
<p>Evaluate the new strategy of an earlier intervention process for identifying and notifying students who are experiencing academic difficulty to determine its effectiveness in enhancing student success.</p>	<p>Process implemented during summer of 1999. Evaluation of process will take place Summer 2000.</p>
<p>Assist the Coordinator of Institutional Research in evaluating the more effective diagnostic tools and new ESL software and the research project on the effectiveness of the placement test score guidelines.</p>	<p>Ongoing. Progress will be made during Winter and Spring 2000.</p>
<p>Complete the project that is a process of drafting a clearer procedure for handling sensitive records both in Enrollment Services and in other offices.</p>	<p>Work has begun on identifying current practices outside of Enrollment Services.</p> <p>Enrollment Services has intensified its efforts in sponsoring FERPA workshops.</p> <p>Procedural document for handling records campus wide is in DRAFT form.</p>

Recommendation	Actions Taken
<p>Develop a plan to address the following orientation concerns: motivating more students to attend them, finding ways to continue to orient students to college after they have begun their attendance. Also, consider offering more intensive pre-term orientation workshops, and a special orientation program for students of color that has been suggested. More research in this area would help in identifying the need and best method of presentation.</p>	<p>Pre-term orientation workshop has been developed and implemented Fall 1999.</p> <p>Student Services Administrative Council should identify a process to consider all the aspects of this objective during 2000-2001.</p>
<p>Evaluate the effectiveness of advising services; address the evolving role of faculty and staff in advising. Use the winter 1999, campus-wide survey that found student satisfaction with advising services to be mixed and the CCSEQ results of fall 1999. The Advising Services Committee serves as a forum for study and solutions.</p>	<p>Advising services committee should review CCSEQ results during Spring 2000.</p>
<p>Collaborate with other campus groups in identifying a more effective means by which to schedule meetings and events in the Parks Student Union Conference Rooms 'A', 'B', and 'C' and Port Gardner Bay Room. Easier access to these areas and information about them needs to be part of a more coordinated system of scheduling Parks.</p>	<p>Initial discussion occurred during 1999-2000, and should be continued during Summer 2000.</p>
<p>Complete the Fitness and Sports Center remodel and while doing so, give considerable attention to the needs of the expanding athletic program, and consider options for expanding intramural activities because of the remodeled facility.</p>	<p>Ongoing. Project approved at the state level; awaiting campus decisions regarding various options.</p>
<p>Consider the formation of a community based advisory board for intercollegiate athletics.</p>	<p>Begin to develop during Winter and Spring 2000.</p>

Recommendation	Actions Taken
Collaborate with the appropriate campus groups in researching and exploring the establishment of a Board of Publications to process concerns, issues and/or grievances for student publications. This Board would have campus wide representation of students, faculty and staff.	No progress to date. Discussions should begin Spring 2000.
Continue to develop and refine the Student Welcome Week that occurs during the first week of each quarter. This activity is designed to be a campus-wide effort to welcome students to campus and assist them with information and services.	Ongoing. Progress on refinement of the activities has occurred. A more thorough assessment will occur during Spring and Summer 2000.