Policies, Regulations & Financial Review (PRFR) Evaluation Report

Spring 2022

NORTH SEATTLE COLLEGE

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REPORT DEVELOPMENT PROCESS

After the submission of the Year 3 Mid-cycle report and visit, North Seattle College's (NSC) Accreditation Steering Committee continued to meet monthly for two years to manage the overall accreditation process and serve as the nexus of accreditation efforts. Based on assessment of the process utilized for the Year 3 report and visit, NSC reorganized accreditation efforts as the Year 6 report approached. Motivating this change was the goal to move away from a committee of executives to a team of writers, compilers, editors, and producers.

In Summer 2021, the Executive Team approved the assembling of an Accreditation Task Force, including the Vice President of Instruction, the Executive Director of Institutional Effectiveness, the Dean of the Library and Information Services, Faculty Co-Chair of the North Seattle Assessment Committee, and the Public Information Office. With this new group, the approach would be different.

The members of the Task Force met throughout the remainder of 2021 to study the requirements of the PRFR Report and deconstruct Standard 2 into assignments. Shared documents were created for compiling the report and the task force members built the report through interviews with relevant employees and units, shared writing, lessons from peer colleges, and their own knowledge of the college and district.

NSC believes this approach has served the college well as it has created a report in a collaborative shared voice, has freed up the "experts" to contribute to their pertinent sections without time spent on areas where they have less to contribute, and has empowered a task force to create a more seamless report from the outset.

EXECUTIVE SUMMARY: MISSION FULFILLMENT

Working with Seattle Central College, South Seattle College, and the Seattle College District (SCD) Office, NSC developed shared "Mission, Vision, and Values' ' statements and a district-wide Seattle Colleges Strategic Plan. All three Seattle colleges have distinct operational plans (for NSC this is the "Institutional Effectiveness Plan") and "Core Themes." The Seattle Colleges' shared Mission, Vision, Values and Strategic Plan, along with the NSC's Institutional Effectiveness Plan and Core themes are available on NSC's website: NSC's Mission, Strategic Plan, and Initiatives.

Shared Mission Statement

As an open-access learning institution, Seattle Colleges prepares each student for success in life and work, fostering a diverse, engaged, and dynamic community.

Shared Vision Statement

Seattle Colleges is recognized as an exemplary learning institution that transforms lives, promotes equity, and enriches the community.

Shared Values

- **Accessibility** for all learners and partners
- **Collaboration** through open communication and commitment to working together
- **Diversity, Inclusion, and Equity** for all individuals, particularly the underserved in our community
- **Fiscal Sustainability** for long-term viability and excellence in service and operations
- **Growth and Engagement** of faculty and staff through professional development
- **Innovation** in instruction, student services, operations, and organizational culture
- **Integrity** by adhering to the highest standards of ethics and public stewardship

Goals and Strategies within the Seattle Colleges' shared Strategic Plan:

- Goal of **Student Success:** We strive to improve student satisfaction, retention, completion, and job placement, as well as to narrow student performance gaps.
    - Strategy 1: Implement structured academic and career pathways.
    - Strategy 2: Practice strategic enrollment management.
- Goal of **Equity, Diversity, Inclusion, and Community:** We firmly establish equity, diversity, and inclusion as a human right for all. We frame our decisions and actions with this lens and are accountable to the community.
    - Strategy: Develop and implement a diversity action plan.
- Goal of **Organizational Excellence:** We seek continuous improvement in excellence in teaching and learning, operational efficiency and fiscal sustainability, strategic innovation, and employee growth and engagement.

- ○ Strategy 1: Enhance teaching and learning.
- ○ Strategy 2: Achieve system integration.
- ○ Strategy 3: Foster sustainability.
- Goal of **Partnerships:** We value and invest in strategic and ongoing partnerships with educational, business, governmental, labor, and community organizations.
  - ○ Strategy: Build partnerships.

Mission fulfillment at the District level (Mission, Vision, Values and Strategic Plan)

Mission fulfillment for the shared Strategic Plan means measured progress toward agreed upon goals over a six-year timeframe. A Strategic Plan Scorecard with measures, baselines, and targets for each strategy contained within the four goals was developed collaboratively and is updated each year with the progress toward targets. The scorecard is reviewed at various levels of the Seattle College District and in all major units of the colleges. Additionally, new initiatives are connected to the strategies and goals to which they apply.

NSC's specific Core Themes:

- **Advancing Student Success**
- **Excelling in Teaching and Learning**
- **Building a Sustainable Community**

Each Core Theme has five or six "Objectives" that are named and defined in NSC's Institutional Effectiveness Plan.

When NWCCU reorganized the Standards and moved away from the requirements of Core Themes, accredited institutions were given the freedom of holding onto their established Core Themes or moving away from them (as well as whether to use the new or old standards). After deliberations, the Executive Team decided to move to the new standards and hold onto the Core Themes as the framing elements of the college's Institutional Effectiveness Plan. The Executive Team believed there was enough time to reorganize around new standards, and it would be too disruptive to the overall college focus to abandon the Core Themes that college employees had come to know and work toward.

Mission fulfillment at the College level (Core Themes and Institutional Effectiveness Plan)

For each core theme, NSC considers a minimum level of mission fulfillment as meeting or exceeding targets on at least 70% of the core theme objectives. NSC must meet these performance standards for each separate core theme to be able to meet our standard of mission fulfillment. For core theme objectives that have more than one indicator, NSC must meet or exceed performance goals on all indicators to receive credit for having met the objective.

Progress toward mission fulfillment is reviewed each year at various levels within the college. The Executive Team reviews progress each year at an annual retreat, and results are disaggregated and shared with relevant units. Activities and initiatives geared toward mission fulfillment are connected each year to the goals they most likely impact.

ELIGIBILITY REQUIREMENTS

North Seattle College (NSC) is authorized to operate as an accredited college based on the [Community College Act of 1967](#) (revised as the Community and Technical College Act of 1991) and is approved to grant associate degrees and certificates under the Revised Code of Washington ([RCW 28.B.50](#)). NSC was approved in 2012 by the State Board of Community and Technical Colleges (SBCTC) and the Northwest Commission of Colleges and Universities (NWCCU) to offer BAS degrees starting with a BAS Degree in International Business (under the WA State [E2SHB 1794](#) passed in 2005). NSC currently operates as an independently accredited college within the Seattle College District VI, along with Seattle Central College and South Seattle College. NSC's accreditation status was reaffirmed after the Year 7 report to and visit from the NWCCU in 2016 and the Mid-Cycle report and visit in 2019.

NSC remains compliant with all NWCCU eligibility requirements.

STANDARD TWO – GOVERNANCE, RESOURCES, AND CAPACITY

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

GOVERNANCE

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

NSC and the SCD are part of a statewide system of 34 community and technical colleges contained within 30 legislatively recognized districts. The [State Board for Community and Technical Colleges](#) (SBCTC) is responsible for administering the [Community and Technical College Act](#) and providing leadership and coordination for Washington's public system of 34 community and technical colleges. The SBCTC is a coordinating board and is governed by a nine-member board appointed by the Governor. The Washington State Community and Technical College system has an organizational structure that provides input to the SBCTC from WACTC, the statewide Presidents' group.

SCD is overseen by a five-member [Board of Trustees](#) (BOT) appointed by the Governor of the State of Washington. The BOT is identified as the "appointing authority for employees of the district" based on [WAC 132F-01-010](#). This section of the code also describes the delegation of authority by SCD's BOT to the District Chancellor and from the Chancellor to the three College Presidents. BOT duties and responsibilities are further delineated in [Section 100 SCD Policies and Procedures](#). Included in this section is the responsibility of hiring a District Chancellor, enforcing rules and regulations from the SBCTC, and establishing and approving policies for the SCD. The BOT is also empowered to delegate any of its powers and duties to the Chancellor and/or their designee. The BOT meets monthly in a combination of public and executive sessions and encourages participation by the district's internal and external communities. Agendas are built collaboratively and published before the respective meetings. Minutes from

BOT meeting agendas, minutes, and supporting documents are posted here in a public section of the SCD website.

The District Chancellor, currently Dr. Shouan Pan, reports directly to the BOT and oversees all three colleges of the SCD. In his role, Dr. Pan is responsible for leading the SCD, for meeting with legislators and community leaders, for serving on boards and commissions, for leading the development of SCD's Strategic Plan, for providing vision for fundraising efforts and for serving on relevant boards locally, regionally, and/or nationally. The leadership team of the SCD, the "Chancellor's Executive Cabinet (CEC)", meets regularly to provide "the chancellor with guidance and advice based on their varied perspectives and collective experience and expertise." The CEC includes the heads of the SCD administrative units along with the Presidents of North, Central, and South Seattle Colleges.

Although a member of a three-college district governed by one Board of Trustees and one Chancellor, and part of a larger 34 college statewide system of community and technical colleges, **NSC has been an autonomous, independently accredited college from its beginning. Through the complexity of these multi-layered organizations, NSC's President retains authority and autonomy for decisions regarding shaping NSC's future and progress toward mission fulfillment and maintaining NWCCU eligibility requirements.**

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

NSC's President leads an Executive Team comprised of the heads of the large units of the college that represent those units in discussions and decisions about the college's operations, policies, and procedures. Currently, the Executive Team includes the following positions: President, Vice President of Instruction and Enrollment Services, Vice President of Administrative Services, Associate Vice President of Equity, Diversity, and Inclusion, Executive Dean of Student Services, Director of Human Resources, and the President's Executive Assistant. The Executive Team meets weekly with an agenda that is built by its members representing the needs and perspectives of all areas of the college.

Each member of the President's Executive Team has a clear position description and is responsible for the operation and effectiveness of their units and its support of other units for the college. Each member is scheduled to be evaluated every year by their supervisor. The Leadership Team is responsible for leading and supporting development of the Institutional Effectiveness Plan and assisting with gathering feedback and implementing strategies to achieve the college's Core Theme objectives.

NSC is organized into five distinct, although overlapping, major administrative units led by the members of the Executive Team.

- President's Unit: Led by the President, this unit includes human resources, advancement, institutional research and effectiveness, the public information office, and the partnership with the [Opportunity Center of Education and Employment](#) (OCE&E).
- Equity, Diversity, and Inclusion: Led by the Associate Vice President, this unit includes the leadership of EDI college- and grant-funded initiatives like the TRiO Center, AANAPISI grant, the Equity and Welcome Center, Title III and Guided Pathways initiatives.
- Instruction and Enrollment Services: Led by a Vice President, this unit includes the five instructional divisions, workforce education, admissions, registration and records, credentials, continuing education, library, tutoring services, testing services, the Teaching and Learning Center, and the Student Media Center.
- Student Services: Led by the Executive Dean of Student Services, this unit includes advising, counseling, disability services, financial aid, Running Start, student leadership, sustainability, Veterans' services, and the Wellness Center.
- Administrative Services: Led by a Vice President, this unit includes the financial office, facilities and grounds, fiscal compliance and rentals, food services, safety and security, and the contract with NSC's bookstore partner, Barnes and Noble.

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an *ex officio* member of the governing board(s) but may not serve as its chair.

NSC's current President, [Dr. Chemene Crawford](#), was appointed President in June 2021. Dr. Crawford replaced Dr. Warren Brown, who had served as NSC's President for five years.

Dr. Crawford's full-time responsibility is to NSC. The President establishes the organizational structure and hierarchy of the college. The President represents the college at the district level as a member of the Chancellor's Executive Cabinet, and at the state level as a member of the WACTC. The President also represents the college to the state legislature, local governmental, business, civic and other community groups, and to college constituents. Neither the President nor the Chancellor may serve as the Chair of the governing board. Like all NSC employees, the President is evaluated annually by her supervisor.

Dr. Crawford has a Doctor of Education in Organizational Leadership from Nova Southeastern University, a Master of Human Resources and Organization Development in Human Resources and Organization Development, and a Bachelor of Science degree in Organizational Behavior, both from the University of San Francisco.

Dr. Crawford has previously served as Associate Vice Chancellor for the Dallas County Community College District, and as Vice President of Student Services and Enrollment Management, Vice President of Student Affairs, Vice President of Administrative Operations, Dean of Student Affairs, and Director of Student Financial Services. She has worked in several community colleges and community college districts across the United States.

Dr. Crawford authored a study of California's Chief Executive Officers and conducted research on the development of four-year degree programs at community colleges as the topic of her doctoral dissertation. Dr. Crawford has served as a full-time faculty member for Western Governors' University, and as an adjunct faculty member for the University of North Texas at Dallas, University of Phoenix, Nevada State College, and College of Southern Nevada.

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

NSC has an established collaborative and participatory governance structure. The inclusion of faculty, staff, administrators, and students is valued and valuable throughout the process. The current system of governance and organizational decision-making is a combination of long-standing committees and working groups, as well as new groups based on needs of current efforts and initiatives.

The backbone of the participatory governance structure are three representative groups: The College Council, Expanded Executive Team, and Guided Pathways Steering Team provide employees, students, and employee groups opportunities to provide significant input and feedback to college and district policies, procedures, and operations.

[College Council](#)

The role of the College Council is to ensure that all members of the campus community are given a voice in the decision-making processes of the college through representation. College Council gives the college community the opportunity to participate in the development of policies and procedures and provide feedback to foster trust and collaboration with the administration. Members of the Council include students, classified staff, pro-staff, faculty, and administrators/management professionals. College Council meets at least monthly during the academic year and meeting minutes are made available on the NSC website. Any member of the NSC community may submit an issue of concern to the Council for consideration through a variety of methods.

[Expanded Executive Team](#)

This team is an extension of the President's Executive Team described above. The role of this expanded team is to give a voice to all employee groups and all college units in the discussion of topics and issues that are being considered by the Executive Team. In addition to the Executive Team, the membership of this expanded team includes Dean of Student Life, Director of Institutional Research, Faculty Senate President, Executive Dean of Workforce Education, Director of Finance and Business, Director of Safety and Security, Director of Grants, Director of Financial Aid, and the Director of Communications. The Expanded Executive Team meets monthly, agendas are built collaboratively, and minutes are posted on the NSC website. Any

member of the NSC community may submit an issue of concern to the Expanded Executive Team for consideration through a variety of methods.

Guided Pathways Steering Team:

This team represents all groups and units of NSC including students, members of the executive team, instructional deans, nine faculty members, leadership staff from instruction, student services, administrative services, and others from all over campus. The team is the oversight committee for the Title III grant and provides leadership and direction for Guided Pathways work. The Guiding Team meets monthly, and the agenda is built on the needs of the Title III grant and Guided Pathways initiatives, as well as input from throughout the college. The minutes and supporting documents are posted on the NSC website.

In addition to the committees described above in NSC's participatory governance system, many workgroups and committees that contribute to NSC operations remain active. Depending on the charge and role, members of workgroups and committees are appointed, selected by employee groups, or chosen based on a combination of these processes.

Three collective bargaining agreements with employee unions define working conditions, compensation and other labor policies and procedures. Each labor union selects its own leadership and meets as needed. On at least a quarterly basis, leadership from each of the three labor unions meets with the President and members of the President's Executive Team.

The three labor unions are as follows:

- AFT Seattle Local 1789 for faculty,
- Washington Federation of State Employees for classified staff,
- AFT Seattle Professional Staff Local 6550 for certain exempt staff

ACADEMIC FREEDOM

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Within the context of its mission and values, NSC adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment. NSC also follows Washington state code WAC132F-121-020, which outlines academic freedom for students.

NSC's Academic Freedom Policy (301) is included in the NSC (faculty) Collective Bargaining Agreement and is published in the Seattle College's Policy and Procedures Guide online. The policy specifically addresses the college's responsibility to protect the academic freedom of its

constituents and includes language verifying that the college and the faculty association agree that academic freedom is essential to fulfillment of the purposes of the college and acknowledge the fundamental need to protect faculty from censorship or restraint that might interfere with their obligations in the performance of their professional duties. Ultimately, the President and Vice President of Instruction and Enrollment Services are responsible for protecting the academic freedom of faculty and students.

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Academic freedom for faculty (Policy 301) is addressed in section Article 6.9 of the Collective Bargaining Agreement for NSC. Section A of the article allows for faculty members to be guaranteed full freedom in classroom presentations and discussions and may explore controversial materials relevant to course content. ("…academic freedom is viewed as the freedom of speech guaranteed to all citizens by the First Amendment, free inquiry and free discourse shall not be abridged, whether directly or indirectly, by statute or community pressure.") Faculty members must develop curriculum content that is consistent with the mission of the college: to provide student-centered, high-quality professional education in their program. Within these parameters, faculty have the freedom to implement and are encouraged to create innovative teaching and learning methods to reach learning outcome goals at the institution-level (essential learning outcomes), program-level, and course-level. "No restraints other than those required by the nature of the curriculum shall be placed on academic employees regarding the content of their teaching or conduct of their classes" (Article 6.9.B.1).

NSC complies with the Revised Code of Washington (RCW), including RCW 28B.10.039, which mandates that state higher education institutions adopt policies to accommodate student absences for reasons of faith or conscience or for activities conducted under the auspices of a religious organization. NSC syllabi include information for how to obtain accommodations for absences based on reasons of Faith or Conscience. Example from syllabus: Reasonable Accommodations for Religion/Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made in writing within the first two weeks of the quarter (Seattle Colleges Policy 366).

The college encourages its employees and students to share research and information with others, and supports employee and student attendance at conferences, council meetings, and in other venues. Professional development, which includes opportunities to participate in

events/presentations, is addressed in its collective bargaining agreement with AFT (Faculty AFT Local 1789].

POLICIES AND PROCEDURES

2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

NSC communicates its policies, procedures, and processes regarding transfer of credit through various channels, including the Seattle Colleges Catalog for 2021 – 2023 and the NSC Student Handbook. These policies, procedures, and processes comply with the Washington Administrative Code (WAC) and policies and procedures set forth by the SCD. This includes students who are enrolling with prior credits and work experience, as well as students who are seeking to transfer to public or private baccalaureate institutions in the state of Washington and elsewhere.

NSC is a member of the Intercollege Relations Commission (ICRC), which is "a voluntary association of institutions in Washington State who are accredited by the Northwest Commission on Colleges and Universities." The purpose of the ICRC as stated in the handbook is to "facilitate the transfer of students between institutions of postsecondary education." NSC is also part of the "Umbrella Policy", which is policy on intercollege transfer and articulation among Washington public colleges and universities.

SCD has policies and procedures in place to deal with issues related to transfer of credit, as shown in the following table:

Seattle College District – Policies and Procedures Dealing with Transfer of Credit		
Policy (POL) or Procedure (PROC)	**Policy or Procedure Name**	**Description**
POL 515	College Awarded Credit	Describes situations where college credit is awarded in the Seattle College District, including "approved transfer of credit from another regionally accredited college or university, recognized international college or university, or post-secondary institution."

PROC 515	College Awarded Credit	Provides definitions and guidelines for awarding credit, including prior learning assessment, standardized tests, credit by examination, and portfolio review

The Seattle Colleges Catalog (2021 – 2023) is another way NSC communicates with students regarding transfer credit issues, as shown in the following table:

Seattle Colleges Catalog – Transfer of Credits and Related Issues		
Topic	**Description**	**Page(s)**
Transfer Process	Provides extensive information to students regarding the transfer process, including the following topics: • Washington 45 First Year Transfer Courses • Transfer Assistance • Reciprocity Agreement among Community and Technical Colleges in the state of Washington • Transfer of Credits to Baccalaureate Institutions • Transfer Rights and Responsibilities • Direct Transfer Agreements with Public and Private Four – Year Institutions in the state of Washington	16 - 19
Graduation Requirements	States that to "earn a degree within Seattle Colleges, a student must complete at least 90 credits and have a minimum cumulative grade point average of 2.0. At least 15 credits must be earned at the college granting the degree."	222
Transferring Credits from Other Institutions	Provides information on transferring credits from other colleges, as follows: "For students pursuing a degree or certificate, an evaluation of incoming credits request may be submitted after transcripts from other institutions are received."	224

The Credentials section of the NSC website provides students with the following guidelines to apply for credit evaluation:

- Apply for admission
- Provide transcripts
- Decide on a program
- Submit application
- Instructions on what the student should do while waiting for a credit evaluation decision

The NSC Student Handbook is another means utilized by the College to inform students regarding transfer of credit issues, as follows:

North Seattle College Student Handbook – Transfer of Credit		
Topic	**Description**	**Page(s)**
Guidelines for Students to Earn their Degree or Certificate	Provides guidelines for students to earn their degree or certificate	3 - 4
Academic Advising	Provides students with guidance regarding academic advising	7
Transfer Credit Evaluation	States that "transfer credit evaluation is necessary if • You plan to earn a degree, certificate, or diploma at NSC and • You have taken credits at another college or university that may apply to your current program at NSC" Also provides web address of the NSC Credentials webpage (northseattle.edu/credentials)	8
Tutoring Services	Provides students with information regarding the availability of tutoring services at NSC	10
Student Services	Provides a list of services available to students enrolled at NSC	12 - 16
Satisfactory Academic Progress	Provides detailed information regarding what constitutes satisfactory academic progress, as well as possible consequences of not maintaining satisfactory academic progress	17 - 18

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

NSC communicates its policies, procedures, and processes regarding student rights and responsibilities, as well as academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities through various channels, including the Seattle Colleges Catalog for 2021 – 2023 and the NSC Student Handbook. These policies, procedures,

and processes comply with the Washington Administrative Code (WAC) and policies and procedures set forth by the Seattle College District.

The SCD has policies and procedures in place to deal with student rights and responsibilities and related issues, as shown in the following table.

Seattle College District – Policies and Procedures Dealing with Student Rights and Responsibilities, as well as Academic Honesty, Conduct, Appeals, Grievances, and Accommodations for Persons with Disabilities		
Policy (POL) or Procedure (PROC) Number	**Policy or Procedure Name**	**Description**
POL 241	Accessible Technology and Electronic Content	States "Seattle Colleges shall provide appropriate, effective, and integrated access to technology and electronic content for students, employees, and external community members."
PROC 241	Accessible Technology and Electronic Content	Spells out what managers and faculty within the Seattle Colleges must do to provide work and learning spaces that are accessible to persons with disabilities.
POL 365	Student Rights, Freedoms, and Responsibilities	States "district policies regarding student rights, freedoms and responsibilities are generally set forth in Chapter 132F-121 and 132F-142 of the Washington Administrative Code (WAC)."
POL 370	Student Complaints	States "Seattle College District provides students with an established set of procedures to address complaints against other students and college employees…"
PROC 370	Student Complaints	States "[t]he district procedures regarding student complaints are generally set forth in Title 132F of the Washington Administrative Code (WAC), chapter 132F-121 WAC 'Student Activities, Rights and Discipline'."

POL 375	Student Conduct	"The district policies and procedures relating to student discipline, including the imposition and appeals of such discipline, are set forth in Chapter 132F-121 of the Washington Administrative Code."
POL 387	Disability Non – Discrimination and Accommodations for Students with Disabilities	States "No student shall, on the basis of their disability, be excluded from participation, be denied the benefits of, or otherwise be subject to discrimination under any District program, service or activity."
POL 421	Title IX	States "Seattle Colleges recognizes its responsibility to investigate, resolve, implement corrective measures, and monitor the educational environment and workplace to stop, remediate, and prevent discrimination on the basis of sex…"
PROC 421	Title IX	Describes employee disciplinary procedures under Title IX

The SCD website is another means NSC uses to inform students of policies, procedures, and practices dealing with Student Rights and Responsibilities, as well as Academic Honesty, Conduct, Appeals, Grievances, and Accommodations for Persons with Disabilities, as follows:

Seattle Colleges Website – Student Rights and Responsibilities, as well as Academic Honesty, Conduct, Appeals, Grievances, and Accommodations for Persons with Disabilities	
Topic	**Description**
Students' Rights and Rules	Provides a description Students' Rights and Rules in the Seattle College District, including: • Student Rules in the Washington Administrative Code (WAC) • Seattle College District Student Progress Policy 311 • Other Seattle College District Policies Relation to Students • Student Responsibilities

The Seattle Colleges Catalog for 2021 – 2023 is another means that the College uses to inform students of policies, procedures, and practices dealing with Student Rights and Responsibilities, as well as Academic Honesty, Conduct, Appeals, Grievances, and Accommodations for Persons with Disabilities, as follows:

Seattle Colleges Catalog – Student Rights and Responsibilities, as well as Academic Honesty, Conduct, Appeals, Grievances, and Accommodations for Persons with Disabilities		
Topic	**Description**	**Page**
Student Conduct, Rights, and Responsibilities	Describes student conduct, rights, and responsibilities.	225
Student Complaint Process	Provides information regarding the student complaint	229
Disability Services	Provides information regarding disability services for students at the Seattle College District	229

The NSC website is another means the College uses to inform students of policies, procedures, and practices dealing with Student Rights and Responsibilities, as well as Academic Honesty, Conduct, Appeals, Grievances, and Accommodations for Persons with Disabilities, as follows:

North Seattle College Website – Student Rights and Responsibilities, as well as Academic Honesty, Conduct, Appeals, Grievances, and Accommodations for Persons with Disabilities	
Topic	**Description**
Student Conduct and Complaints	Information located here includes both the process for making an informal complaint and a formal complaint. Also described here is the use of Maxient as the software of choice for managing behavior records at NSC
Consumer Protection (Title IV) Complaint Process	Provides students with the State Board for Community and Technical Colleges link that enables students to file a Consumer Protection (Title IV) Complaint
Title IX	Provides information regarding Title IX: Harassment and Discrimination, as well as a link to resources available at the Seattle Colleges website
Misconduct and Violations of Student Conduct	Provides information regarding misconduct and violations of student conduct, including a list of specific violations of student conduct
Disability Services	Provides students with information regarding disability services

The Department of Disability Services also provides a link to the Disability Services Student Handbook.

The NSC Student Handbook is another means used to inform students of their rights and responsibilities, as well as academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities, as follows:

North Seattle College Student Handbook – Student Rights and Responsibilities, as well as Academic Honesty, Conduct, Appeals, Grievances, and Accommodations for Persons with Disabilities		
Topic	**Description**	**Page(s)**
Disability Services	Provides information to students regarding Disability Services at NSC	8 - 9
Academic Honesty	Provides information regarding academic honesty, especially plagiarism	18
Complaint Process	Provides information to students on the following aspects of the complaint process: • Informal complaint process • Formal complaint process • Grade complaint • Title IV: Consumer Protection Student Complaint Process • VA GI Bill® Feedback System • Title IX – Sexual Harassment, Sexual Assault/Rape, Dating Violence, Domestic Violence, and Stalking • Protected Class Harassment & Discrimination Complaints • Disability Discrimination Complaints	19 - 21
Student Conduct and Misconduct	Provide students with extensive information regarding student conduct and misconduct, as follows: • Expectations for appropriate student conduct • An extensive list of acts that constitute student misconduct • A list of disciplinary actions that may be applied in instances of student misconduct • Utilization of Maxient software to manage complaints and reporting of student misconduct	21 - 23

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

NSC communicates its policies, procedures, and processes regarding admission, placement, evaluation of prerequisite knowledge, and continuation and termination in one's program of study through various channels, including the Seattle Colleges Catalog for 2021 – 2023 and the NSC Student Handbook. These policies, procedures, and processes comply with the Washington Administrative Code (WAC) and policies and procedures set forth by the SCD.

The SCD has policies and procedures in place to deal with issues related to admissions, placement, and continuation in a program of study, as shown in the following table.

Seattle College District – Policies and Procedures Dealing with Admissions, Placement, and Continuation in a Program of Study		
Policy (POL) or Procedure (PROC) Number	**Policy or Procedure Name**	**Description**
POL 110	Mission, Values, Goal	States "[a]s an open-access learning institution, Seattle Colleges prepares each student for success in life and work, fostering a diverse, engaged, and dynamic community."
POL 305	Admissions Policy	States that the Seattle College District operates on an open-door admission policy
POL 306	Placement	States "Seattle College District may require its students to take a placement test… to determine appropriate class placement prior to registration.
POL 311	Student Progress	Describes "satisfactory academic progress while enrolled at the Seattle Colleges"

The Seattle Colleges Catalog (2021 – 2023) is another way that NSC communicates with students regarding admission, placement, and academic progress, as shown in the following table.

Seattle Colleges Catalog – Admission, Placement, and Academic Progress		
Topic	**Description**	**Page**
Seattle Colleges Mission Statement	"As an open-access learning institution, Seattle Colleges prepares each student for success in life and work, fostering a diverse, engaged, and dynamic community."	3
Open – Admission Policy	"Seattle Colleges operates on an open-door admission policy…"	212
Readmission of Former Students	Describes processes whereby former students at NSC can reenroll	213

The college website is another means NSC uses to provide students with information regarding admissions, placement, and academic progress, as follows:

North Seattle College Website – Admission, Placement, and Academic Progress	
Topic	**Description**
Placement Process	Provides information on the placement testing process during the pandemic, including the following: • Eligibility forms for English and math • Available remote testing options • ESL assessment • ALEKS math placement test
Process to Appeal a Placement Decision	Provides information regarding the process to appeal a placement decision, including the following: • Process for math appeals • Process for English appeals • Costs • Procedure

Another means to inform students of policies, procedures, and processes regarding admission, placement, and academic progress is through the NSC Student Handbook, as follows:

North Seattle College Student Handbook – Admission, Placement, and Academic Progress		
Topic	**Description**	**Page**

Placement Testing	States "Most students who are entering degree, certificate, or college transfer programs are required to take English and math placement tests." Also provides exceptions to this, as well as cost of placement tests.	10

2.C.4. The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

As a state agency and member institution of the SCD, NSC follows clear guidelines regarding the secure retention of student data. NSC makes this information available to its students through several channels.

NSC and its sister colleges in the SCD follow RCW 40.14: Preservation and Destruction of Public Records which sets forth the records retention schedule for all agencies of the state of Washington.

As a member institution of the SCD, NSC follows policies set forth by and with the district. The SCD has numerous policies and procedures dealing with the secure retention of student records, including the following:

Seattle College District – Policies and Procedures Dealing with the Secure Retention of Student Records		
Policy (POL) or Procedure (PROC) Number	**Policy or Procedure Name**	**Description**
POL 254	Records Identification, Retention, and Disposition Management Program	Establishes a records management system in compliance with RCW 40.14
POL 380	Student Records	Outlines steps to inspect records and procedures relating to records of educational attainment
POL 205	Information Technology Security	States that the Seattle Colleges shall operate in a manner consistent with the goals of the Washington State Office of the CIO and SBCTC IT Division Security Policies

POL 602	Financial Records	States that the Seattle College District will record financial transactions and maintain financial records in accordance with the State of Washington general Retention schedule for Washington's Community & Technical College system and any federal requirements and applicable accounting standards.
POL 217	Access to Seattle College District Database	States that Seattle College District will provide access to the district electronic information to employees as needed to perform job duties.
PROC 217	Access to Seattle College District Database	Provides process for providing access to district electronic information
POL 254	Access to Public Records	States that the Seattle College District shall comply with the provisions of RCW Chapter 42.56, the Public Records Act while at the same time preserving the orderly operation of the Seattle College District and the privacy of the students and employees of the school.
PROC 254	Access to Public Records	States that the Seattle College District shall comply with the provisions of RCW Chapter 42.56, the Public Records Act while at the same time preserving the orderly operation of the Seattle College District and the privacy of the students and employees of the school.

The Seattle Colleges Catalog (2021 – 2023) is another way that NSC communicates with students regarding secure retention of student records, as shown in the following table.

Seattle Colleges Catalog - Secure Retention of Student Records		
Topic	**Description**	**Page**
Confidentiality of Student Records	Provides information regarding student rights and records under FERPA (Family Educational Rights and Privacy Act)	225
Disclosure of Student Directory Information	Informs students that NSC "may disclose a student's following directory information unless the student affirmatively submits a written notice to the Registrar's Office requesting that the directory information not be released."	225

Another means NSC uses to inform students of secure records retention is through the NSC Student Handbook. Page 24 of the [NSC Student Handbook](#) provides students with information regarding student privacy under the Family Educational Rights and Privacy Act (FERPA), as follows:

- Confidentiality of Records
- Student Rights and Educational Records
- Exceptions to Written Consent Requirement

INSTITUTIONAL INTEGRITY

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Providing accurate, clear, and consistent information is a responsibility of everyone at NSC, but NSC's Marketing and Communications Office has primary responsibility for public announcements, statements, and publications. The Marketing and Communications Office informs the campus and community about NSC and responds to general information needs from the public. Areas of responsibility include marketing, advertising, media relations, college website (content, guidelines, and standards), publications, program brochures, college branding, internal communications, and community relations. Communication staff work collaboratively with other NSC employees to preview or review publications such as fact sheets, annual plans, strategic plans, accreditation materials and the website to ensure transparency and accuracy, and to ensure that internal constituents are aware of pending publications and website updates or changes to ensure responses are consistent. Communications staff create content for the college's social media platforms on a regular basis and answer inquiries through the social platforms.

Marketing and Communications staff work closely with all appropriate departments to ensure consistent branding for and input on upcoming publications. This area reviews all primary campus publications with input from administration and the campus at large to ensure accuracy. All publications and the college website are regularly reviewed by Marketing and Communications staff and campus leaders to provide ongoing assessment of their accuracy and design.

NSC's Marketing and Communications office also works with the Seattle Colleges' Director of Marketing and Communications Office. The Seattle Colleges' office works cooperatively with the communications directors at North, South, and Seattle Central Colleges to coordinate news and

communications efforts. Examples of this include emergency communications, advertising, CRM messaging and website content.

College employees are responsible for keeping their communications current. The college provides a variety of on-campus outreach events designed to inform students about educational pathways, including program information sessions where college representatives discuss NSC program offerings and admissions processes.

The Marketing and Communications team collaborates with various departments and groups to disseminate information and notices through the appropriate channels designed to reach their intended audiences. Centralization of Marketing and Communications responsibilities and publication procedural standards assist the college in maintaining a uniform appearance and continuity of essential information contained on the website, social media platforms, and all college publications, including logo usage, design, and graphic standards.

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

The SCD and NSC advocate, subscribe to, and exemplify high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

The college maintains high ethical standards in its management of the institution. NSC's mission, vision, values, and goals guide development and reflect rigorous ethical standards. The college's goals and initiatives focus on, among other things, providing equal student access and using resources effectively and ethically. Specific policies are brought forward and discussed on an as-needed basis in faculty and departmental meetings.

As a constituent institution of the SCD, NSC operates within the framework of the Board policies and procedures that outline ethical standards and expectations for board members, faculty, staff, administrators, and students at all the Seattle Colleges. These policies and procedures are communicated to students, faculty, administrators, staff, the community, and external organizations through the District's public website. Faculty, administrators, and staff can also access these policies and procedures on the District's intranet, a password protected website.

Campus-wide email notices on ethics, the Whistleblower Act, and reminders of Seattle College policies on acceptable use of state resources are sent annually. NSC engages in periodic, individualized training regarding ethical treatment of employees and students, including those with disabilities, as needed. The college follows statewide guidelines and requirements for

ethical practices in areas such as institutional data collection and display, student counseling, and purchasing, and includes discussions of fair and consistent treatment of students in the college's new faculty onboarding process. Additionally, multiple college initiatives, such as Guided Pathways, intentionally contribute to ongoing equity improvements across campus.

- Seattle College District policies prescribe ethical standards of behavior for trustees, employees, and students: - Trustees: District Policy 131 outlines board members' moral and ethical responsibility to discharge their functions impartially and to vote with "honest conviction" on the basis of "all available facts." It provides guidelines for holding closed (executive) sessions and describes the board members' responsibility to keep the community informed about the Colleges. The policy grounds the legal authority of the board in Revised Code of Washington (RWC) state law (RCW 28B.50.100) that clearly states that the "primary function of the board is to establish policies," while delegating District operational responsibility to the chancellor and College staff. This policy was most recently revised on Oct. 10, 2019.
- Employees: District Policy 400 outlines, for all employees, the District's standards for ethical conduct and conflict of interest. The policy addresses issues such as gifts and confidential information. Annual training is provided on ethics and the mandatory employee orientation also addresses this topic. Policy 404 outlines the College's commitment to affirmative action and creating a workforce reflective of the communities it serves. Policy 419 addresses discrimination, protected class harassment, and bullying. Policy 421 memorializes the District's Title IX (*i.e.,* sexual discrimination and sexual harassment) policy. Policy 451 outlines the District's prohibition on workplace violence. Policy 259, and its procedures, outlines that electronic resources are the property of the District and should be used "only in a manner that supports the education mission of the district." Employees who are members of a represented bargaining unit (*e.g.,* Civil Service "classified" staff, "Professional Staff" exempt from civil service, and civil service exempt faculty) have specific rights and grievance procedures contained within their respective collective bargaining agreements. The grievance procedures for civil service, or "classified" staff can be found in Article 30 of their CBA. The grievance procedure for "Professional Staff" exempt from civil service are contained in Article 5 of their CBA. The grievance procedures for civil service exempt faculty can be found in Article 15 of their CBA.
- Students: The College's position regarding academic dishonesty, falsification of statements, forgery, and other matters of student behavior is delineated in the student conduct and student misconduct sections of the College's Student Handbook (pages 9-11) and on the Policies, Procedures, Issues, Right and Procedures page of the College website which provides links for students to view the different state laws. The web page also provides information on academic standards, sexual harassment, smoking, and a student's right to privacy under the Family Educational Rights and Privacy Act regulations. The Student Handbook, which is revised and updated annually, is available in both print (limited quantities) and online, and is frequently referenced by faculty, staff, and administrators in their interactions with students. The website page is also widely

accessible and updated as needed. Academic policy information is also communicated by broadcast e-mail messages and frequently through the course syllabi.

There are three policies governing the use of students as human subjects for research purposes. District Policy 390 requires prior approval from the appropriate administrator for such research and asserts students' right to choose not to participate. District Policy 530 outlines the District's' "responsibility for protecting the rights, well-being, and personal privacy of individuals […] where learning by students requires the use of human subjects as part of demonstrations or experiments." The College's Human Subjects Review policy spells out in greater detail the conditions under which research involving students can be conducted and the results disseminated, as well as students' right to refuse or discontinue participation at any time.

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

As a constituent institution of the SCD, NSC operates within the framework of the Board policies and procedures that outline ethical standards and expectations for board members, faculty, staff, administrators, and students at all the Seattle Colleges.

District Policy 131 outlines board members' moral and ethical responsibility to discharge their functions impartially and to vote with "honest conviction" based on "all available facts. District Policy 400 outlines, for all employees, the District's standards for ethical conduct and conflict of interest.

Advisory committee members have received training in pertinent state ethics regulations. A discussion of ethics and referral to the statewide Washington State Executive Ethics Board website are provided for new employees during their orientation, and Standards of Ethical Conduct/Conflict of Interest information is included in all employee handbooks, in the Seattle Colleges Policy and Procedures Guide, and is available online. The State Attorney General's office is available to provide ethics training for student leaders, the college's Board of Trustees, or other groups as part of orientation or other processes.

Student or employee complaints (Student Conduct & Complaints) and grievances are addressed promptly, and policies such as the Academic Appeal for grade disputes and academic sanctions have been recently updated to be more equitable and accessible. Student issues are handled in accordance with the policy as published in the catalog and the NSC Student Code of Conduct [WAC 495B-121]. NSC's online "Incident and Behavior Report Form" is used to submit information regarding an individual's behaviors of concern to the college's Campus Assessment, Response, and Evaluation (CARE) Team. This team is composed of staff from across campus (Student Services, Instruction, and Administrative Services) who pool resources and experience to begin investigation and response to any reported employee or student issue within 24 hours. Employee complaints and grievances are handled as specified in appropriate collective bargaining agreements, and through NSC's Progressive Disciplinary Procedures. The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

NSC follows Washington state policy and law regarding ethical conduct and conflict of interest. Board of Trustee bylaws specifically address ethics in sections VI, Statement of Ethics, and VII, Conflict of Interests. Prospective board members submit signed paperwork to the Governor's office that addresses conflict of interest prior to being appointed to the Board of Trustees.

Trustees file a Personal Financial Affairs Statement with the Washington State Public Disclosure Commission annually. Employees have full access to information on the Whistleblower program, the college's Affirmative Action Plan, and the college's Standard of Ethical Code/Conflict of Interest in the college's Policy and Procedures Guide and employee handbooks. NSC's Human Resources department sends out regular reminders regarding conflict of interest and ethics violations in the public sector, and the college follows Washington State standards to avoid conflicts of interest with regard to processes such as procurement of goods and services. The college is subject to a compliance audit by the State Auditor's Office every four years. There have been no findings by the State Auditor concerning conflict of interest or internal controls over the past 10 years, and there have been no filings under the Whistleblower Act on the part of a college member for more than five years.

Employee standards of conduct are clearly delineated in the college's collective bargaining agreements and employee handbooks and are reflected in NSC's Policy and Procedures Guide, which includes policies on leave, hiring, employment of relatives and sexual harassment.

FINANCIAL RESOURCES

2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

NSC ensures financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources and appropriate risk management to ensure short-term solvency and long-term financial sustainability. The College also follows Policy 608 Operating Reserves that requires reserves to be at least 15% of the Annual Operating Revenue Budget. The College is subject to accountability, performance, Federal Single Audit under 2 CFR, and other types of audits, conducted by the Washington State Auditors' Office (SAO). The SAO is an agency of the state of Washington that has constitutional and legislative authority to conduct the audits. In 2011, due to reduced funding, the SAO undertook a new approach to its state government accountability audits, shifting focus to auditing and reporting on statewide audit topics rather than separate accountability audits of individual agencies. In keeping with general auditing practices, SAO does not examine every transaction, activity, or area. SAO audited the Seattle College District for period July 1, 2017, through June 30,2019. SAO examined areas that posed the highest risk of fraud, loss, abuse, or noncompliance. SAO conducted an Accountability Audit. The Accountability Audit Report was shared with College Leadership and the College Board of Trustees in May 2021. Prior to 2011, Seattle College District was audited biennially by the SAO to meet accreditation standards and to ensure accurate financial management. At the

conclusion of each audit, an Accountability Audit Report was drafted by the auditors and presented to the college in an exit conference attended by the district Chancellor, Vice Chancellor for Finance and Administrative Services, and a member of the Board of Trustees. Audit concerns and recommendations were addressed and corrected. Identified changes were promptly implemented. A final report was posted on the Washington State Auditor's Office website.

Seattle Colleges District has adopted a financial reserve policy that directs the college to begin each fiscal year with local operating reserves of no less than 5-10% of the aggregate total of each fund's annual expenditure budget. This policy assures stability and diminishes risks in the financial management of the plan of the college. The College reserves have remained stable for the last four years hovering between $26.5M and $21.2M.

2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

NSC's budget planning policy guides the development of the college's annual operating budget. The budget development cycle provides numerous opportunities for constituent participation that are transparent and collaborative. The budget development cycle begins with the development of budget principles that help to guide the process and align priorities to the strategic plan. Budget development training is provided by the business office to budget managers, including all levels of staff engaged in the process and the Budget Advisory Committee (BAC). The Budget Advisory Committee reviews the college-wide budget and provides feedback to the Leadership team. The committee is chaired by the Budget Director and includes faculty, administrative, classified staff, and a student representative. The business office meets periodically throughout the year with various departments including the instructional deans to review their budgets. Town Hall meetings are held throughout the year to keep the college community informed of recent legislative budget news and other related concerns. Prior to the Town Hall meetings, the campus community is afforded an opportunity to preview the materials and prepare questions. After the Town Hall meetings, anonymous feedback tools are provided for anyone in the college to use.

The College, in partnership with the SBCTC and peer colleges, is developing a new cloud-based budget development tool known as Planning and Budgeting Cloud Services (PBCS). Implementation of PBCS will commence with development of the budget for fiscal year 2023. PBCS will provide colleges the ability to develop budgets using a variety of assumptions to create multiple budget scenarios. It features built-in predictive analytics, forecasting capabilities, and reporting and charting features. PBCS will streamline the budget development process and provide an opportunity for budget managers to be more involved in the development of their budgets, while improving institutional collaboration. It will also enable the College to develop a budget that more definitively addresses the Core Themes, Goals and Objectives of the Strategic Plan, most especially during the current pandemic affected economic environment.

Through budget development, the Leadership Team reviews enrollment trends, state allocation expectations, and legislative actions to anticipate short- and long-term needs; this process ensures that funds are sufficient for financial sustainability. The Leadership Team, consisting of the President and Vice Presidents, collaborates with and provides direction to staff regarding departmental and program budget needs. Budget managers are directed to develop budget proposals that are mindful of the college's mission and vision, fiscal responsibility, and financial stewardship while providing excellent service and educational opportunities to the students. NSC's Institutional Effectiveness Plan coupled with Seattle Colleges District Plan provide a roadmap with clear objectives for creating and sustaining a future that keeps students' success at the center. In addition to the 2017-2023 Strategic Plan, which guides Seattle Colleges District's budget development process, the Guiding Principles outlined by the President also provide direction to budget managers. The Guiding Principles were key to the development of the FY 2021-22 budget and will continue to be an ongoing and integral part of the annual budget development process going forward. Budget managers responsible for revenue generating programs are also directed to propose revenue estimates based on enrollment forecasts and to develop expense budgets that are in alignment with revenue. This approach is taken to maintain fiscal health, financial stability, and sustainability. During budget development, the college uses departmental budget templates developed by the District. Budget Managers enter their budget proposals into the templates including explanations. The templates are then reviewed with their corresponding divisional Vice President. After the initial proposal is approved by their Vice President, the budget templates are submitted to the college Budget Manager in the Financial Services Department for consolidation. Once Budgets are approved at the divisional VP level, they are combined into a college-wide budget.

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Financial resources are managed transparently and in accordance with policies approved by the institution's governing board(s) in accordance with its governance structure and state and federal and applicable state laws. NSC subscribes to an appropriate accounting system that follows generally accepted accounting principles and effective internal controls. The NSC accounting system provides timely and accurate financial information required for effective institutional decision making. NSC follows Generally Accepted Accounting Principles (GAAP) in financial reporting for fund groups and prepares financial reports using the National Association of College and University Business Officer (NACUBO) model. Using data from this system, the SBCTC produced a single system-wide financial statement. TCC also prepares financial reports from Washington state data using the NACUBO model. From 2000 to 2019, the college used an automated budget tracking system -- Financial Management Systems (FMS) accounting system of the Washington State Community and Technical Colleges (SBCTC). In February 2021, NSC converted to Peoplesoft, also known as ctcLink. CtcLink encompasses the "linking" of all 34 Washington State Community and Technical Colleges. Peoplesoft's ctcLink is the implementation of a single, centralized system of online functions to give students, faculty, and staff anytime, anywhere access to a modern, efficient way of doing college business and is

replacing the 35-year-old administrative system to streamline and standardize business practices across the 34 colleges system.

NSC maintains clearly defined, board approved policies for the oversight and management of college financial resources. These policies address financial planning and processes for the college, including operating and capital budgets, reserves, fundraising, cash and debt management, and transfers between funds. (Section 600-Financial Policies.)

The Board of Trustees is responsible for financial oversight of the college. The Board is involved through the budget development policy, which includes development, as well as implementation, and evaluation of the annual operating and capital budgets. Annual budgets are developed within available resources to support fulfillment of the District's mission through achievement of its strategic and operational plans. The college's annual budget development calendar directs that the Board will be updated on budget projections and the budget development cycle and receive for study a draft of the preliminary budget at the May Board meeting. Final budget approval is scheduled for the June Board meeting. Throughout the academic year, the College President and Vice President for Administrative Services respond to any Board questions or concerns regarding the budget and provide quarterly updates.

HUMAN RESOURCES

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

NSC's faculty, staff, and administrators are four distinct groups of employees, subject to different conditions of employment depending upon their classification. Staff subject to civil service rules are commonly referred to as "classified staff" across Washington state. The College's employees exempt from civil service rules include the College's faculty, professional staff, and administrators. The classified staff, the faculty, and the professional staff members are represented by labor unions and their bargaining agreements address conditions of employment specific to each constituent group. The collective bargaining agreement for classified staff is negotiated by the State of Washington's Office of Financial Management on behalf of the College, as well as several other public colleges. The collective bargaining agreements for the professional staff and faculty are negotiated locally with the Seattle Colleges District.

All employees, full-time and part-time, are initially advised of the terms and conditions of their employment during the recruitment process. All job postings seeking applicants for vacant positions include detailed information about the duties and expectations of the role based on the approved position description. Once hired, and consistent with the terms and conditions of the applicable collective bargaining agreement or administrative policy, full-time employees receive an appointment letter that confirms the nature of their appointment. No later than the first day of work, classified staff, professional staff, and administrators receive a copy of their position description (Article 42.1.C of the Classified CBA; Article 16.1 of the Professional Staff CBA; and

Policy 466 for Administrative Staff). The performance expectations for faculty, full and part time, are outlined in Article 6.8 of their CBA. During the first month of employment, new employees attend a half-day new employee orientation presented by the District's human resources staff, in collaboration with relevant units across the District.

Student and hourly temporary employees are informed of their working conditions through an employment form they sign upon hire.

In addition, classified staff, professional staff, and faculty covered by negotiated collective bargaining agreements receive copies of the applicable agreement, which are also posted on the District's intranet (*i.e.* inside.seattlecolleges.edu), which is accessible to all employees. Each collective bargaining agreement outlines the covered employees' rights and responsibilities, and criteria and procedures related to evaluation, retention, promotion, and termination.

Administrators, not represented by a union, are subject to Board policies, available on the District's website. These policies may also apply to employees working under a collective bargaining agreement (*e.g.* Policy 447 regarding Telecommuting).

As detailed in 2.F.4, the College has clearly defined evaluation processes for administrators, professional staff, classified staff, and faculty.

Classified staff, after their probationary period, are considered permanent employees (Article 4.4 of their CBA). As such, they enjoy continued employment, subject to their CBA's provisions regarding discipline (Article 29 of their CBA), layoffs (Article 35 of their CBA), or other limited circumstances that permit separation initiated by the College.

Professional staff that have acceptable job performance, adhere to District policies, and demonstrate acceptable professional/personal behavior, will maintain the reasonable expectation of continued employment with the College (Section 13.2.1 of their CBA). Notwithstanding the foregoing, the College may choose to "non-renew" a professional staff employee without cause, with 30 days written notice. Except for grant-funded positions, non-renewals shall have an effective date of July 1 (Section 13.3 of their CBA).

Administrators are at-will employees, who may be separated without cause, or for cause, consistent with Seattle Colleges Policy 471.

The standards for promoting a probationary faculty to tenured can be found in Article 7 of their CBA. The standards for dismissal of a tenured faculty member can be found in Article 8 of their CBA. Seattle Colleges does not use a faculty hierarchy schema for the purposes of promotion (*e.g.,* Instructor to Senior Instructor or Instructor II).

Seattle Colleges does provide two status of part-time faculty, regular non-priority hire faculty and "priority hire" faculty. "Priority hire" faculty are those part-time faculty who have served the College consistently over a predefined number of quarters This is a negotiated benefit described in Article 10.7 of their CBA, created to improve retention of part-time faculty and to reward part-time faculty who have served the College for multiple quarters. Faculty who have been

employed an average of 50% or more for nine of the last 12 quarters, who successfully completed evaluations, are placed on the priority hire list. This status provides a right of first refusal for course assignments and a general consistency of assignment, but not a right to continued employment.

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

NSC values the professional growth and development of its employees, and operationalizes this value by supporting its faculty, classified staff, professional staff, and administrators in developing their skills not only in their current role, but generally.

All employees are provided opportunities for professional development through the District's Convocation Day and NSC's President's Day, both of which are held before the start of the fall quarter every year. These District and College wide service days provide training in topics including, but not limited to, FERPA, curricular development, and the use of new or emerging technologies. These programs also provide a venue for employees from across the College to interact, share best practices, and ask questions in forums. In addition to these times before the start of the fall quarter, [Article 11.1.C of their CBA](#) guarantees faculty eight development and non-instructional days in addition to Convocation and President's Day. Three of these ten days are set aside as development days at a rate of one per quarter. Training on these three development days generally covers topics like those covered on President's Day. Part time faculty who participate in these non-instructional development days are compensated at $100 per day.

In addition to these dedicated days set aside for professional development, throughout the year, the College's Teaching and Learning Center provides professional workshops for all employees regarding topics ranging from using new and emerging technologies to change management. The Teaching and Learning Center also provides personal enrichment workshops, for example, they recently hosted a course regarding how to drive in inclement weather.

The District's Human Resources team also provides opportunities for professional development for employees throughout the year. These range from trainings for all staff regarding collective bargaining and mandatory subjects of bargaining to performance management and successive discipline. Since the start of the COVID-19 pandemic and remote operations, the District's Human Resources team has hosted semi-monthly supervisor open houses. Open to all professional staff and administrative supervisors, these sessions have included structured trainings regarding topics such as bias in the recruitment process to less structured "question and answer" sessions where supervisors not only have space to ask questions from the human resources team, but also exchange best practices with their colleagues across the Seattle Colleges.

Another benefit available to all Washington state employees, including College employees, is a tuition waiver to attend other state colleges on a space-available basis.

Each of the four constituent employee groups of the College have opportunities for professional development and growth outlined in their respective collective bargaining agreements or generally applicable policies.

For faculty, Article 14 of their CBA outlines the District's support and commitment for providing professional development opportunities for faculty. The District's Faculty Development Program consists of four key committees:

- Faculty Development Advisory Committee (FDAC)
- Curriculum Grants Committee (CGC)
- Professional Leave Committee (PLC)
- District Distance Learning Committee (DDLC)

Consistent with Article 14.2, the District provides 100% time for a full-time tenured faculty member to serve as the District Faculty Development Program Coordinator. The District provides $120,000 in funding for the District Faculty Development Program, with $60,000 allocated for Equity, Diversity, and Inclusion-focused activities. Faculty development grants are approved by the Chancellor through recommendations from the Faculty Development Advisory Committee.

Faculty also can apply for three types of professional leave, pursuant to Article 5.10 of their CBA: Sabbatical Leave, Retraining Leave, and Return-to-Industry Leave. Professional leave is compensated, the rate of which varies based on various factors. Applications for Professional Leave are reviewed by the Professional Leave Committee and approved by the Chancellor.

For classified staff, Article 9 of their CBA outlines the College's commitment to providing education and training to classified staff to enhance job performance and personal enrichment. Furthermore, classified staff may request educational leave for the duration of an education program (Article 19.7 of their CBA).

For professional staff, Article 14 of their CBA outlines the College's commitment to enhancing the skills development of professional staff. This commitment includes allowing professional staff to take professional leave for the purpose of engaging in a developmental endeavor that demonstrably improves the professional capabilities and knowledge of the employee. An employee granted professional leave will receive 100% of salary during the length of the leave.

For administrators, and all employees, District Policy 415 outlines that the Vice Chancellor for Human Resources serves as a District-wide Staff Development Coordinator. In this role, the Vice Chancellor, or designee, coordinates "the District-wide Staff Development program and acts as a coordinating body for the campus advisory boards." Pursuant to Policy 415, the goal of these programs is to provide opportunities for professional and personal growth and development; to enhance the skills necessary to successfully perform in current positions and develop skills needed to provide upward mobility; and to increase general communications between and within constituencies of the District.

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

NSC is guided by the Mission, Vision, and Values of the Seattle Colleges District when making decisions regarding its core practices, programs, structure, and with respect to number, role, and qualifications of its employees.

The College employs sufficient faculty to offer high quality educational programs in academic transfer, professional technical programs, basic skills, continuing education and lifelong learning, and Bachelor's in Applied Science degrees. Prior to recruiting for new or replacement faculty, classified, professional staff, or administrative positions, all positions are reviewed for alignment with the College's and District's needs. This review and approval process includes human resources staff, business office staff, the applicable vice-president, and the College President. Positions which involve the encumbrance of state funds are also reviewed and approved by the Chancellor and other presidents of the Seattle Colleges.

Statewide minimum qualifications for faculty appointments appear in [Washington Administrative Code 131-16-091](). All instructors, full-time and part-time, meet these minimum requirements unless an exception is approved in accordance with the code. For all transfer classes, faculty are required to hold a master's degree from an accredited institution. For professional technical classes, faculty must be experienced in their field

There are three categories of faculty in the Seattle Colleges, including full-time faculty, part-time priority hire faculty, and part-time faculty who are not priority hire. As of Feb. 1, 2022, NSC employed approximately 196 active faculty members. As of Feb. 1, 2022, the College employed 81 full time faculty members, approximately 115 actively teaching part-time faculty. The Seattle College District and the faculty union are dedicated to increasing the ratio of part-time to full-time faculty teaching at the Seattle Colleges; this commitment, with expected ratios, is codified in [Appendix E to the current faculty CBA]().

NSC has the administrative, professional, and support staff necessary to provide effective leadership and management for the College's major support and operational functions. In addition to support units exclusive to NSC, certain administrative functions, such as, but not limited to, Human Resources, compliance, and information technology have been consolidated at the District level. These consolidated units provide support to not only NSC, but also the Seattle Colleges' other constituent institutions, Seattle Central College and South Seattle College. This structure allows for a more robust level of support for all of the Seattle Colleges that each college would not necessarily be able to support individually.

[Washington Administrative Code § 131-16-080]() dictates minimum standards for all hiring decisions for professional staff made by the College. Furthermore, prior to soliciting applicants and engaging in the employee recruitment and screening process, all job descriptions for classified, professional staff, and administrative positions are vetted by the District's human

resources team, as well select employees, including inclusion advocates. Inclusion advocates are trained College employees who volunteer their time to participate in all levels of the hiring process as non-voting members to guide committee members to recognize and avoid unconscious bias.

As of Feb. 1, 2022, NSC employs approximately 87 classified staff, 36 professional staff, and 29 administrators (*i.e.,* non-represented staff).

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

NSC employees are evaluated on at least an annual basis, with an emphasis on aligning employee efforts with the Mission, Vision, Values, and Strategic Goals of the Seattle Colleges District. Generally, the evaluation process benefits individual employees, leads, managers, and ultimately the College's students by allowing a scheduled check-in on progress of duties, goals and expectations. It is a time to provide feedback, recognize quality performance, reevaluate position descriptions, and set future expectations.

The Seattle Colleges performance evaluation programs allow employees to be proactive and engaged in their career development by having them contribute to the development of their individual goals, in alignment with the District's Mission, Vision, Values, and Strategic Goals.

Performance evaluation processes and forms for personnel are provided on the District Intranet and are in accordance with [District Policy 409](#) and applicable collective bargaining agreements. Prior to engaging in the performance review process, supervisors have the opportunity for training by Human Resources staff regarding the District's performance evaluation tool. More specific details by employment type are listed below:

Administrators: Administrators are evaluated at the end of each academic year, generally during the time between the Spring and Fall quarters. The evaluation process is carried out through a homegrown online service on the District's intranet. Individual employees prepare a written self-evaluation of their progress in meeting their goals and outline their goals for the coming year. Goals and performance are aligned with the District's Mission, Vision, Values, and Strategic Goals. Direct supervisors then provide feedback on the employee's self-evaluation, as well as evaluate the employee regarding core competencies in the areas of job knowledge, professionalism and communication, supervision and performance management, organizational and project management, and leadership. Completed evaluations are reviewed by next level supervisors.

Professional Staff: Professional staff are evaluated in accordance with [Article 18 of their CBA](#). Professional staff are evaluated at the end of each academic year. The evaluation process is

carried out through a homegrown online service, on the District's intranet. Individual employees prepare a written self-evaluation of their progress in meeting their goals and outline their goals for the coming year. Goals and performance are aligned with the District's Mission, Vision, Values, and Strategic Goals. Direct supervisors then provide feedback on the employee's self-evaluation, as well as evaluate the employee regarding core competencies in the areas of job knowledge, professionalism and communication, supervision and performance management, organizational and project management, and leadership. In the event an evaluation shows areas in need of further development, the employee and supervisor may proceed with the development of a plan for improvement designed to strengthen the areas identified. Completed evaluations are reviewed by next level supervisors.

Classified Staff: In accordance with [Article 6 of their CBA](), classified staff are evaluated at least every 12 months to give supervisors an opportunity to discuss performance goals with the employee, as well as to assess and review the classified staff member's performance with respect to those goals. Newly hired classified staff also receive a formal evaluation within six months of employment and prior to earning permanent status. The [forms]() and [process]() used for evaluating classified staff are dictated by the State of Washington's Office of Financial Management and their CBA. A stated purpose of classified staff evaluations is for supervisors to provide support to the employee in their professional development, so that skills and abilities can be aligned with District Mission, Vision, Values, and Strategic Goals. Performance problems will be brought to the attention of the employee at the time of the occurrence, or when the supervisor becomes aware, to give them an opportunity to address the issue

Faculty: As outlined in [Articles 6 and 7 of their CBA](), the frequency of faculty evaluations differs by employment status. For example, tenure-track faculty are evaluated quarterly by the members of their tenure review committee. Post-tenure must undergo an administrative review every three years. "Priority hire" faculty also undergo an administrative review every three years. For post-tenure and "priority hire," faculty provide their unit administrator the results from quarterly student evaluations from one class per year. Part-time faculty must submit student evaluations for each course and are typically evaluated before the beginning of the fifth quarter within the nine out of 12 quarter sequence as outlined in [Article 10.7 of their agreement]().

Faculty evaluations conducted by the unit administrator often include classroom observation, review of student evaluations, a written summary of faculty performance based upon previously determined criteria, a discussion with the faculty member, and an opportunity for faculty to respond to their evaluation. After review of the evaluation, if deemed unsatisfactory, an improvement plan may be devised. Such a plan may include peer observation and mentoring by faculty colleagues. The tenure review process includes a more detailed evaluation process. The evaluation process for full-time faculty on the tenure track is further described in [Article 7 of their collective bargaining agreement]().

STUDENT SUPPORT RESOURCES

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, NSC creates and maintains effective learning environments with appropriate programs and services to support student learning and success. Creating high-quality classroom and lab experiences, a welcoming campus atmosphere, and effective student support programming for a variety of student populations within and beyond the classroom are key college strategies to help address equity gaps and provide effective learning environments.

High-Quality Classrooms and Labs

NSC works to provide a variety of on-ground and online learning environments for students to increase instructional effectiveness and increase access and schedule flexibility. NSC provides professional development to employees researching and implementing best instructional practices.

Welcoming Campus Atmosphere

NSC creates a welcoming campus atmosphere by focusing on three core themes.

- Advancing Student Success.
- Excelling in Teaching and Learning.
- Building a Sustainable Community.

Additionally, NSC leads with racial equity because we acknowledge the history and impact that intergenerational and institutional barriers have had on students of color, who make up 44% of our student body (or nearly 60% of students who identify by race on their applications), while our faculty and staff do not yet reflect these same demographics. Student and employee groups on campus work toward these goals through inclusive campus activities and infrastructural improvements. As an open access institution, Seattle Colleges holds diversity as an ongoing discovery of the intersections of identities and "diversity refers to all the ways in which people differ, including primary characteristics, such as age, race, gender, ethnicity, mental and physical abilities, and sexual orientation, and secondary characteristics, such as education, income, religion, work experience, language skills, geographic location, and family status.

Office of Equity, Diversity & Inclusion Welcome Center

Since our last 7-year accreditation visit, NSC has also created an [Equity, Diversity & Inclusion Office and Welcome Center](#). The goal of this office is to dismantle institutional practices, policies, and infrastructure that are the root cause of equity gaps while leading with mindfulness practices of peace, modeling love, and giving grace to all. The Welcome Center aims to provide helpful resources for our students, faculty, staff, and community that will inform our ongoing quest for racial equity and create a sense of belonging for all. "At NSC, we firmly establish equity, diversity, and inclusion as a strategic goal and as human rights for all. We frame our decisions and actions with a lens of equity, diversity, and inclusion and are accountable to the community." The EDI leadership team has established [three preliminary objectives](#) to achieve this strategic goal that will be further developed over the course of the three-year plan.

[The Equity, Diversity, Inclusion, and Community Plan (EDIC Plan)](#) will act as a three-year racial equity action plan to guide the NSC in these efforts. This plan and these objectives have been created through a collaborative effort between many stakeholders, including students, exempt and non-exempt staff, faculty, administration, and community members. Combating institutionalized racism and achieving the strategic goals of 1) Student Success and 2) Equity, Diversity, and Inclusion are urgent moral and social justice imperatives for Seattle Colleges. Toward that vision, the Racial Equity 2023 Charge was developed to set in motion an intermediate organizational plan to focus planning and action that aligns with the Seattle Colleges Equity, Diversity, Inclusion, and Community Plan 2020-2023.

Approach & Mindset of each goal: Interrogate, learn, unlearn, relearn, reimagine, co-create, co-manifest. Our Racial Equity Goals; **Goal 1:** Increase the completion rate for African American, Black, Native American, First Nations, Indigenous, Latinx, Pacific Islander, and Southeast Asian students from 48% to 55% in the next three years (20/21 to 22/23). **Goal 2:** Increase efforts to hire and retain faculty and administrative staff to mirror the student body demographics more closely over the next three years. **Goal 3:** Develop and implement mandatory anti-bias and anti-racist workshops and other ongoing learning opportunities for all non-teaching staff; work with AFT-Seattle to develop and offer professional development workshops on bias-free teaching and learning for all faculty.

This plan is deeply rooted in the Seattle Colleges mission, vision, values, and strategic goals, and is informed by prior equity and diversity efforts and initiatives at each of the three Seattle Colleges. It is also influenced by the recently adopted [SBCTC Vision Statement](#) that starts with, "Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities."

Disability Services

[NSC Disability Services (DS)](#) is a unit within Student Success Services at NSC. DS provides equal access to students with documented disabilities and acts in compliance with the [Americans with Disabilities Act](#) and [Section 504 of the Rehabilitation Act](#). NSC's DS aids with accommodation plans and assistive equipment. During the COVID-19 crisis, DS has become available to students via zoom, phone, or email.

Veteran's Services

The [Office of Veterans & Military Services](#) at NSC offers a range of assistance to veterans, reservists, active-duty personnel, and eligible family members who receive Veterans' Administration education benefits. We provide help with any issues having to do with veteran status and serve as a resource for military personnel transitioning into civilian life. We also offer certification services for anyone eligible for: Chapter 33 Post 9/11 GI Bill ®; Chapter 30 Montgomery GI Bill ®; Chapter 31 Vocational Rehabilitation; Chapter 35/ Aid for Eligible Family Members and Chapter 1606/1607 Selective Reservists.

Those who want to receive educational benefits through the VA must apply through the NSC Office of Veterans Services. Veterans and residents of Washington state may be eligible for a partial tuition waiver. To use the waiver, those interested must see Veteran Program Manager Gregg Tessensohn before the 10th day of the quarter.

NSC's Office of Veteran Affairs also helps with the following:

- **Housing:** NSC can provide information and contacts for VA housing and home-buying programs.
- **Employment:** Tutoring and work-study jobs are available to some veterans. Veterans can visit the office or email to find out more.
- **Healthcare:** NSC can provide contacts and referrals for health services, mental health professionals and counseling.

Counseling Services

The mission of the [Counseling Office](#) is to help diverse students overcome barriers, achieve belonging, identify careers and majors, develop study skills, establish self-esteem, learn emotional regulation, and progress in and complete their academic goals. Two faculty counselors provide individual counseling, teaching, workshops, faculty consultation, online teaching/counseling interventions, and cross-campus collaboration to facilitate a caring campus.

NSC counseling faculty members provide curriculum and services to effectively help a diverse student population: enter, persist, and succeed in college. To meet these goals counselors use: multiple methods (counseling, teaching, consulting, and developing instructional/informational media) focused on multiple populations (individual students, student groups, faculty and staff, campus culture) to achieve multiple intentions (affirming cultural diversity, providing crisis

intervention and referral; helping students identify and develop educational and career goals and life skills and study skills).

During the 2020-2021 academic year, students scheduled 577 counseling appointments, 51% included BIPOC students. Counselors recognize and rapidly intervene to help students experiencing symptoms (e.g., inability to concentrate, exhaustion, worry, sadness, irritability, sleep disruption, loss of appetite) consistent with medical diagnoses such as depression, anxiety, major stress, attention deficit disorder (ADD) and other mental health concerns. Counselors often helped students quickly get medical appointments and confidentially communicated with these students' doctors to assist in effective referrals and in the doctors' provision of letters of accommodation. They also helped students learn cognitive-behavioral and emotional-regulation skills so they can continue advancing toward their academic goals. Counselors served students through an average of three one-on-one appointments and referred students who needed more extensive care to outside providers. Counselors responded to early alert messages that faculty and staff submit through [Starfish] regarding students who were academically vulnerable (e.g., students facing crises and/or life management challenges, students with undiagnosed/untreated MH challenges). Counselors responded by providing wrap-around support such as referrals for basic needs services, disability services, financial aid, and/or assisted students to communicate with their instructors about class progress. The Counseling Office led, and continues to lead, campus outreach on mental health issues, including prevention and wellness and often uses outreach to connect with students who may not seek traditional counseling services. Examples of outreach efforts include an informal, weekly support group; quarterly structured college success skills workshops; bi-monthly email communication focusing on prevention education; classroom visits introducing counseling services; and miscellaneous workshops targeting specific groups of students.

NSC Counseling office competed and was awarded $249,124 through the WA State Board Mental Health Pilot Grant intended to increase mental health services for students in most need. Its aim is to close equity gaps and increase access to mental health services. NSC hired an additional third counselor to expand counseling services. The [Let's Talk Program] developed at Cornell University, is a flexible, informal, non-diagnostic approach to mental health counseling that reduces barriers and increases access to the most vulnerable students and those less likely to seek services. Let's Talk moves away from the Eurocentric model of counseling to provide a model that is de-stigmatizing and requires little to no paperwork. The program increases visibility of counseling by partnering with departments across campus to deliver the program. Departments provide confidential space for the program and promote the program among their students. Through Let's Talk, the counselors provide daily drop-in hours at least four times per week, two hours per day virtually. Through short 20-30 minutes sessions, students discuss specific issues with a counselor and learn about counseling services and how to access additional help.

When NSC campus instituted remote operations in March 2020, the Counseling Department pivoted quickly to provide tele-counseling. The number of appointments that the counselors met over the past year is evidence that the counseling department successfully broadened access to

its services. As NSC plans to return to campus, the Counseling Office is committed to maintaining a flexible, hybrid counseling model to continue increasing access and removing barriers for students. Students may elect to meet with counselors in-person, online, or through a combination of in-person and online. The Counseling Office will carry this same commitment through to new initiatives, including the Let's Talk Program, to ensure access to the greatest number and diversity of students.

NSC counselors are teaching faculty, teaching Human Development Courses (HDC). College success courses are designed to help students develop non-cognitive skills and behaviors such as time management, establish effective study habits, and engage in academic and career planning. In Fall 2021, NSC counselors piloted a First Year Experience integrating two other disciplines/departments (Library and ENGLISH) to: (1) help students integrate in college, instilling a sense of belonging; (2) learn and build success skills in their academic, personal, and professional pursuits, and (3) create a college success network. The program targeted first-quarter students registering for ENGL 101, INFO 100 and HDC 101. The purpose was to provide an "entering college experience" whereby vulnerable population(s) (first generation college students; BIPOC students; and men of color) are supported in developing their self-narratives by engaging in critical reflection and decision making in their academic and career future. By gaining self-understanding and developing skills to critically reflect on their growth and emerging identities, they become intentional learners, increasing self-efficacy while taking responsibility for their learning. Simultaneously, these students gain greater complexity in their own identities (as learners, as individuals, as future professionals.) Seattle Promise (SP) students were intentionally advised to register for these sets of classes. SP students enter college at the cusp of adulthood, navigating many developmental milestones: transitioning from high school to college; making independent decisions; managing relationships and balancing social and academic demands/pressures. Retention rate for this cohort was 70% from Fall to Winter.

Student Learning Center

The mission of the Student Learning Center (SLC) is to inspire students at NSC to become independent, life-long learners who engage in deep inquiry and metacognitive reflection while building community through one-on-one tutoring, the tutor navigator program, academic skills workshops, and supplemental courses. The SLC is composed of the Biology & Chemistry Learning Center, Math & Science Learning Center (MSLC), Page One Writing & Language Center, and the Professional & Technical Learning Center (PAT_LC). In addition, the SLC supports several smaller programs: world languages, general computer tutoring, and several Bachelor of Applied Science courses. The SLC leadership team consists of a director, an administrative assistant, and four faculty coordinators.

The primary function of the SLC is to provide tutoring services to students enrolled in all the academic divisions at the college. In addition to traditional drop-in, one-on-one tutoring, the unit also provides a variety of embedded tutoring services and student success workshops.

The most robust embedded tutoring service is the tutor navigator program that provides tutors to barrier classes for eight to 10 hours a week to consult with the faculty, attend classes, and lead study groups outside of class. The SLC regularly assigns navigators to developmental English and math courses, Computer Science 110, IT 102 -161, and Chemistry 121 and 161 among others. A lighter version of embedded tutoring is the tutor ambassador program that assigns tutors to specific classes to do presentations about SLC services, occasionally participate in class meetings to develop relationships with the students, and lead students to the physical or virtual learning center to show them how to access services.

In addition, the SLC also organizes a variety of workshops for students in collaboration with faculty and student services departments. The Thursday Student Success Seminar series provides a series of workshops to help students build academic skills. Topics include how to be a successful online student, time management, career planning, Reading Apprenticeship techniques, and more. Through the Page One Writing Center, tutors develop and present a range of weekly workshops to help students develop their reading, writing, and language skills. Page One workshops include Talk Time, Ted Talk Hour, ESL Games, Focus on Pronunciation, and more. In collaboration with the advising department, the SLC also offers Personal Statement Workshops to help students with college transfer. During the pandemic, the SLC launched the Fun, Games, and Wellbeing Café in collaboration with the counseling department as a space for students to connect with campus support services in an online recreational space.

Finally, the SLC also offers four one- to two-unit academic support classes. ABE/Eng. 080 is a two-unit course designed to help Adult Basic Education and developmental English students with their writing skills. Eng. 197 provides writing assistance for college level students taking writing intensive courses through tutoring and metacognitive reflections. ESL 039 offers opportunities for second language learners to practice their English skills by attending Page One workshops. Math 089 supports students taking math intensive STEM courses with additional tutoring assistance.

Tutors and other staff participate in mandatory training informed by College Reading & Language Association (CRLA) guidelines. Training sessions occur at the beginning of each quarter with a two-hour department-wide training on general tutoring principles followed by another two-hour discipline specific training. Each area also conducts an additional two-hour mid-quarter training. Per CRLA guidelines, topics include techniques for conducting a tutoring session, incorporating metacognition into sessions, and strategies for handling difficult situations, among others. Moreover, navigators participate in additional training on leading group tutoring sessions, working with faculty, and marketing services. All training is developed with a strong EDI focus with time devoted each quarter to learning about supporting a specific identity group. Asynchronous versions of the training are also available for tutors to access on the SLC Staff Canvas shell.

During the 2020-2021 school year, the SLC had 10,985 individual student contacts with 1,485 individual students. Some usage data was lost during the SLC's transition to using Starfish as its primary data collection tool because of usage errors as staff learned how to use the new

system. In addition, the SLC is also part of the [Western e-Tutoring Consortium](#) that had 193 student contacts.

In response to the requirement to move to remote operations due to the COVID-19 pandemic, the SLC leadership team worked together to develop an online presence that best replicated our physical environment. We created a student-facing SLC Canvas shell that houses links to each center's Zoom room. Students are met by greeters when they enter each center's Zoom space. Greeters triage the student's needs and pair them with the appropriate tutor in a breakout room. We have found this approach has been both accessible and secure for students and staff. Another innovation developed as a response to remote operations was the creation of an asynchronous essay tutoring service using Canvas in which the student can submit a paper and writing tutors respond with written notes. As we begin to transition to offering services on campus again, the leadership team is exploring a hybrid approach to delivering services that will meet the demand for both in-person and online services.

Student Leadership & Multicultural Programs

[NSC's Student Leadership and Multicultural Programs](#) commits to equity, diversity, and inclusion as well. Their missions encompass this commitment and focus on being anti-racist and fiercely stand for social justice. Student Leaders are hired to work in our efforts for student engagement and involvement on campus. Student Leadership is made up of 18-20 student leaders who work with various boards to provide student viewpoints, interests, and needs. Student Leaders coordinate and execute activities and initiatives that promote engagement and support NSC's values of being an inclusive, innovative, caring, and responsive community. Student leaders develop leadership and professional skills to implement programs, activities, and advocacy efforts that benefit each student. Student Leadership offers students the opportunity to plan events on campus, support student clubs, participate in key campus committees, allocate student fees, and research the needs of students. Student Leadership offers opportunities for students to develop leadership skills and represent the student body. SL also provides support for student activities and student organizations.

[NSC's Student Organizations for Equity & Engagement (SOEE)](#) includes two distinct and exciting types of Student Organizations – [Clubs](#) and [Affinity Groups](#). Clubs supported by NSC relate to secondary characteristics such as language skills, work interest, country of origin, religion, shared interest, etc. Examples include the Computer Science Club, the Rocketry Club, and the Social Justice in Action Club. During the COVID-19 pandemic, student affinity groups are meeting regularly online. Examples of NSC's affinity groups include the Asian American/Asian Affinity Students Group, the Indigenous Students Affinity Group, the LGBTQIA+ Student Affinity Group, the Black/African American Student Affinity Group and many more. NSC Student Leadership does not discriminate based on race, ethnicity, color, age, nationality, religion, marital status, gender, sexual orientation, veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant, or disability.

Benefits Hub

NSC has partnered with United Way to create a [Benefits Hub](#) to help students navigate financial challenges and cover basic needs while in school. The Benefits Hub helps through one-on-one coaching, and special programs in the following areas:

- Emergency financial grants
- Help paying for groceries and access to food
- Financial coaching
- Housing assistance
- Utility bill assistance
- Paying for the bus
- Mental health and wellness referrals
- And more, including free tax preparation, financial aid application assistance and legal counsel referrals

We work with students to make sure that no matter what, they can stay in school and complete their program.

Food Pantry

NSC runs a [Curbside Food Pantry](#) with University District Food Bank: Outdoor (drive-thru or walk up) food pantry for NSC students, faculty, staff, and community members. The food pantry is open to students, faculty, and staff every Tuesday from 4 p.m. to –7 p.m. and is located in the East parking lot at the lower-level entrance of the Opportunity Center.

Facilities and Grounds

NSC's facilities and grounds are designed to provide spaces for students to gather, including group study rooms and gathering spaces within most buildings on campus. NSC has a Student Center, "The Grove", in its newest building, designed with natural lighting, seating pods and movable tables for group or individual work, or social gatherings. NSC student support programs, such as affinity groups, and clubs use the space for meetings and events. NSC has designated gender-neutral bathrooms and private spaces for nursing mothers on campus.

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The Seattle Colleges publishes an electronic [Academic Catalog](#) every two academic years on its website where students, employees, the public, and other stakeholders can easily access it. The catalog contains the following:

1. An Introduction including the various paths of study available to students, as well as the mission, vision, and values of the Seattle Colleges.
2. Seattle Central College's Offerings and Core Themes
3. NSC's Offerings and Core Themes
4. South Seattle College's Offerings and Core Themes
5. Course descriptions
6. A list of faculty and administration for all the Seattle Colleges

NSC posts on its website the following information:

- [Student Handbook](#) which contains rules and regulations for student conduct, rights, and responsibilities.
- [Tuition and fees schedule](#); and
- The current [academic calendar](#).

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Educational programs at NSC that require external licensure for entry into the occupation include the Pharmacy Technician program. It is [ASHP accredited](#) nationally and, upon completion of the program, the students sit for the [PTCB exam](#) to be a Certified Pharmacy Technician (CPhT). With this certification, students can then apply for a state license from the [Washington State Department of Health](#).

The Emergency Medical Technician (EMT) program is aligned to [NREMT](#) standards. At the end of the program, students take the National Registry EMT cognitive and psychomotor skills examinations to earn an [NREMT certification](#). With this certification, students can then apply for a state license from the [Washington State Department of Health](#).

NSC is [NC-SARA](#) certified as of Oct. 4, 2021, for the participation period of Nov. 25, 2021 – Nov. 24, 2022. NSC complies with NC-SARA guidelines around licensure.

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Connecting students to financial aid resources and emergency aid for basic needs is critical to the college's mission and strategic plan. We support student success and deliver financial aid to students through federal, state, and private financial aid funding programs. Over half of NSC's credential-seeking students receive need-based financial support.

In 2018 our emergency assistance funding programs were moved to be administered under the direction of the Financial Aid office. This is a direct benefit to students as it allows staff to review application materials holistically and make referrals to other aid programs the student would be eligible for, including Workforce Education Tuition Assistance programs offered.

In Spring 2020, at the onset of the COVID-19 pandemic, in response to the increasing need for Emergency Aid, the Financial Aid office moved to create a single application for all sources of emergency aid, where staff review on the back end and determine which programs a student is eligible for, rather than the student trying to determine for themselves what funding sources to apply for and completing multiple applications. We take that opportunity to also provide one on one assistance to students who need help in the financial aid process. For all students who apply for emergency aid we provide a list of resources to follow up on for long-term support relative to the reason they are requesting emergency funding. On a regular basis, the Financial Aid Office proactively reaches out to students about emergency funding availability.

In Spring 2021, our Institutional Research Team identified approximately 800 students who had ceased enrollment since the onset of the pandemic, our Communications and Financial Aid teams worked to create a series of messages send to this cohort, encouraging them back to come back to the college and complete their programs with a customized aid package utilizing several funding sources to support enrollment costs. We take that opportunity to also provide one on one assistance to students who need help in the financial aid process.

The Financial Aid uses the public-facing website as our main method of information sharing for prospective and enrolled students, as well as through various information sessions, outreach events and activities on and off campus. We list types of aid available, application process, and other policies related to financial aid awarding. The Financial Aid office uses the ctcLink student center to provide important information to students to include funds awarded, dollar amount of award, any to-do lists, checklists or required documents to remain eligible. We provide students with access to Satisfactory Academic Progress eligibility, as well as information on how to appeal and request reinstatement of aid.

We have recently moved all our forms to an online format, except for those that require a wet signature. Students can upload required documents through their ctcLink student center. We have dedicated webpages for the work study program that includes how to apply for a work study job, listings of open jobs, and expectations of students in a work study position. We have a dedicated webpage for all scholarships to include outside scholarships, Foundation scholarships, and emergency assistance grants.

To address student needs, the Financial Aid office's packaging model does not award loan funds up front. We do this for several reasons: 1) to reduce the total indebtedness of our students; 2) to ensure that they are an informed consumer and are aware of loan funds that they're borrowing; 3) so that students can see their grant aid ahead of time and truly assess if they need loan funds. Staff support students receiving loans with multiple services, including sending students loan information through Loan Request Forms and tracking letters, and annually reviewing packaging guidelines and expenditure of funds. Consistent with the mission, we also offer a no-cost financial education program to students that is available as a series of self-paced modules and access to a database of online resources.

Campus departments that provide funding for students work closely with them to coordinate processes and awards. NSC programs and departments that provide student financial support also foster partnerships with external funding agencies such as WorkSource, Employment Security Department, Department of Social and Health Services (DSHS), and United Way Benefits Hub. Specialized programs that offer financial aid to students typically have dedicated specialists that assist students in navigating paperwork and processes needed for their financial aid awards. For example, our Workforce Education Specialists all have view access to the financial aid status of their students in our student management system to assist students.

A link to the Seattle Colleges Foundation website can be accessed from the Student Financial Resources page as well as through other support program pages, and links to private and college grant scholarships soliciting applicants are made available for students to research. The NSC Library also has a variety of books and database information about scholarships available for current and prospective students.

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Entrance and exit loan counseling services for the Federal Direct Student Loan program are available online through the Department of Education. NSC communicates at the time the loan is awarded via a tracking letter and verifies student completion of entrance counseling before releasing loan funds. Students are reminded of their responsibility to repay loans when loans are awarded and are referred to exit counseling when they cease enrollment or drop below half-time. If a student enrolls less than half-time, NSC notifies them of their entrance into the grace period. NSC utilizes default prevention services from Inceptia. They provide on our behalf a three-series message to students throughout their six-month grace period notifying them of their responsibility for repayment and connecting to their loan servicer. Inceptia also will make phone calls to students who are delinquent on their student loan payments but not yet in default to get them back on track with repayments. Both Inceptia and NSC staff will connect students to loan rehabilitation and consolidation options. NSC regularly monitors its student loan programs through the National Student Loan Data System and the institution loan default rate.

2.G.6 Academic Advisement. The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program, and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

NSC Advising

NSC professional academic advisors in the NSC Advising Office aim to holistically support students in achieving education goals. Advisors assist students with choosing programs, designing educational plans, preparing for transfer or career, and referring students to campus and community resources. The Advising Center includes a director and five full-time advisors and are in the process of filling five full-time vacancies at the time of reporting. Advising is housed within the Student Success Services wing of the College Center Building. In addition to general advising, the area is a central location for other vital services such as counseling, disability services, Running Start, completion coaching, and Seattle Promise advising, which helps promote collaboration and referrals between offices as needed. Specialized advising also takes place across campus for departments and programs such as International Programs, Bachelor of Applied Science (BAS) degrees, Early Childhood Education, Watch Technology, and Workforce Instruction navigation. All campus staff in advising roles are provided many opportunities to meet, share knowledge, and participate in professional development throughout the academic year.

In response to COVID-19 and remote operations, advising services dramatically increased and improved their virtual services from email and phone to include scheduled, 30-minute advising appointments over Zoom, 10-15 minute Zoom Drop-In Advising, and virtual presentations and workshops. Zoom Drop-Ins are held three hours per day, Monday-Friday and are staffed by advisors on a rotating basis. Zoom Drop-Ins are extended during high-traffic times, such as the beginning of the quarter and when the registration period begins.

Advisor Training and Documentation

Each week, advising staff attend a 1.5-hour meeting that includes campus and program updates, demos, and other opportunities to expand their advising knowledge and skills. Instructional deans and other campus partners are invited to join the staff meetings each quarter so division/department updates can be shared widely. Advising has representation on the Curriculum and Academic Standards (CAS) Committee and on several subcommittees within the campus-wide Guided Pathways Team. Individual advisors are assigned as liaisons to instructional departments and regularly attend departmental and advisory committee meetings. This intentional, cross-functional partnership allows advisors to stay abreast of curriculum, program, and graduation requirements, and staff are expected to report back to the larger group. Advisors have also attended professional development on equity-minded advising through the State Board for Community & Technical Colleges and the Puget Sound Education Service District, conferences for Guided Pathways, university symposiums, and more.

Internal documents and procedures are stored as an Advisor Handbook through a combination of a shared folder system on the college network and in secure, cloud-based storage that are used in the onboarding and training of new advisors. They are also used as reference material for current staff and are updated as needed. The director is currently reviewing all materials, filing structure, and access due to continued remote and in-person services.

Area of Study Advising

NSC's general advising office employs an [area of study caseload advising model](#) for all degree- and certificate-seeking students based on eight meta majors. Students are coded and assigned to their advising team upon admission and can easily view, contact, and schedule advising appointments with advisors through PeopleSoft or EAB Starfish. The area of study advising model, which initially began in 2016, has continuously improved since the implementation of Guided Pathways and the Title III grant in fall 2018. In addition to the eight areas of study, there is also an exploratory advisor who connects undecided students with counseling and career discernment resources, as well as a workforce education advisor who provides support to students receiving funding such as Worker Retraining, Opportunity Grant, Basic Food Employment Training, Work First, and more. The model moves away from the generalist approach and allows advisors to gain expertise in programs and courses, develop collaborative relationships with program faculty, and create programming and communications tailored to the area of study.

New Student Advising

New students with no prior college experience are strongly encouraged to attend [New Student Group Advising Sessions](#) each quarter once the registration period begins. These virtual sessions were piloted in fall 2021 after the restructuring of the New Student Orientation and are designed to provide an overview of NSC and its programs, the PeopleSoft student database and registration system, and Advising Services. Students leave with their first quarter of classes selected and enrolled, and a better understanding of the college.

Educational Planning

All degree- and certificate-seeking students are required to meet with an advisor and make an educational plan by the end of their second quarter of enrollment. This information is tracked through Starfish and advisors pull reports around week three of each quarter to assign a tracking item ("Educational Plan To-Do") to first term enrolled students with a deadline of the last day of their second quarter. The tracking item notifies the student via email stating they must meet with their advisor to create an educational plan within that time frame. Advisors remove the tracking item after plans are on file.

Quarterly workshops on educational planning are provided in key courses such as ENGL& 101 and Human Development Courses (HDC) 101, "Orientation to College," covering what an educational plan is, the importance of an educational plan, and how to create an educational plan, which are currently stored in our District's home-grown system. Due to COVID-19,

educational planning workshops are currently provided virtually for students. Prior to COVID-19, advisors maintained multiple ways for students to learn about educational planning, including the Advising webpage, [creating your educational plan](#) and in an Ed Planning 101 Canvas shell.

Additionally, via the Advising department email communication plan, students are prompted and encouraged to make an appointment with their area of study advisor to make an educational plan or adjust their educational plan if necessary. Area of study advisors reach out to their student caseload at least four times via email throughout the quarter with relevant information to assist with keeping them on track toward their degree or certificate.

Academic Progress

Advisors take part in targeted outreach to students who are on Academic Alert, Academic Probation, and Academic Suspension. Students on Academic Alert are strongly encouraged to meet with their advisor to problem-solve, set goals, and learn more about resources. Students on Academic Probation and Academic Suspension have holds placed on their accounts that block registration activity and can only be removed after meeting with their advisor. Academic Probation students are required to complete a Student Success Plan and Survey and discuss results and responses with their advisor. Students on Academic Suspension are automatically dropped from classes for the following quarter and are suspended for four consecutive quarters. Students on Academic Suspension are notified of the option to appeal for reinstatement and application materials are holistically reviewed by the appeals committee that consists of the director of advising, director of financial aid, and credentials manager. Reinstated students meet with the director to review the academic progress policy and their advisor to select appropriate classes based on reinstatement conditions prior to returning for the quarter. Reinstated students work with their advisor to schedule follow-up meetings throughout the quarter.

Graduation Application Review

Students are encouraged to meet with advisors prior to applying for [graduation](#). Advisors review graduation applications and reach out to students letting them know of any missing or remaining requirements before final review by credentials.

Advising Notes

Any appointments or conversations with students are documented at [Starfish](#) Advising Notes and sent to the student. They are also available for students to view.

Advising Survey

All students seen via appointment and drop-ins are sent an email with an invitation to provide anonymous feedback of their advising experience from the director. This information is collected and used to improve advising services and is also included in advisor annual performance evaluations.

Aside from student resources printed and stored in the physical lobby for students, the [Advising](#) webpage includes [Advising FAQs](#) and [Advising Resources](#) for helpful guides and forms. The [College Transfer](#) website offers a wealth of university and transfer information for students online and is maintained by the advising transfer lead. In spring 2019, the college embarked on the program mapping process following Guided Pathways recommendations under pillar one. Since then, advisors have played an integral role in the development, review, and maintenance of over 125 program maps that include full- and part-time course sequences, a "Before You Start" checklist, quarterly to-dos, future education opportunities, and career outlook sections. Program maps are currently available online for all [transfer pathways](#) or as PDFs for career training programs. In fall 2021, Advisors also began the process of creating a student-facing Advising Canvas shell to continue to meet students where they are. Additional information, like an advising syllabus, area of study advising updates, events, and announcements will be regularly updated and maintained by advisors there. Estimated launch to students is the end of Winter 2022.

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

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Starting on March 1, 2021, NSC switched to the new state mandated ctcLink registration software. A [student's ctcLink ID number](#) is included in the welcome email you receive from Seattle Colleges. Instructions are as follows:

1. [Click here](#) to access the ctcLink login portal.
2. Click on **'First Time User?'** at the bottom of the login portal.
3. Enter the information requested and click submit.
    ○ If you do not have access to your SID (old ID), please submit an SID request form and submit it to ARRC@seattlecolleges.edu.
    ○ [Click here](#) to access and download the SID Request Form.
4. Set up your security questions.
    ○ Select 3 questions and answer your questions.

5. Create your password and confirm it. Then click **Submit**.
6. You will receive the following message **'Account Activation successfully completed. Please close your browser before logging into ctcLink'**.
7. Click close. For security purposes, make sure you close your web browser before logging into ctcLink.

Both a video and a PDF description are included on the website linked above to explain this process more fully.

If a student loses or forgets their ctcLink id number, they can log in at https://tools.seattlecolleges.edu/home using their MySeattleColleges information, select Get My Credentials, and find their ctcLink ID (EMPLID). If they continue to experience issues obtaining their ctcLink ID (EMPLID), they are asked to contact the IT HelpDesk at ITHelp@seattlecolleges.edu or through the Online Web Help Desk form.

Students are enrolled in individual courses through the ctcLink only, and all programs and courses offered through the online learning management systems require that students log in using their CTC identification number and a personalized password. The online course management system (Canvas) used for hosting online classes is a closed and secure system that requires student authentication upon logging in. There are no charges associated with the student verification process at the time of admission or at the time of enrollment in any online course.

Admissions Requirements are the same for all students. No exceptions are made based on modality.

LIBRARY AND INFORMATION RESOURCES

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The NSC Library Services' mission is to *advance student success through teaching information literacy, providing access to comprehensive resources and offering innovative services.* To accomplish this, the Library maintains collections pertinent to NSC's instructional programs in a variety of formats, offers services to promote their use, and develops students' information gathering and evaluation skills. The library plays an active role in instructional programs by offering instruction and by consulting with faculty about collection development and services. Library staff strive for excellence by ensuring that our services are timely, competent, and cheerful; by offering a comfortable, suitable physical environment; and by responding to the changing needs of our students.

Library Facilities

The library moved to a temporary location in August 2021, reducing overall space to one third its regular size. The current space provides one large room and one smaller room with total shelf space to display about two-thirds of overall holdings. The rest are in nearby storage and can be retrieved upon request. Currently there are no private study rooms or individual faculty offices; however, students do have access to a nearby large study hall with both private carrels and group study tables. Faculty share a workspace with individual workstations. Students have access to 16 computers within the library itself and 32 computers in a nearby brand-new computer lab that doubles as the library classroom. It is anticipated the library will remain in this temporary space until 2023 when the newly renovated Library Building is slated to open.

The new Library will offer study space in the form of two floors of open seating (approximately 255 seats in total) at carrels and/or large and small tables. The first floor will be designated as open, collaborative study areas and "living room" style comfortable seating. Private study carrels, including computer stations and eight group study rooms, along with the bulk of the circulating collection, will be on the third-floor quiet study zone. Faculty offices, the library classroom, which doubles as a computer lab for student study, and an expanded Student Media Center, will also be on the third floor. The library building remodel will reorganize but not increase the amount of study space available. The overall goal of the reorganization will be to increase comfort level, expand the collaborative environment, and improve traffic flow to and through the Library, in addition to structural retrofitting and replacing electrical and HVAC systems.

Library Services

The librarians and paraprofessional staff offer reference and research support, directional assistance, circulation assistance, and student technology support. Library services are flexible and support the college's programs and services, with specialized assistance and instruction available by request. For example, pre-pandemic, formal Library orientations and information literacy sessions were requested and taught regularly in the Library for ESL and transfer degree courses. During the pandemic, librarians have remodeled reference services to an online format and regularly offer information literacy support through scheduled one on one appointments and full class sessions. The Dean of Library, Teaching and Learning Center, and Student Media Center also acts as the copyright officer for the college and provides information to employees and students on topics such as copyright laws and plagiarism. The Library maintains a robust collection of [online resources](). The online catalog, eBooks, full-text journal databases, digital reference and streaming videos, and research aids are available for use on- or off-campus. Computers in the Library and lab/library classroom are equipped with the standard software applications provided by IT, including the full Microsoft Office Suite.

Librarians regularly create displays and research guides in support of specific curricula and to highlight subject areas or populations. The Library advertises booklists of new materials, spotlights electronic resources including eBooks, and offers clear signage to direct users. The Library uses LibGuides to provide online access (including video tutorials) to subject specific

research guides, Library-focused instructional content such as how-to guides, citation guides, and other information, including the Library's website. Library assistance is available via Zoom, chat, Canvas (the college's learning management system), and [AskWA](#) the consortial reference resource. Staff also maintain a social media presence through Twitter and other platforms.

Library Instruction

In addition to providing support to other faculty and their students, the Library has a robust instruction program. Four of the five BAS programs include an INFO300 course as a required part of the program curriculum. These courses are created and taught by librarians in close alignment with both the BAS curriculum goals and the instructional program outcomes outlined in the Library's program review. The library also runs a quarterly SSC101 course as a linked offering with other courses in the Integrated Studies program. Historically, this has been offered as a soft link, but starting winter quarter 2022 and forward, the course is being offered as a hard link, which increases the interdisciplinary nature of the dual course offering. Starting fall quarter 2021, the Library also began running an INFO101 course as part of the college's First Year Experience program. The intention is for this course to become a required part of FYE programming moving forward. Per the Library's most recent instructional program review report (2020), credit courses completion rates were as follows (note, the INFO300 data includes only one of the four BAS programs due to a coding error; an error we aim to have corrected by our next program review in 2023):

- INFO300
  - Completion
    - 2017-18 98%
    - 2018-19 98%
- SSC 101
  - Completion rates
    - 2017-2018 71%
    - 2018-2019 76%

Student Technology Support

In collaboration with the Student Learning Center, the library provides access to computer tutors 21 hours per week. Library staff members provide additional student computer technology support during library open hours. The library recently received a WSL ARPA grant to use toward expanding the number of available computer tutor hours through June 20, 2022. Triggered by the pandemic, the library in collaboration with IT began lending Chromebooks, hotspots, and webcams, in addition to headsets, to students. The number of student checkouts of equipment fluctuates quarterly but has steadily increased from 17 at the beginning of the program in Winter 2020 to 215 in Fall 2021.

Library Access

Students and employees can access Library services in a variety of ways. When the college is not in remote operations mode, the Library is physically open 30 hours per week, and librarians

provide simultaneous and extended virtual reference services (34 hours per week with one evening shift). Pre-pandemic, the Library was open 60 hours per week, with face to face (but not online) reference service available during all open hours. All-hours access to Library information and research support services is available through the [Library website](), and includes access to the online catalog, research guides, and general electronic databases, such as Academic Search Complete, ProQuest, and Films on Demand, as well as program-specific databases such as Global Business Insights. The Library also subscribes to EBSCO eBooks Collection (with access to thousands of eBook titles). To support in-depth reference and research questions from students, the library offers a "Make a Research Appointment" service using LibCal: students can schedule a 30–60-minute appointment with a librarian to assist them with their research. The library uses Ex Libris' Primo Discovery Service to manage and provide one-stop access to NSC's print and digital collections and pathways to many open-access resources and is part of the nationwide consortium of academic and public libraries that supports the LibAnswers 24/7 chat reference service.

Library Collections

The depth and breadth of the college's collection is guided by its [collection development policy](). The Library acquires, catalogs and processes titles within the means of the collection development budget. In 2020 the library, along with many other departments, underwent significant budget cuts and the general book budget was reduced from $29,700 to $15,700, while the electronic resources budget was reduced from $37,000 to $22,000. At the same time, the Library's collection development budget has been supplemented since 2019 with fee-based revenue in support of the BAS programs. These funds are dedicated to subject specific collections, primarily databases. Librarians withdraw volumes on an ongoing basis to keep the collection current and reflective of the college's curriculum needs, including a specialized English Language Acquisition collection and a general interest children's book collection. Media and reference materials are interfiled with the other collections and grouped by subject. The Library also manages reserve materials.

The library's collection comprises both physical and digital resources. The physical collection count includes over 28,000 books, 160 serials titles, and 2,604 media titles. The digital collection includes 64 general and subject specific databases, some of which are shared resources with Central and South, and some of which are open access. Individual digital title counts are as follows and include some items accessible only to Central or to South (an artifact of using a shared catalog, but sometimes purchasing collections unique to our specific college curricular needs):

- books (title count) 455,561
- serials (title count) 80,070
- media (title count) 162,672

NSC's Library circulated 362 physical titles during the most recent counting cycle (7/1/2020 and 6/30/2021).

Stakeholder Feedback

The NSC Library gathers data and receives feedback in a variety of ways. Library staff and faculty look at data sources such as circulation counts, database usage statistics, instructional program data provided by our Office of Institutional Effectiveness, reference and student technology help-desk questions, our quarterly reference desk survey, and a larger library services survey to students, staff, and faculty every three years as part of our Instructional Program Review. Historically, front door and group study room statistics have been kept and comment cards and "suggestion for purchase" forms have been available at the front desk. Over the last two years in-person services have been disrupted by both the pandemic and the library move during renovation of the building; during this time these measures have been suspended. The library accepts suggestions via online form, email and in-person. Librarians regularly review how to authentically assess instruction and reference services. The Library also conducts an Instructional Support Program review every three years in addition to the Instructional Program Review, during which we identify and assess specific services and goals for service.

The Library regularly contributes its data to national surveys, such as the annual Integrated Postsecondary Education Data System survey (IPEDS) and the annual Association of College and Research Libraries (ACRL) Academic Libraries Trends & Statistics Survey.

To contribute to college governance and enhance communications with different campus constituencies, Library faculty and staff serve on several committees across campus and across the district, including AFT Faculty Senate, Art Council, Curriculum and Academic Standards, Assessment, Classified Development Advisory, College Council, Development Day Program Planning Process Task Force, Guided Pathways Guiding Team, Health & Safety, Instructional Council, Instructional Support Program Review, Integrated Studies, Program Review, STARS, Teaching and Learning Center Technical Advisory (TLC TAC), and the districtwide Shared Governance.

Library Collaborations

The NSC Library participates in several collaborative statewide arrangements, including the Washington Community and Technical College Library Consortium (WACTCLC), whose members consist of all community and technical college libraries in Washington state. The WACTCLC strives to work cooperatively to achieve common goals and greater efficiency, and to enhance access to evolving content, services, and technology, such as the Ex- Libris Alma integrated library management system. The Dean of Library, Teaching and Learning Center, and Student Media Center (LTS) participates in the statewide Library Leadership Council (LLC) and has served on the Executive Board thereof. NSC Library also collaborates as a matter of course with the Libraries at Seattle Central and South Seattle colleges to share resources and align practices wherever possible.

The Library participates in grant projects from time to time. Most recent examples include:
- Librarians engaged in the Assessment in Action research project, a Library Leadership Council (LLC) grant project supported by Library Services and Technology Act (LSTA)

funding through the Washington State Library (WSL). [NSC's project title: Linked for Information Literacy: How Does Enrollment in a Research Skills Course Impact Student Achievement and Retention?](#)

- ○ Building on the Assessment in Action research projects developed by librarians from colleges across the WCTC system in 2018 and 2019, the NSC Library Dean together with several other Library administrators from across the system, authored a paper, to be published by the American College and Research Libraries (ACRL) press in a two-volume series, Community College Library: Assessment in April 2022. Title of the chapter: "[Building Librarian Assessment Confidence through Communities of Research Practice](#)."

- In 2022, the library received a Washington State Library ARPA grant toward supporting expansion of computer tutor hours in the Library.

Patron Confidentiality and Collection Maintenance

Library staff protect user contact and check-out information and are trained to maintain patron confidentiality. Historically, the Library has used a security gate system to ensure the security of NSC's collection. With the move in 2021 and a shift in philosophy among librarians and a sense of lack of efficacy of the system among staff, the library has ceased to use a security gate system. Security cameras are installed at the entrances, but their purpose is for tracking patrons in the case of harming behavior toward staff rather than an attempt to monitor the collection. Library materials are barcoded, labeled, and stamped with property information. Staff conduct ongoing collection inventories, which help identify any missing or misplaced materials. The Library has a [mission and policies page,](#) as well as a [borrowing and renewal processes](#) page that includes information on equipment borrowing criteria as well as criteria for borrowing other library materials. Fines are minimal and suspended until further notice. Databases accessed off campus require authentication through [EZProxy,](#) an authentication software that validates NSC affiliation credentials.

Library Safety

Library staff plan and discuss procedures to use during different types of emergencies, including participating in all-staff active shooter and de-escalation workshops provided by external consultants. The Library has a supply of emergency food and first aid kits. Staff have ongoing conversations about new security and emergency procedures.

Teaching and Learning Center (for faculty and staff)

The [Teaching and Learning Center (TLC)](#) is a co-department with the Library, oriented specifically to serve faculty and staff. The mission of the TLC is to support the professional development of all college faculty and staff. Due to recent budget challenges, the TLC has been undergoing restructuring. Currently, the director of the [Student Learning Center](#) has accepted an additional assignment to help manage the program alongside the Dean of the Library, Faculty Development Coordinator, and a recently hired interim office assistant. An instructional designer from eLearning had been a part of this team – called the Professional Development

Consortium – but this role is currently vacant due to a retirement. In addition, the TLC physical space is in transition due to the renovation of the library building.

Despite these staffing and budget challenges, the TLC has made strides in pursuing its mission. The TLC website has been updated, a Canvas shell created to support programming, and an interim staff member hired to open the temporary TLC physical space. In addition, the Professional Development Consortium has kept weekly professional development programming consistent and diverse to meet the needs and interests of all employee groups.

Each week the interim TLC lead and faculty development coordinator curate online workshops and presentations. The TLC lead focuses on broad topics that will be of use to all employee groups such as using Microsoft Teams, working with students with disabilities, learning about the Opportunity Center, and emergency management offered in collaboration with the City of Seattle's Office of Emergency Management. The Faculty Development Coordinator organizes more pedagogically focused workshops and book reads. Due to the pandemic and remote operations, many of these have been focused on online teaching.

The Faculty Development Coordinator also helps organize the District Book Read in collaboration with their counterparts at the other colleges and the district Faculty Development Coordinator.

Two innovations we have developed are the Inquiry Lounge and [TLC Talks Podcast](). Inquiry Lounges are informal spaces where faculty and staff can gather to engage in informal but facilitated discussions about specific topics of interest. They are places to share information and connect with the community. The TLC Talks Podcast is a place to interview faculty and staff about their programs, services, and pedagogical approaches to disseminate it to the community in an audio format. Since launching last year, TLC Talks has produced 15 episodes and received 325 plays.

The TLC has also innovated in its marketing approach. At the end of each week, the college community receives an email newsletter about upcoming presentations and TLC announcements. These are followed by Outlook calendar invites with Zoom links to the meeting that faculty and staff can either accept or decline. This approach has led to strong attendance at presentations.

In addition, the TLC has helped lead the development of trainings to support returning to campus. In collaboration with multiple campus stakeholders, the TLC offered a series of virtual and in-person de-escalation trainings through the [National Alliance on Mental Illness.]() NAMI assisted the counseling department with offering Mental Health First Aid training through Jewish Family Services and developed a series of videos about the college district's infection control program.

The TLC also organizes quarterly Development Day and the annual Making Learning & Teaching Visible (MLTV) events. For [Development Day](), the TLC lead solicits presentation

proposals from the college community and organizes them into an afternoon of workshops that serve both faculty and staff professional development. For MLTV, a faculty coordinator is hired to solicit presentations from students and faculty and organize them into an event showcasing the learning and teaching taking place at the college. During the pandemic, Development Day and MTLV have been delivered remotely.

More recently, the TLC has also collaborated with Student Leadership with organizing student panel discussions. In fall quarter, the TLC assisted with organizing a Students with Disabilities panel and during winter quarter an anxiety panel discussion. The TLC staff is currently working with Student Leadership on continuing this series with panels on depression and happiness.

Student Media Center

Situated within the Library, the Student Media Center (SMC) is a media production service center for NSC students. Partially funded by Student Leadership, the SMC provides all NSC students with access to media production resources, assistance, and instruction enabling them to incorporate audiovisual and print media into their course assignments, presentations, college activities, student clubs, and academic portfolios. The SMC also offers media equipment lending services for academic use by NSC students. The SMC collaborates with faculty and staff to identify how the SMC can help students meet their needs, and to advance student success. Staffing of the SMC consists of one 80% FT 10-month cyclic Program Manager, and one or two part time hourly student employees. SMC open hours fluctuate by quarter depending on available staffing but averages 32 hours per week. Because of the pandemic, staffing challenges, and the Library moving to a temporary space ahead of the building renovation, open hours and assistance have been offered exclusively online since winter quarter 2020. We are aiming to begin to offer in-person open hours, COVID-19 permitting, starting spring quarter 2022 and have been working diligently to get the temporary space set up sufficient to accommodate media production. Usage data:

- Fall 2019 = 278 patron visits, averaging eight visits per day: in-person operations model
- Winter 2020 = 262 contacts during remote operations, averaging seven contacts per day
  - Note that contacts during remote operations include services via email, phone, and class visits on Zoom, as well as physical equipment distributions through the Library on-campus.
- Spring 2020 = 75 contacts during remote operations, averaging two contacts per day
- Summer 2020 = 82 contacts during remote operations, averaging three contacts per day
- Fall 2020 = 154 contacts during remote operations, averaging three contacts per day
- Winter 2021 = 282 contacts during remote operation, averaging six contacts per day
- Spring 2021 = 152 contacts during remote operations, averaging four contacts per day
- Summer 2021 = 37 contacts during remote operations, averaging one contact per day
- Fall 2021 = 138 contacts during remote operations, averaging three contacts per day

For winter quarter 2022, the Student Media Center (SMC) remains in remote operations and is available by email, phone, and Zoom to assist all NSC students with their academic media

production needs. Remote services include media production assistance, media software access, and equipment lending services.

PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

2.I.(1) Consistent with its mission, the institution creates and maintains **physical facilities** and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Facilities Layout

NSC's learning and working environments support the college's mission, programs, and services. The college buildings sit on 62 acres of land and the main campus (775,629 square feet) includes a combination of instructional, administrative, and student and employee support buildings. Facilities on the main campus include classrooms and instructional labs, administrative, staff, and student offices. The President's Cabinet, students, faculty, staff and community stakeholders came together in 2018 to develop the framework for the historic Equity & Welcome Center at NSC. The framework supports and advocates for the success of diverse and historically underserved communities on the NSC campus. This includes communities from all cultures, ages, religious beliefs, races/ethnicities, sizes, gender identities, abilities, qualities, sexual affiliations, socioeconomic classes, veteran status, political beliefs, and citizenship status and sovereign nations. [The Equity and Welcome Center](#) currently includes Multicultural & Gender Equity Student Lounge, Peacemaking Space, United Way Benefits Hub, and TRIO Center. NSC support for students includes library, bookstore, tutoring center, wellness center, Student Services' offices and meeting areas, Veterans' Center, Student Life offices. The college also maintains community and private partnerships to use 1) off-site facilities for NSC classes or other activities and 2) NSC facilities to host community education and training classes or events.

Facilities Conditions

The college's physical facilities provide sufficient space for high-quality learning and working environments. The biannual SBCTC Facility Condition Survey, conducted by a professional architect, provides information regarding the structural integrity and state of repair of NSC facilities. Overall, survey results show that college buildings are in conditions ranging from "Renovate" to "Superior," taking into consideration their use and age. Most recently, the 2021 Facility Condition Survey identified a total of four capital repair deficiencies, with an estimated repair cost of $1,231,000 for the college. These needed repairs are typically funded through the legislative capital allocation process each biennium. NSC is a smaller campus, so space on the campus is at a premium. The college currently has approximately 139,666 square feet of floor space, and that space is used efficiently; the college staggers program hours whenever possible, recently implementing updated space scheduling software (25 Live) and centralizing scheduling services to help maximize space use and efficiency. Due to the current pandemic conditions, many employees and students have been working remotely for at least part of their

time since Spring 2020. The college will reassess and reorganize space usage if/when employees transition back to working on campus.

<u>Accessibility</u>

NSC provides access for all, including Americans with Disabilities, and accommodations are part of the college's capital project planning. All new and renovated construction projects meet [Americans with Disability Act (ADA) standards](). The college engages in periodic Office of Civil Rights (OCR) surveys through the SBCTC, which includes checks of facilities to ensure these standards are met. The college works to meet the guidelines set forth by the ADA in older, existing buildings by expanding access in the form of parking, specialized building doors, restroom design, and signage. This is consistent with the new library construction scheduled to be completed in fall 2023 and will meet all current regulations and codes.

Facilities Oversight

Operation, management, and maintenance of institutional facilities ensure their continuing safety and quality. The Vice President of Administrative Services oversees college facilities and infrastructure with the Director of Facilities (currently vacant) providing oversight of the Maintenance, Grounds, Utilities, and Custodial Services employees. The Vice President and Director work together to review all campus projects for feasibility and provide information to the Executive Team, district leadership, and the BOT.

The biannual SBCTC Facility Condition Survey and various local, state, and federal agency regulations guide the college in continuing high levels of facility functionality, accessibility, and campus safety. Campus maintenance is conducted on a regular annual schedule and as needed. NSC uses a campus-wide Computerized Maintenance Management System (CMMS)— DirectLine — which is available to all campus sectors.

Facilities Planning

The current college [Campus Master Plan]() was developed in 2007. Periodic updates to planning prioritize evolving campus needs identified in the college's Instructional Effectiveness Plan and new initiatives, programs, and partnerships. Historically, a representative Facilities Stewardship Committee has worked collaboratively to review the direction of the Master Plan and provide input and feedback to Facilities' leadership and the NSC Executive Team.

Major Project Request Reports (PRR) are based on the Master Plan and are submitted to the SBCTC through the agreed-upon capital projects processes each biennium. The 34 community and technical colleges compete for capital funds by submitting PRR's for system-wide review in four different categories: growth, replacement, renovation, and match. Currently, the college is conducting a major renovation of the Library Building.

Safety and Security

Safety and Security of anyone on campus is of utmost importance on campus at NSC. The Safety and Security Office is located near the Welcome Center and clearly marked for any visitors, students and/or staff. The Emergency Action Plan is regularly reviewed, updated, and made available throughout the campus and on the NSC website. NSC conducts quarterly emergency-situation drills sometimes in smaller sections of campus and other times campus-wide. The NSC College Safety Committee is a representative group charged with reviewing all student and employee incidents. It is also responsible in collaboration with the other Seattle Colleges, for developing emergency procedures, state required training, and making recommendations on all matters related to employee and student safety. Key members of the NSC and SCD "Emergency Response Teams" are trained in federally recognized National Incident Management System (NIMS) and Incident Command System (ICS) certifications, per national expectations. The Safety and Security Office works with the Teaching and Learning Center to provide professional development opportunities on important topics like managing emergency situations and general safety procedures. Additionally, NSC employees and students can sign up to receive text and/or email safety and security alerts including messages about campus closure.

NSC posts Safety and Security resources on the NSC Safety and Security Services webpages, including online incident reporting forms, which may be used to submit information regarding an individual's behaviors of concern to the Campus Assessment, Response, and Evaluation (CARE) Team. This team is composed of select employees from across campus who are trained in confidentiality, and pool resources and experience to investigate situations and respond appropriately.

In response to the pandemic, NSC established a COVID-19 Emergency Response Team with a cross-section of employees to plan and implement the NSC and SCD response. All three Seattle Colleges have worked in close collaboration to stay informed and provide appropriate responses to the available information. The current procedures and steps taken are available here on the SCD website. These teams ensure NSC remains in compliance with King County's Department of Health, as well as Washington state COVID-19 mandates.

Disposal of Hazardous Materials

NSC is committed to the safe use, storage, and disposal of hazardous materials. All policies and procedures are available on NSC's Hazardous Materials webpage. The NSC Emergency Procedures Handbook also addresses hazardous materials handling and disposal and other safety-related procedures. The Global Harmonized System (GHS) of labeling chemicals is used and reviewed regularly. A system for maintaining appropriate Material Safety Data Sheets is in place for all programs and areas that require them. Instructional areas and other departments can individualize their Safety Data Sheets and store them as required.

Areas of the college that use potentially hazardous materials are outfitted with appropriate equipment and supplies to properly handle and dispose of those materials. Instructors and

trained staff are responsible for meeting the applicable labeling and storage requirements in their departments, and non-hazardous materials are used whenever possible in the instructional spaces. Hazardous Waste Training is provided to all faculty and staff whose job responsibilities require it.

NSC strives to use sustainable cleaning products to reduce the amount of hazardous materials on campus. Used hazardous materials are removed from campus and disposed in compliance with applicable laws by a variety of approved contractors. Facilities collaborates with the Emergency Preparedness and Safety Officer to manage and facilitate the removal of hazardous materials from campus. This team also monitors the hazardous waste and communicates with the handler as appropriate.

2.I.(2) Consistent with its mission, the institution creates and maintains physical facilities and **technology infrastructure** that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Technology Systems and Infrastructure

NSC has appropriate and adequate information technology infrastructure in place to support academic programs and student support services as well as operational and management functions. Seattle Colleges IT unit oversees operations, installation, maintenance, and support of technology resources for NSC and all other colleges in the Seattle Colleges system. Areas managed include district-wide technology such as Microsoft Office 365 applications (including email), Starfish student success software, and connections to shared state administrative systems including student, payroll/personnel, and financial management systems.

IT Services also provides data and voice networks, servers and user accounts, classroom technology, student computer labs, technology purchasing, software licensing, hardware and software maintenance, new technologies research, assistance to users in selecting and using hardware and software, all college software installation, and helpdesk services for faculty, staff, and students.

The network infrastructure is based on a high-speed network that links to the internet via a fiber-optic backbone, integrating new and legacy technologies. This infrastructure includes physical and virtual servers and is maintained and upgraded to keep up with changing needs. Telephones have been upgraded to IP phones with Power Over Internet where wiring is adequate. Additional IP phones will be deployed as wiring is replaced during construction projects.

IT Services provides software, hardware, and network support for classrooms, computer labs, and offices, including NSC's 1,210-plus student personal computers (PCs) and 500-plus faculty and staff computers. NSC has Wi-Fi available via users' secure Seattle Colleges accounts.

Classrooms are equipped with data projectors or large display screens, instructor computers, and connections for laptops. Approximately 50-plus computers for students' use are in open labs and library spaces (adjustments for current remodeling of the library have been made temporarily). There are over 20 multi-computer classrooms. All student printers are supported through a vendor contract (Appendix 1 – NSC Student Computer Lab List). All NSC faculty and staff have worldwide access to standard and specialized software applications. The myDesk virtual desktop system for staff and faculty runs 24/7, as does the Off-site Lab access portal, which provides access to onsite lab computers to students 24/7.

In 2018, Seattle Colleges IT Services merged four individual service units into a single unit serving all Seattle Colleges and satellite locations and programs. IT Services staff now consists of a Chief Information Officer, one Director, four Managers, and 41 permanent staff. Of these, 13 permanent staff are based permanently onsite at NSC to serve local and district-wide needs.

Instruction in Effective Use of Technology

IT Services provides a comprehensive helpdesk, as well as scheduled and "drop in" IT training for all users. The helpdesk supports the objectives of providing high quality and effective teaching and learning, and encourages instructors to harness technology for innovative instruction.

IT Services works with Human Resources to develop training and resource materials for new employee orientations. In addition, IT staff participate in first day orientation training for new staff. IT Services staff regularly review and monitor ongoing user training needs in secure and safe computing, accessing and using college administrative software (staff and student information systems), and standard desktop software and then provide informational materials (including email and website information) accordingly, in ongoing efforts to educate the user community on security awareness and best practices.

IT staff members are encouraged to enroll in appropriate NSC information technology classes, and professional development classes offered by the University of Washington and Seattle Colleges. IT Services staff members also have access to the full library of LinkedIn Learning (formerly Linda.com) training materials.

Technological Infrastructure Planning

A comprehensive Information Technology Strategic Plan has guided the college's IT services, including the most recent version, NSC's IT Strategic Plan for 2016-2020. Due to the implementation of an entirely new enterprise information system (ctcLink, a statewide information system for all community colleges in Washington), and with the impact of the COVID-19 pandemic and related staffing shortages, this Strategic Plan remains in place, pending organizational capacity to review and update the plan.

Seattle Colleges IT Services merged from four individual service units into a single unit in 2018, as a subset of the larger "Achieving System Integration" (ASI) efforts underway across Seattle Colleges. As a combined unit, Seattle Colleges IT is focused on building strong, collaborative

relationships with faculty, students, and staff in serving the college communities. Seattle Colleges IT is led by the Associate Vice Chancellor/Chief Information Officer, who reports directly to the Chancellor and is a member of the Chancellor's Cabinet, along with the college Presidents and others.

IT provides formal and informal opportunities for technology planning and stakeholder feedback. Formal input comes through the Chancellor's Cabinet, the Seattle Colleges Senior Leadership Committee. The Chief Information Officer, the Client Service Managers, and the Director of Networks & Security serve on several existing steering committees, as appropriate. Many of these existing steering committees focus on specific district-wide projects that require significant incorporation of new or revamped technology and fundamental standardization of various business processes. These have included the COVID-19 Response Teams at each campus, the Starfish Steering Committee, the Guided Pathway Initiative, the ctcLink Steering Committee, and the Student Enrollment Management Steering Committee. These groups consist of staff and faculty from the Student Advising, Registrar's Office, Financial Aid, Admissions, Accounts Receivable, Student Auxiliary Services, Human Resources, Payroll, and Budget departments.

The CIO and key IT leaders also meet regularly with district-wide and college leadership, including Instructional Councils, Student Services committees, student-led technology fee committees at every college, and eLearning, academic program, and department meetings. Additional planning input is provided by the Universal Technology Fee committee, and the Services and Activities Fee Board, both of which have strong student representation and include each College's IT Client Service Manager in an advisory (non-voting) position. IT staff are also actively represented on the district-wide and campus-based Emergency Preparedness Awareness Committee. Informal input comes from the Help Desk, data gathered through the ticket tracking system, and monthly IT team meetings.

Future strategic planning processes will incorporate a number of already existing, district-wide steering committee structures to ensure IT's strategic vision is aligned with ongoing and forthcoming institutional priorities. Seattle Colleges IT Services anticipates publishing a new District-wide IT Strategic Plan reflecting the ASI changes, with a target date for completion in mid-2023. This process will involve the participation of faculty, staff and students from divisions and departments across all Seattle Colleges, including those groups already mentioned here. Going forward, this IT Strategic Plan will continue to be reviewed and updated annually in reference to the Seattle Colleges' overall strategic plan, budget planning processes, and specific strategic priorities relating to IT. NSC's IT Strategic Plan for 2016-2020 can be found on the now integrated IT Services website.

Technology Update and Replacement Plan

Student computers are replaced on a three- to four-year cycle depending on teaching and learning computing capacity needs. Funds from the Universal Technology Fee and Computer Lab Fee provide sufficient replacement coverage for student systems. Computers removed from the student network are recycled to faculty and staff desks where employees can use desktops

that have lower technical requirements. IT staff manage technology replacement plans for individual workstations, labs, network infrastructure and other equipment.

IT staff regularly reviews technology update requirements through automated and manual reporting processes for hardware and software renewals, and equipment and systems life cycle planning. IT staff also regularly monitor network traffic and service reports to ensure sufficient bandwidth to meet the requirements of programs and services, including all satellite locations. Upgrades and updates to the campus and district-wide infrastructure are made to keep the campus infrastructure current while utilizing staff time efficiently and minimizing the cost of implementation.

APPENDIX 1

NSC Student Computer Lab and Classroom List

Room	Use	Number of Computers
AS1521	Science Lab	8
AS1530	Art Lab + 3 Lecture	16
CAMPUS	Lecture Stations	96
ED1745B	IT / Engineering	31
ED1841A	Pharmacy Tech	32
ED1845B	Electronics Lab/Hydro Lab	56
ED2842A	Math	36
ED2843B	CAD (dual monitors)	32
HS1634	Page One	44
HS1639A	ABLC	24
HS1639B	MLC	48
HS Science Cage A	HS Science Cart A	16
HS Science Cage B	HS Science Cart B	16
HS2539	SimLab	14
AS Science Closet A	Cart A	16
AS Science Closet B	Cart B	16
IB1322/1422	Digital Art Lab	31
IB3303	Open Lab	42
IB3303	Open Lab	4
IB3305	ESL, Math	29
IB3307	Classroom	31

IB3309	BEIT	31
IB3404	BEIT, Real Estate, ESL, ISP	31
IB3406	BEIT, Math, CWE,	31
IB3408	ABE	25
IB3409	BEIT	24
LB2231	Open	63
LB3234	Library Classroom	31
OC0101	NAV	23

MOVING FORWARD

As NSC, submits the Year 6 PRFR report and looks towards the Year 7 Report and NWCCU Visit, we move forward with at least the following at the forefront:

- Focus on Equity, Diversity, and Inclusion: We will continue to lead with an EDI mindset in all that we do. The work of the EDI Office has focused the college on a re-assessment of policy, process, and practice and has also allowed all participants in our ongoing work to do the same.

- ctcLink transition: We will continue to refine the implementation and operation of the ctcLink environment. As with all colleges in the State of Washington, the transition to ctcLink has been an ongoing learning experience and we will continue to work with our peer colleges to make the continued transition as effective as possible.

- Guided Pathways (GP): The reshaping and refining of the college with a GP focus will also move forward. As mentioned throughout the report, the promising and best practices from GP are helping NSC refine how we are structured and how we work with and for our students.

- Strategic Planning: As our current shared Mission, Vision, Values and Strategic Plan sunsets, we will be working with our peers across the SCD to develop the next iterations. In concert with that work, NSC will be reviewing and revising our own Institutional Effectiveness Plan and Learning Outcomes to complement the shared plans.

- Impacts of the pandemic: As we navigate the pandemic conditions along with our students and community, we are also looking for cues as to what the "new normal" will be. We are intentionally asking our students what they are looking for and how they want it delivered to them and working with our employees to determine the best ways to provide classes and services to our students. The pandemic will change how NSC does business in many ways, and we look to embrace the changes.

- Budget planning and finances: We continue to define and refine a more informed budget planning process that proactively draws on Strategic Enrollment Management principles and evaluates additional data from our students and community. As with other focuses, we are working across the SCD to align processes and practices. We anticipate that budgeting and finances will continue to provide both challenges and opportunities as we move forward.

- Single Accreditation Exploration: The Board of Trustees of the SCD has authorized exploration of the possibility of single accreditation for the Seattle Colleges. All three colleges and the district have been engaging in exploratory conversations with the NWCCU as well. We are working with an outside consultant, NCHEMS, who will provide an evaluative and exploratory report to the Board in the Spring of 2022. The Board is expected to decide how to move forward in Summer 2022. The results of this decision will shape future accreditation work for the three Seattle colleges.

We look forward to continued work with NWCCU as a partner in our journey.