

Spokane Community College

Comprehensive Year Seven Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

Fall 2020



Community Colleges of Spokane
Spokane Community College

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INSTITUTIONAL OVERVIEW

Spokane Community College (SCC), a public institution offering two- and four-year degrees, serves more than 20,000 students each year who are seeking academic transfer, workforce, and adult education programs. SCC was officially established as part of Washington State's community and technical college system in 1963, after having been a vocational training facility since 1916. Today, approximately 65% of college-level SCC students are pursuing a workforce education (career technical, professional/ technical, or vocational education). Students preparing for transfer to a four-year college or university comprise approximately 35% of SCC's college-level students. In addition, SCC serves nearly 3,000 students through non-credit programs, including adult basic education, GED, English language learning, and college preparation offerings. In addition to serving a large urban and suburban population in the Greater Spokane area, SCC offers numerous programs in five rural counties in Eastern Washington.

The 2019-2020 student headcount was 19,934, with 16,343 state support students, 88 International and 767 Running Start dual-credit students. Women represented just slightly less than 50 percent of the student population. Two-thirds of the students were considered full-time. Typically, a high percentage of SCC students (60-70 percent annually) receive financial aid.

Additionally, SCC is one of two comprehensive community colleges within District 17, the Community Colleges of Spokane District. The District, one of the largest in the state, serves more than 30,000 students annually in a six-county service area in Eastern Washington that includes Spokane, Stevens, Whitman, Ferry, Pend Oreille and Lincoln Counties. SCC and its sister institution, Spokane Falls Community College (SFCC), are independently accredited through the Northwest Commission on Colleges and Universities (NWCCU).

The mission of SCC is to offer "educational opportunities in college readiness, workforce training, and university transfer that meets the needs of the diverse communities we serve. We are committed to student success through active learning, dynamic relationships, and supportive environments." Four core themes serve to help the College monitor its commitment to its mission:

- Core Theme 1: Academic Transfer
- Core Theme 2: Workforce Education
- Core Theme 3: College Readiness
- Core Theme 4: Student Success

Additionally, strategic planning is completed at the District-level and includes several key priority areas: student success, collaboration and communication, sustainability, and innovation.

Campus initiatives are largely driven by the efforts and recommendations of Core Theme teams. The teams review key objectives and indicators, using data to make requests for additional resources or attention. The teams also highlight areas of excellence. Using recommendations of these teams as a basis, operational plans are developed each year to identify, achieve, and assess strategic goals. Examples of successful campus initiatives that grew from Core Theme and Guided Pathways efforts in the last five years include: obtainment of a \$2 million five-year Title III grant to strengthen faculty development, expand tutoring services, and implement intrusive advising; obtainment of two National

Science Foundation grants to support science education in both transfer and workforce programs; obtainment of two College Spark grants, totaling \$500,000, to support math placement and progress to college-level math; participation in Achieving the Dream programs to support early momentum indicators and increase capacity for data-informed decision making; participation in statewide Guided Pathways initiatives to hasten progress toward implementation; and the development of tools and strategies to better prepare adult education students for transition to college.

While SCC is proud of the work it has done to achieve and assess its mission, the College has experienced some significant challenges during the last five years. Specifically, in 2015, the College was one of three colleges within the Washington community college system to pilot a new, statewide Enterprise Resource Planning (ERP) system. Implementation of the new system, named ctcLink and administered centrally through the Washington SBCTC, was difficult for each of the three colleges and created major problems with enrollment, payroll, financial aid, institutional research, and budgeting. Although most of the problems were remedied during the first year of implementation, some of the problems persist. Based on conversations with SBCTC, SCC is confident that ctcLink will soon be fully operational and will meet the needs and specifications of the three pilot colleges.

PREFACE

Many institutional changes have been made since the last Year Seven report. Additionally, the College has responded to several requests made by the Commission during this time. Updates on these changes and responses are outlined in this section.

Institutional Changes

Spokane Community College has undergone numerous changes since its last Comprehensive Report. These changes are outlined in detail below.

Administrative Changes

In comparison to the College's last Year Seven Report, SCC is much more stable and has largely remedied its concerns regarding retention of academic deans. However, some organizational changes have occurred since the last report. Notably, in 2017-2018, the College gained a new President, Dr. Kevin Brockbank. Although Dr. Brockbank was new to the role, he had previously served in another role at the institution. Additionally, the College had three academic dean vacancies, two of which were filled with internal candidates and one filled by an external candidate. Since the last report, SCC also added two new Dean positions as a result of the merger with the Institute for Extended Learning (IEL). This merger was ongoing at the time of the last report. The IEL previously ran all of the adult basic education programs that are administered today by SCC. Finally, one Director-level position was converted to an Associate Dean position in Student Services.

ADMINISTRATOR EMPLOYMENT STATUS BY ACADEMIC YEAR

Administrative Position	2017-2018	2018-2019	2019-2020
President	Acting/Permanent	Permanent	Permanent
Senior Director of Institutional Effectiveness	Permanent	Acting/Permanent	Permanent
Vice President of Instruction	Permanent	Permanent	Permanent
Dean, Arts and Science	Interim	Permanent	Permanent
Dean, Business, Hospitality and IT	Permanent	Permanent	Permanent
Dean, Health and Environmental Science	Permanent	Permanent	Permanent
Dean, Technical Education	Permanent	Permanent	Permanent
Dean, Physical Ed./Athletics	Permanent	Permanent	Interim
Dean, Adult Basic Education	Interim	Permanent	Permanent
Dean, Extended Learning and Workforce Initiatives	Permanent	Permanent	Permanent
Vice President of Student Services	Permanent	Permanent	Permanent
Associate Dean, Student Support Services	Permanent	Permanent	Permanent
Associate Dean, Student Success & Outreach	[was Director, Student Success & Outreach]	Permanent	Permanent

In addition, the District embarked on a District-wide reorganization to achieve greater efficiency in Spring 2019. Several administrative functions that were previously overseen at the District were moved

under the administration of the two colleges in the District. As a result, library services are now under the purview of the Dean of Extended Learning and Workforce Initiatives. E-learning and global education are still overseen by the District but provided services to both colleges. Continuing education, grants, and information technology also remain consolidated at the District Office.

Budgetary Changes

One of the primary challenges associated with the implementation of the new ERP, ctcLink, has been access to accurate budgetary information. As a result, SCC was unable to close its books during FY2015-2016, FY2016-2017, FY2017-2018, and FY 2018-2019. Other institutions who were a part of the initial wave of Washington community colleges to implement the SBCTC-run system were affected similarly.

As a result, SCC added an additional Fiscal Analyst in Spring 2019 in order to ensure that all necessary entities had timely access to budgetary information. The Fiscal Analyst is able to provide specialized guidance and attention to all budget managers on campus. Additionally, efforts were made over the course of the multi-year implementation process to improve the charts of accounts and access to budget information through ctcLink.

Instructional Changes

The College has undertaken a number of instructional changes over the last seven years. Under the leadership of the current Vice President of Instruction, the program review process was completely revised to ensure that all programs were undergoing regular, systematic, and rigorous review that aligned with the College's mission and vision. The new process focuses heavily on using data to inform practice, assessment, and continuous improvement.

Additionally, several programmatic changes have occurred since the last Year Seven report. Specific details appear in the following charts.

ADDITIONS TO SCC INVENTORY OF DEGREES AND CERTIFICATES

Type of Credential	Credential Title
AAS & Certificate	Small Farm Production
AAS & Certificate	Arboriculture/Urban Forestry
Certificate	Frontend Developer
Certificate	Full Stack Developer
Certificate	Mobile Developer
Certificate	PHP Developer
Certificate	Automotive Maintenance & Light Repair
Certificate	AMT Avionics
Certificate	Networking Essentials
Certificate	Sheet Metal Restoration & Fabrication
Certificate	Industrial Manufacturing Technology (Colville location)
Certificate	Aerospace Apprenticeship
Certificate	Precision Metal Fabrication
BAS	Bachelor of Applied Science – Respiratory Care
Certificate	Hospitality, Tourism, & Event Management

SUSPENDED OR TERMINATED DEGREES AND CERTIFICATES

Type of Credential	Credential Title
Certificate	Automotive Refinishing Technician
Certificate	Engine Performance/Air Conditioning
AAS	Business, General - Option
AAS & Certificate	Mechanical Design Technology
AAS	Civil Engineering Technology
Certificate	Law Enforcement Certificate
AAS	Corrections
Certificate	Mobile Health Software Development
Certificate	Certified Professional Secretary
Certificate	Electronics Engineering Technician
Certificate	Telecommunications Officer
Certificate	Line Construction
Certificate	Resort Food & Beverage
Certificate	Resort Lodging
Certificate	Resort Management
AAS	Hotel & Restaurant Management
AAS	Restaurant Management
Certificate	Certified Associate in Healthcare Information & Management Systems
Certificate	Office Software Specialist
AAS	Legal Administration
Certificate	Legal Nurse
AAS	Nursing
Certificate	Chiropractic Assistant
AAS & Certificate	Medical Office Transcription
Certificate	Medical Office Billing & Coding Specialist
Certificate	Office Assistant
Certificate	Office Clerk
AAS & Certificate	Florist
AAS	Respiratory Care
Certificate	Introduction to Networking
Certificate	Mobile Device Management
Certificate	Mobile Health Information Technology

The College also added a comprehensive Teaching and Learning Center that typically provides faculty development to more than 250 full- and part-time faculty each year (see 2017-2018 and 2018-2019 TLC Yearly Reports, labeled as Documents 01 and 02 within the Introduction Canvas module). The Teaching and Learning Center offers workshops, communities of practice, and other professional development opportunities and is led by a faculty member on a full-time release. The Center and its leadership have been recognized both within the state and nationally for the Center's excellent service to the campus. (Examples of programming offered in the TLC are found in Documents 03 and 04 of the Introduction module within Canvas.)

New Initiatives

Since the last comprehensive report, SCC has engaged in many new initiatives that improve service to students. Significant highlights are noted below:

Placement 360

In 2017, a cross-division team of faculty, staff, and administrators participated in a statewide initiative designed to improve placement into college-level English and math. As a result of these efforts, SCC overhauled its placement efforts. In 2018, the College instituted a Directed Self-Placement policy for incoming students who need to take an English course. Similarly, between 2017 and 2019, the Math Department revised placement policies, adding a new placement strategy for non-STEM students, adjusting placement thresholds, and piloting a high school performance-based placement instrument. Both departments increased the number of co-requisite offerings for students placing below college-level.

Guided Pathways

In 2018, SCC began efforts toward implementing Guided Pathways to better support student retention and completion, reduce credit loss, and improve time to degree. The College has a steering committee comprised of faculty, staff and administrators from all divisions.

Achieving the Dream

SCC began participation in Achieving the Dream (AtD) in 2017. The College has used its AtD coaches to increase data literacy across campus, improve data visualizations, and set equity goals.

Title III

In 2015, the College received a \$2 million Title III grant focused on improving retention and completion. The grant focused specifically on enhancements to tutoring services, faculty development, and intrusive advising.

Access 360

In 2018-2019, SCC participated in a statewide initiative to improve accessibility in Washington community colleges. SCC completed an audit of its website to ensure accessibility and formed a permanent accessibility committee to increase awareness of the need for accessibility in all campus communications.

Improvements to Facilities

Several major construction projects, designed to improve learning environment for students, have been completed since the last Year Seven report. In order to further improve the student experience, the campus also undertook a comprehensive way-finding project in Fall 2018. Projects of note include:

Teaching and Learning Center

With support from the College's Title III grant, several offices and a classroom were repurposed and renovated into a new Teaching and Learning Center in Winter 2017. The space includes a large conference room that also serves as a space for workshops and presentations, a common area for faculty meetings and conversations, a small library, and five offices. The Manager of the Teaching and Learning Center is housed in the space, as are e-Learning and Institutional Research staff. The accessibility of these staff to faculty has proven to be very useful and successful for the efforts of the Center.

Tutoring and Counseling Services

In addition to the Teaching and Learning Center, the Title III grant also funded a major renovation to the area that houses Tutoring Services and Counseling/Advising. The co-located services now have

renovated common areas, offices for all staff, two conference rooms, and specialized areas for specific tutoring needs.

Cosmetology

In Winter 2020, facilities for the Cosmetology program were completed renovated. All classrooms were fitted with improved instructional materials and technology. Additionally, the public-facing salon serviced by Cosmetology faculty and students was completely renovated. Faculty offices were also a part of the renovation.

Culinary Arts

In Winter 2020, facilities for Culinary Arts programs were also completely refurbished. Teaching spaces were overhauled to allow for the introduction of new instructional materials and technology. The program maintains a public-facing bakery and a restaurant as a part of its instructional program; both facilities were renovated. Faculty offices were also redone.

Building 1: Cross-Division Classroom and Office Renovations

As a part of the renovations to Building 1, which houses both Cosmetology and Culinary Arts, additional changes were made in order to re-locate the Executive Administration in Winter 2020, due to the specifications of North-South Corridor construction. Additionally, classrooms used by multiple divisions across campus were outfitted with improved technology and equipment.

Spokane Transit Center

A new Spokane Transit Center was developed on campus in Fall 2019. This Center is a part of a larger city-wide project to construct a Central City Line that moves passengers from the westside of Spokane to the eastern Spokane Valley community. SCC was proud to partner with the city, and the project has dramatically improved public transportation for SCC students.

North-South Corridor Development

The campus of SCC is directly in the path of the development of a new freeway that connects northern Washington communities with Interstate 90, which runs through Spokane. Planning in earnest began for the multi-year construction project as early as 2015, and impacts on the campus are planned to begin in Fall 2020.

Response to Previous Topics

During its last comprehensive visit, SCC received several recommendations. Specifically, NWCCU recommended that the College:

1. continue to develop and implement a systematic institutional planning and evaluation system,
2. integrate assessment of college educational programs into the overall institutional effectiveness plan,
3. demonstrate the linkages between the institution's goals and objectives and its resource allocation, to achieve these goals and objectives,
4. implement a process for all part-time instructor evaluations using multiple indices, and
5. clarify its campus system of governance to facilitate the successful accomplishment of its mission and goals.

In subsequent follow-up ad-hoc visits, SCC was able to quickly remedy all recommendations with the exception of Recommendation #2. The Commission requested an addendum to address this recommendation in the College's Year Seven Report. This section includes the requested information.

Improvements to the Office of Institutional Effectiveness, Planning, and Initiatives

During the time since the last ad-hoc report, SCC has undergone many changes specific to assessment, core themes, and continuous improvement. Specifically, SCC gained a new Vice President of Instruction in late 2016. In January 2017, SCC hired a new Director of Accreditation and Assessment. In January 2019, this position was expanded to become the Senior Director of Institutional Effectiveness, Planning, and Initiatives. All staff and functions related to accreditation and assessment were then merged into the Office of Institutional Effectiveness, Planning, and Initiatives. As demonstrated below, these changes significantly helped the College integrate assessment into all institutional effectiveness functions.

Specific Actions Related to Recommendation #2

Focused efforts began to increase assessment literacy, capacity, and activity across campus in early 2017, and these efforts continued after the aforementioned merger. Initiatives of note (with corresponding standards) include:

1. The creation of a cross-disciplinary Assessment Leadership Team comprised of faculty, administrators, and staff to review assessment processes to ensure that they demonstrate authentic achievements and yield meaningful results that lead to improvement (4A2, 4A6)
2. The creation of a widely-vetted and distributed Annual Assessment Plan (see Documents 05 and 06 in the Introduction Canvas module), which included goals and deliverables related to institutional effectiveness for the Assessment Leadership Team (4A2, 4A5, 4A6)
3. Significant revisions to the instructional program review process to include review of program- and course-level outcomes assessment for all programs as well as action plans for all programs (see Documents 07-13 in the Introduction Canvas module) (4A2, 4A3, 4B1, 4B2)
4. Implementation of a systematic program review process for Student Services departments that includes assessment of service outcomes (see Documents 14 and 15 in the Introduction Canvas module) (4B1, 4B2)
5. Systematic, yearly analysis by all instructional faculty of program-level learning outcomes and artifacts, demonstrated by the submission of artifacts and a report on program findings (see Documents 16-21 in the Introduction Canvas module) (4A2, 4A3)
6. Coordinated efforts between the Cabinet and the Institutional Effectiveness team to develop data visualizations ([Example 1](#) and [Example 2](#)) in response to the needs and questions that emerged from #2, #3, and #4 (4A6, 4B1, 4B2)
7. Development of a comprehensive, biennial Institutional Effectiveness plan (see Document 22 in the Introduction Canvas module) that includes goals, deliverables, and timelines for the Office of Institutional Effectiveness, Planning, and Initiatives and campus leadership (4A2, 4A5, 4A6)
8. A restructure of core theme team materials, dashboards, strategies, guidelines, objectives, and activities (see Documents 23-28 in the Introduction Canvas module) in order to ensure better connections to institutional effectiveness initiatives, improved assessment literacy and capacity, and stronger continuous improvement efforts across campus (4A1, 4A4, 4B1)
9. The presentation of one institutional effectiveness resource (e.g., dashboard, dataset, survey results) by the Office of Institutional Effectiveness, Planning, and Initiatives at each meeting (see an example agenda in Document 29 of the Introduction Canvas Module) of the College Leadership and Planning Council, with twenty minutes allotted at each meeting for discussion and identification of issues for further study/conversation (4B1, 4B2)

Assessment initiatives that were previously in place have continued. The Student Learning and Assessment Committee (SLAC) evaluates cross-disciplinary evidence of one of SCC's four general education outcomes—SCC's college-wide abilities—each year (see Documents 30 and 31 in the Canvas Introduction module) (4A3, 4B2). During the fifth year, SLAC undertook an assessment of their previous four years of work in order to provide specific recommendations (Document 32 in the Canvas Introduction module) to the Cabinet about how to better integrate general education outcomes assessment into larger institutional effectiveness goals and initiatives (4A6, 4B2). These recommendations were made with specific attention to the ongoing work of Guided Pathways implementation.

Additionally, the College began Guided Pathways efforts in Fall 2018. Institutional effectiveness has been at the center of these conversations. Self-assessments, data dashboards, and goal-oriented project management tools were incorporated early in the process (see Documents 33 and 36 in the Canvas Introduction module) (4A2, 4A5, 4B1). Guided Pathways efforts are included in the overall Institutional Effectiveness Plan.

Integration of the work of SLAC, Guided Pathways, Core Themes, and program review efforts has also occurred (4B1, 4B2). For example, the Guided Pathways committee co-chairs participate on Core Theme Teams. Similarly, a SLAC member was designated to be the liaison to the Guided Pathways committee. The Guided Pathways committee members use the dashboards developed for Core Theme Teams. Materials from all teams are made available to the wider campus community through regular report-outs at Faculty Forums, All College Meetings, and the Council of Chairs Meetings (see example recordings of a [Faculty Forum](#) and an [All College Meeting](#)).

Finally, efforts to formalize the feedback mechanism by which various stakeholders and campus constituencies can understand the impacts of their work have been prioritized and codified (see the feedback schedules located within Core Theme Team materials, Institutional Effectiveness Plan, and Guided Pathways Work Plan in the Canvas site for Introduction) (4A5, 4B1, 4B2). For example, formal feedback loops were established in Spring 2017, and the Cabinet responds to requests from all core theme teams and the Guided Pathways committee each year (4A1, 4A4). (An example of Cabinet responses to Core Theme Team requests is in Document 27.) Annual reports are developed that reflect all action—from both teams and administrators—related to assessment and core themes each year (Documents 24 and 26 in the Canvas Introduction Module). Additionally, the Cabinet meets with core theme and Guided Pathways chairpersons quarterly to obtain feedback about their needs, questions, and concerns (see Documents 34 and 35 in the Canvas Introduction Module) (4A6).

Evidence of Effectiveness

During the time since the 2017 Ad-Hoc Report, the College has seen much evidence of the effectiveness of improved efforts around assessment. Examples include:

- All program and course learning outcomes have been reviewed during the last two years. A comprehensive list of all outcomes is available in the Vice President of Instruction's Office. Evidence of review by all programs can be found in program review files for each program in the VPI's office. Examples of program review are linked in the Introduction Canvas site (Documents 10-13). When needed, changes to outcomes have been approved through the Curriculum Committee.
- All programs have completed curriculum maps that show evidence of student learning outcomes. Examples of these maps are located in the program review documents linked in the

Introduction Canvas site. A comprehensive collection of these maps can be viewed in the VPI's office.

- All programs have completed collaborative program learning outcomes assessment activities. Examples of these activities are located in the Introduction Canvas site. A comprehensive collection of all of these activities can be viewed in the VPI's office.
- All programs have completed a comprehensive program review process that includes program-level data and assessment information. Examples of program review are linked in the Introduction Canvas site. A complete collection of program review materials can be viewed in the VPI's office.
- Usage of Data Central, the platform where data visualizations are visible, has increased (see Document 37 in the Canvas Introduction module for the types of data analyzed regarding usage).
- New dashboards have been created to support numerous committees and initiatives, including dashboards on [equity](#), [core theme progress](#), and [Title III/Guided Pathways](#).
- Changes resulting from conversations with Institutional Effectiveness staff held at the College Leadership and Planning Council include:
 - Use of Qualtrics to administer [Advisory Committee surveys](#),
 - Collection of Advisory Committee survey data in the Institutional Effectiveness data warehouse, and
 - Development of [key performance indicators](#) for equity in adult basic education programs.
- The Cabinet uses feedback from the Guided Pathways Steering Committee to re-evaluate progress using a self-assessment tool (Document 36 on the Introduction Canvas site). The results are shared with the Committee, who adjust their planning and activities accordingly. One example of such a change occurred in Fall 2019, when subgroups were formed according to areas of need identified on the self-assessment. (Subgroup charges can be found on the Introduction Canvas site within the Guided Pathways Implementation Plan, Document 33.)

Planning for the Future

SCC recognizes the value of assessment in ongoing continuous improvement exercises. In the coming years, SCC plans to complete the following activities as a result of assessment information gathered since 2017:

- Reevaluation of core themes: Due to feedback from Core Theme Teams, the Cabinet recognizes the importance of reconsidering its four core themes. These “themes” are really reflections of the services offered, rather than thematic approaches to how services are provided. These efforts will be undertaken simultaneously with larger strategic planning efforts in AY 2020-2021. (4A1, 4A4, 4A6, 4B1)
- Reevaluation of college-wide abilities: Due to feedback from SLAC, the Cabinet recognizes the need to reconsider current college-wide abilities to ensure they are appropriate for all programs (Document 32 in the Introduction Canvas module). These efforts will be undertaken simultaneously with larger Guided Pathways and strategic planning efforts in AY 2020-2021. (4A2, 4A3, 4A6, 4B2)
- Faculty feedback suggests that the program learning outcomes assessment project will need continued support and refinement. In response, the VPI developed a rubric (Document 38 in the Canvas Introduction Module) for deans to use in order to discuss program learning outcomes assessment with their faculty. In AY 2020-2021, this rubric will be incorporated into the program review process. (4A2, 4A3, 4A6, 4B2)

- As Guided Pathways implementation continues, the College will develop additional tools to support assessment efforts. Projects planned for AY2020-2021 include development of a key performance indicators dashboard and development of a course scheduling tool. SLAC and the Assessment Leadership Team will continue to be a part of these efforts. (4A2, 4A5, 4A6)

Mission, Core Themes and Expectations



GREAT CAREERS BEGIN AT SCC



CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 AND 3

Eligibility Requirement 2: Authority

[Washington Administrative Code \(WAC\) 132Q-01-006](#) organizes the Washington State Community College District 17, Community Colleges of Spokane (CCS), to include Spokane Community College (SCC) and Spokane Falls Community College (SFCC) under Title 28B RCW as a public institution of higher education. College District 17 is governed by a five-member Board of Trustees, Community Colleges of Spokane Board of Trustees, appointed by the Governor, which oversees administration, strategic planning, and policy development.

The College is authorized to grant associate degrees and certificates under the [Revised Code of Washington \(RCW\) 28B.50.020](#) which creates a system of community and technical colleges to provide for “the dramatically increasing number of students requiring high standards of education either as part of the continuing higher education program or for occupational education and training, or for basic skills and literacy education.”

The College is authorized to grant baccalaureate degrees under [RCW 28B.50.810](#), which allows the State Board of Community and Technical Colleges (SBCTC) to “select community or technical colleges to develop and offer programs of study leading to applied baccalaureate degrees.” SCC obtained approval to offer baccalaureate programs from SBCTC in January 2019.

Eligibility Requirement 3: Mission and Core Themes

The College’s mission statement in its present form was adopted in 2011 by the CCS Board of Trustees. SCC has identified four core themes that derive from its mission: Academic Transfer, College Readiness, Student Success, and Workforce Development. The core themes were adopted by the CCS Board during its June 2014 meeting.

SCC’s mission and core themes are consistent with the College’s legal authorization and are appropriate for a degree-granting institution of higher learning. Additionally, SCC’s core themes correspond directly with its mission. As demonstrated below, they also crosswalk on to strategic planning goals.

STANDARD 1A: MISSION

- 1A1: The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.**
- 1A2: The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.**

SCC's mission was adopted by the CCS Board in September 2011 and is published with the core themes on the [College's website](#). The mission and core themes are posted prominently in all buildings and classrooms, as well as in core theme handbooks, the annual assessment plan, and the institutional effectiveness plan. The mission is consistent with the College's authority in Washington State to provide comprehensive educational, training, and service programs to meet the needs of its students and community.

Spokane Community College offers educational opportunities in college readiness, workforce training, and university transfer that meets the needs of the diverse communities we serve. We are committed to student success through active learning, dynamic relationships, and supportive environments.

The College's mission aligns well with the mission of the CCS District which is "[to] develop human potential through quality, relevant and affordable learning opportunities that result in improved social and economic well-being for our students and our state." The College's core themes also align well with the District's strategic priorities for 2011-2021. The CCS Board adopted the District's strategic plan in 2011, which emphasizes four strategic priorities for the next ten years:

1. Student Success - Strengthening Engagement;
2. Collaboration and Communication - Building Productive Communities;
3. Sustainability - Enhancing Operation Efficiency and Effectiveness; and
4. Innovation - Supporting a Culture of Continuous Improvement.

The following chart demonstrates the alignment between the core themes, strategic planning goals, and institutional mission of SCC. This alignment is critical to ensuring that the institution is capable of fulfilling its mission.

CCS Strategic Priority Area	CCS Strategic Initiatives	SCC Core Themes
Student Success: Strengthening Engagement	Improve student success transitioning among educational levels and careers	All core themes
	Improve instructional options to meet diverse student needs	Workforce Development Academic Transfer College Readiness
	Strengthen student completion	Workforce Development Academic Transfer Student Success
Collaboration and Communication: Building Productive Communities	Expand results-oriented partnerships among education, business labor and community leaders that strengthen workforce development	Academic Transfer Workforce Development College Readiness
	Build and support cross-District teams to identify and implement best practices	Workforce Development Academic Transfer Student Success
	Advance the reputation and position of CCS as a vital contributor to the region's socioeconomic well-being	Workforce Development Academic Transfer College Readiness
Sustainability: Enhancing Operational Efficiency and Effectiveness	Recruit, develop and retain high-quality diverse faculty and staff	Workforce Development Academic Transfer College Readiness
	Operate as a District	All core themes
	Optimize the use of technology	All core themes
	Sustain fiscal stability	All core themes
	Provide facilities and environments highly conducive to learning with minimal ecological impact	All core themes
Innovation: Supporting a Culture of Continuous Improvement	Ensure programs and services are relevant, diverse, high-quality and timely	All core themes
	Identify and capture new sources of revenue	Workforce Development Academic Transfer College Readiness
	Reward innovative ideas and high-performance teams	All core themes

1A2: The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

SCC defines mission fulfillment as:

1. the demonstration of an acceptable level of performance in its core themes, individually and collectively, and
2. the maintenance of a robust and responsive mission fulfillment progress reporting system that ensures that continuous improvement and assessment processes are well-documented, evaluated, and transparent for college stakeholders.

In order to meet these goals, the College developed a Mission Fulfillment Scorecard (discussed in detail in Chapter 5 and in Document 01 of the Chapter 1 Canvas site) to evaluate mission fulfillment. SCC uses the results at each level to aggregate upward, and the final product is a comprehensive evaluation of SCC's achievement of its mission.

In general, core theme teams meet at least twice per quarter in order to evaluate indicators and conduct business. In addition, the Executive Cabinet meets quarterly with the core theme team co-chairs in order to troubleshoot any concerns, answer questions, and solicit feedback about the process. An orientation process is required for all core theme team co-chairs each year. Additionally, a separate orientation process is required for all core theme team members each year. Handbooks are provided to both groups (Documents 03, 04, and 06 on the Chapter 1 Canvas site). Core Theme Teams develop Annual Reports that document their progress (examples are provided in documents 02, 05, 06, 07, and 08 on the Chapter 1 Canvas site).

Objectives

Each core theme team adopted a set of objective statements in 2015.

Core Theme	Objectives
Academic Transfer	Students have access to relevant, affordable, and high-quality academic transfer programs. Students enroll in, progress through, and complete academic transfer programs efficiently. Students successfully transfer to baccalaureate colleges and universities.
College Readiness	Students have access to relevant, affordable, and high-quality pre-college programs. Students enroll in, progress through, and complete pre-college programs efficiently. Students transition to the next level successfully.
Student Success	Institutional efforts to measure and improve student success in the areas of access, progression, completion and outcomes are comprehensive, synchronized, effective, financially viable, and responsive.
Workforce Development	Students have access to relevant, affordable, and high-quality workforce programs. Students enroll in, progress through, and complete workforce programs efficiently. Students successfully transition into the workforce and/or additional education.

Loosely, the objectives for each team fall into four larger objective categories: **Access, Progression, Completion, and Outcomes**. Each year, the core theme teams assess, using data from key performance indicators, whether each objective has been achieved. Objectives and indicators for all teams are found

in the following chart:

SPOKANE COMMUNITY COLLEGE / CORE THEME OBJECTIVES AND INDICATORS					
OBJECTIVES		INDICATORS			
		ACCESS	PROGRESSION	COMPLETION	OUTCOMES
READINESS	Students have access to relevant, affordable, and high-quality pre-college programs. Students enroll in, progress through, and complete pre-college programs efficiently. Students transition to the next level successfully.	Basic Skills FTEs	Basic Skills Student Persistence	Credentials Conferred to Basic Skills	Employment Rate
		Developmental Education FTEs	Dev Math + English Persistence	Basic Skills Transition	Two- and Four-Year College Success
		Equity Dashboard Performance	Dev Ed Transition to MATH + ENGL	Equity Dashboard Performance	Learning Outcomes + Program Review
			Equity Dashboard Performance		Equity Dashboard Performance
WORKFORCE	Students have access to relevant, affordable, and high-quality workforce programs. Students enroll in, progress through, and complete workforce programs efficiently. Students successfully transition into the workforce and/or additional education.	Annualized FTEs	Program of Study Selection	Completion Rate	Employment Rate
		Annualized FTEs by Modality	College-Level Credit Accumulation in 1 st Year	Completions per Student	Four-Year College Enrollment
		Annualized FTEs by Academic Load	College-Level Credit Completion Ratio	Time/Credits to Credential	Licensure Pass Rate by Program
		Application to Enrollment	Gateway Course Completion	Equity Dashboard Performance	Learning Outcomes + Program Review
		Equity Dashboard Performance	Retention Rate		Equity Dashboard Performance
			Equity Dashboard Performance		
TRANSFER	Students have access to relevant, affordable, and high-quality academic transfer programs. Students enroll in, progress through, and complete academic transfer programs efficiently. Students successfully transfer to baccalaureate colleges and universities.	Annualized FTEs	Program of Study Selection	Completion Rate	Employment Rate
		Annualized FTEs by Modality	College-Level Credit Accumulation in 1 st Year	Completions per Student	Four-Year College Enrollment
		Annualized FTEs by Academic Load	College-Level Credit Completion Ratio	Time/Credits to Credential	Four-Year College Success
		Equity Dashboard Performance	Gateway Course Completion	Equity Dashboard Performance	Learning Outcomes + Program Review
			Retention Rate		Equity Dashboard Performance
			Equity Dashboard Performance		
SUCCESS	Institutional efforts to measure and improve student success are comprehensive, synchronized, effective, financially viable, and responsive.		Retention Rate		Employment Rate
			College Success Course Success Rates	Three-Year Completion	Student Satisfaction
		Application to Enrollment	High Failure Course Improvements	Pell-eligible Student Completion	Four-Year College Enrollment + Success
		Equity Dashboard Performance	ENGL and MATH Completions in 1 st Year	Equity Dashboard Performance	College-wide Abilities
			Academic Plan Selected in 1st Year		Equity Dashboard Performance
			Equity Dashboard Performance		
KEY STUDENT CHARACTERISTICS			KEY INSTITUTIONAL CHARACTERISTICS		
Enrollment Status, Credential-Seeking Status, Program of Study, Academic Preparation, Economic Status, Race/Ethnicity, Age, Gender, First-Generation Status			Program/Sector, Level, Credential or Degree or Both, Size, Budget, Selectivity, Modality		

Key Performance Indicators

Core theme teams adopted key performance indicators recommended by the Achieving the Dream, adding institution-specific indicators where necessary. The indicators are designed to assess the health/success of each objective. Logic models were used to connect the indicators with the objectives to ensure that the indicators logically built toward successful outcomes and were appropriate for such an assessment. After much deliberation, the core theme teams opted not to weight the indicators. For

this reason, each indicator is equally important to determining whether the objective (i.e., Access, Progression, Completion, and Outcomes) was achieved.

Core theme teams identified performance expectations and thresholds for each indicator. Strategic thresholds were set through team-led research and consideration. Baselines were established for each indicator using the previous five years of institutional data for each indicator. The core themes used state and/or national data to compare and set thresholds, when applicable and available. Several indicators used data disseminated to the college by the State Board for Community and Technical Colleges (SBCTC). Some thresholds were established based on the previous performance of the institution itself. Consensus was achieved for all thresholds.

Additionally, for some indicators, the teams also identified goals. Goals represented performance expectations exceeding mission fulfillment. Not all indicators have goals, and teams generally identified goals when they explicitly sought to prioritize or highlight an indicator. Details of targets for all core themes can be viewed on the [dashboards](#) for each team.

Specifically, the teams developed the following strategies to evaluate performance on each indicator:

- **Below Threshold:** If an indicator is below the performance threshold set by the team, the indicator needs attention. In this scenario, performance is unacceptable, and mission fulfillment could be at risk.
- **Above/At Threshold:** An indicator at or above threshold suggests that the institution is on track to meet the objective. In this scenario, the institution is contributing positively toward mission fulfillment.
- **Above/At Goal:** As mentioned above, not all indicators have goals. Teams set goals in order to set an expectation above and beyond mission fulfillment. When an indicator is at or above a goal, the institution has done exceptionally well in satisfying an objective. In this case, mission fulfillment is very well supported.

In order to conduct their work, the teams use a [data dashboard](#). The dashboard for each team includes several components:

1. Five years of institutional data for each indicator,
2. A visual representation of performance against expectations for thresholds and goals, and
3. A data dictionary describing how the data was calculated and how each indicator was defined.

The dashboard is designed to assist teams in quickly identifying indicators that need attention or celebration through the use of red, blue, and green coloring that align with below threshold performance, above threshold performance, and above goal performance.

Assessment of the Threshold/Extent of Mission Fulfillment

Each quarter, each core theme indicator is measured against the set thresholds and goals. At the end of each academic year, the core theme teams complete an annual report (examples are available on the Chapter 1 Canvas site) outlining:

1. Indicator performance and progress,
2. Achievement of objectives,
3. Successes and concerns,
4. Progress toward mission fulfillment, and
5. Data-informed requests for resources to enhance mission fulfillment.

The reports of each team are designed to determine and assess how well each core theme is being achieved.

After the teams submit annual reports, the Senior Director of Institutional Effectiveness, Planning, and Initiatives compiles a master report (examples are available on the Chapter 1 Canvas site), highlighting resource requests and progress toward mission fulfillment. The Cabinet then responds to the teams through an official annual report on mission fulfillment. Progress toward mission fulfillment is assessed through aggregate performance on indicators by objective; additional detail is provided in Chapter 5 and can be seen on the Mission Fulfillment Scorecard (Document 01 on the Chapter 1 Canvas site).

In addition to the core theme requests, the Cabinet uses the scorecard and core themes work to develop its biennial institutional effectiveness plan (Document 09 on the Chapter 1 Canvas site). This plan is designed to outline, plan, and assess initiatives that relate to mission fulfillment. The plan outlines smaller goals and specific indicators that align with initiatives. This plan will be discussed in more depth in Chapters 4 and 5, but it is a critical component for ensuring mission fulfillment. In other words, the institutional effectiveness plan represents the efforts and initiatives that contribute toward mission fulfillment.

STANDARD 1B: CORE THEMES

1B1: The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1B2: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

1B1: Identification of Core Themes

SCC has identified four core themes that individually manifest essential elements of the College's mission: Academic Transfer, College Readiness, Student Success, and Workforce Development. These core themes, which represent overarching values of the College and its close ties to the community, were approved by the CCS Board in June 2014.

The core themes are posted in common areas, classrooms, and offices in every building on campus. They are also visible on the website and in critical institutional documents (e.g., committee charges, assessment plans, institutional effectiveness plans).

1B2: Core Theme Objectives

As described above, objective statements were adopted by all core theme teams in 2015. Each core theme team is comprised of faculty, administrators, and staff. During the last four years, due to executive-level personnel changes, the core theme team processes and procedures have gained significantly more meaning, clarity, and focus. Handbooks and trainings were developed for all members and co-chairs in 2017-2018, and a data dashboard was created for team use in 2018-2019. The team

refined goals and thresholds in 2018-2019, as well. In 2019-2020, the dashboard was enhanced to represent goals and thresholds visually.

For reference, the objective statements appear again below.

Core Theme	Objectives
Academic Transfer	Students have access to relevant, affordable, and high-quality academic transfer programs. Students enroll in, progress through, and complete academic transfer programs efficiently. Students successfully transfer to baccalaureate colleges and universities.
College Readiness	Students have access to relevant, affordable, and high-quality pre-college programs. Students enroll in, progress through, and complete pre-college programs efficiently. Students transition to the next level successfully.
Student Success	Institutional efforts to measure and improve student success in the areas of access, progression, completion and outcomes are comprehensive, synchronized, effective, financially viable, and responsive.
Workforce Development	Students have access to relevant, affordable, and high-quality workforce programs. Students enroll in, progress through, and complete workforce programs efficiently. Students successfully transition into the workforce and/or additional education.

Within the objective statements for each team, four common objective areas emerged: Access, Progression, Completion, and Outcomes. Indicators were identified for all objectives, using the [recommendations](#) of Achieving the Dream and the [definitions](#) suggested by the Institute for Higher Education Policy (IHEP). All indicators and definitions are visible on the [dashboards](#) (see the documentation tab within each dashboard) used by the core theme teams to evaluate mission fulfillment.

Required thresholds, defined as the minimum performance that indicates mission fulfillment, and optional goals, defined as exceptional performance above and beyond mission fulfillment, were identified for indicators. The following sections include an overview of the work of each team with specific attention to indicators, corresponding objectives, definitions, thresholds, and goals.

Core Theme 1: Academic Transfer

The Academic Transfer Core Theme team adopted the following objective statement: *Students have access to relevant, affordable, and high-quality academic transfer programs. Students enroll in, progress through, and complete academic transfer programs efficiently. Students successfully transfer to baccalaureate colleges and universities.* These three objective statements encompass four broad objective areas: Access, Progression, Completion, and Outcomes.

In order to determine whether the objective is met and the core theme is effectively contributing to mission fulfillment, the team assesses progress on several objectives. The team used [Achieving the Dream recommendations](#) to identify assessable, meaningful, and verifiable metrics. Specific details regarding the assessability, meaningfulness, and verifiability for each objective and indicator are as follows:

Indicator	Assessability, Meaningfulness, Verifiability
Objective 1	Access / Students have access to relevant, affordable, and high-quality academic transfer programs.
Annualized FTEs	Data are required by the Integrated Postsecondary Educational Data System (IPEDS) and are key to institutional health.
Annualized FTEs by Modality	Data are required by the Integrated Postsecondary Educational Data System (IPEDS) and are key to institutional health.
Annualized FTEs by Load	Data are required by the Integrated Postsecondary Educational Data System (IPEDS) and are key to institutional health.
Application to Enrollment	Data are collected by the institution's ERP and modeled on an application trends dashboard for use by staff.
Equity Dashboard Performance	The Washington Student Achievement Initiative (SAI) includes key access metrics that SCC has disaggregated according to equity goals on an equity dashboard .
Objective 2	Progression / Students enroll in and progress through transfer programs efficiently.
Program of Study Selection	Data are a key CCRC early momentum metric . Data are tracked through the institutional ERP.
College-Level Credit Accumulation in First Year	Data are required by IPEDS and are a key CCRC early momentum metric .
College-Level Credit Completion Ratio	Data are required by IPEDS and are a key CCRC early momentum metric .
Gateway Course Completion	Data are required by IPEDS and are a key CCRC early momentum metric .
Retention Rate	Data are required by IPEDS and are a key CCRC early momentum metric .
Equity Dashboard Performance	SAI requirements include key progression metrics that SCC has disaggregated according to equity goals on an equity dashboard .
Objective 3	Completion / Students complete transfer programs efficiently.
Completion Rate	Data are required by the Washington Adult Basic Education Reporting System (WABERS) and are a key OECD indicator.
Completions per Student	Data are required by IPEDS and are a key CCRC early momentum metric .
Time/Credits to Credential	Data are required by IPEDS and are a key CCRC early momentum metric .
Equity Dashboard Performance	SAI requirements include key completion metrics that SCC has disaggregated according to equity goals on an equity dashboard .
Objective 4	Outcomes / Students successfully transfer to baccalaureate colleges & universities
Employment Rate	Data are available via the Washington Employment Security Division and are a key OECD indicator.
Four-Year College Enrollment	Data are required by IPEDS and are key to the mission of transfer programs. Data are available through the National Student Clearinghouse (NSC).
Four-Year College Success	Data are required by IPEDS and are key to the mission of transfer programs. Data are available through the NSC.
Equity Dashboard Performance	SAI requirements include key outcomes metrics that SCC has disaggregated according to equity goals on an equity dashboard .

The following chart describes each objective area, corresponding indicators, definitions (aligned with [IHEP](#) whenever possible), and performance thresholds and goals.

Academic Transfer Objectives, Indicators, Definitions, Thresholds, and Goals

Indicator	IHEP Metrics and Definition	Threshold and Goal
Objective 1: Access		
Annualized FTEs	12-month headcount including all students who enroll anytime during the calendar year	Rolling 3-year average (Goal: average or more)
Annualized FTEs by Modality	12-month headcount including all students who enroll anytime during the calendar year	Rolling 3-year average (Goal: average or more)
Annualized FTEs by Load	12-month headcount including all students who enroll anytime during the calendar year	Rolling 3-year average (Goal: average or more)
Equity Dashboard Performance	Access-related SAI performance	Performance on above metrics is same for all groups
Objective 2: Progression		
Program of Study Selection	The percentage of students in a cohort who demonstrate a program of study selection by taking 3 courses in a pathway in the first year	To be determined
College-Level Credit Accumulation in First-Year	The percentage of students earning sufficient credits toward on-time completion in their first year	Rolling 3-year average (Goal: 2% above rolling 3-year average)
College-Level Credit Completion Ratio	The number of credits completed, divided by the number of credits attempted by first-year students	Rolling 3-year average (Goal: none)
Gateway Course Completion	The percentage of students completing college-level, introductory math and English courses tracked separately in their first year	Rolling 3-year average (Goal: 1% above rolling 3-year average)
Retention Rate	The percentage of students in a cohort who are either enrolled at their initial institution or transfer to a longer program at the initial or subsequent institution, calculated annually up to 200% of program length	Rolling 3-year average (Goal: 1% above rolling 3-year average)
Equity Dashboard Performance	Progression-related SAI performance	Performance on above metrics is same for all groups
Objective 3: Completion		
Completion Rate	The percentage of students in a cohort who earn the credential sought at their initial institution, up to 200% of program length	100%: Rolling 3-year average (Goal: 1% above rolling 3-year average); 150%: Rolling 3-year average (Goal: 2% above rolling 3-year average); 200%: Rolling 3-year average (Goal: 3% above rolling 3-year average)
Completions per Student	The number of completions divided by the number of FTE students (based on 12-month enrollment) in a given year expressed as completions per 100 FTE	Rolling 3-year average (Goal: 1% above rolling 3-year average)
Time/Credits to Credential	The average time and credits accumulated from first date of entry to the institution to date of completion for all completers in a given year	Time: 7 (Goal: None); Credits: Rolling 3-year average (Goal: none)
Equity Dashboard Performance	Completion-related SAI performance	Performance on above metrics is same for all groups
Objective 4: Outcomes		
Employment Rate	The percentage of former students with any reported earnings at 1, 5, and 10 years after exit from the institution	To be determined
Four-Year College Enrollment	The percentage of students in a cohort who transfer into four-year programs or institutions, up to 200% of program length	Rolling 3-year average that excludes most recent year (Goal: 1% above rolling 3-year average)
Four-Year College Success	The percentage of students in a cohort who graduate from four-year programs or institutions, up to 200% of program length	Rolling 3-year average that excludes most recent year (Goal: 1% above rolling 3-year average)
Equity Dashboard Performance	Outcomes-related SAI performance	Performance on above metrics is same for all groups

*NOTE: Any thresholds/goals labeled "To be determined" are indicators for which the institution is in the process of obtaining data.

Core Theme 2: College Readiness

The College Readiness Core Theme team adopted the following objective statement: *Students have access to relevant, affordable, and high-quality pre-college programs. Students enroll in, progress through, and complete pre-college programs efficiently. Students transition to the next level successfully.* These three objective statements encompass four broad objective areas: Access, Progression, Completion, and Outcomes.

In order to determine whether the objective is met and the core theme is effectively contributing to mission fulfillment, the team assesses progress on several objectives. The team used [Achieving the Dream recommendations](#) to identify assessable, meaningful, and verifiable metrics. Specific details regarding the assessability, meaningfulness, and verifiability for each objective and indicator are as follows:

Indicator	Assessability, Meaningfulness, Verifiability
Objective 1	Access / Students have access to relevant, affordable, and high-quality pre-college programs.
Basic Skills FTEs	Data are required by the Washington Adult Basic Education Reporting System (WABERS) and is a key Organization for Economic Cooperation and Development (OECD) indicator.
Developmental Education FTEs	Data are required by WABERS and are a key CCRC early momentum metric .
Equity Dashboard Performance	The Washington Student Achievement Initiative (SAI) includes key access metrics that SCC has disaggregated according to equity goals on an equity dashboard .
Objective 2	Progression / Students enroll in and progress through pre-college programs efficiently.
Basic Skills Student Persistence	Data are required by WABERS and are a key CCRC early momentum metric .
Developmental Math + English Persistence	Data are required by IPEDS and are a key CCRC early momentum metric .
Former Developmental Education Students Succeed in College-Level Math + English	Data are required by WABERS and are a key CCRC early momentum metric .
Equity Dashboard Performance	WABERS requirements include key progression metrics that SCC has disaggregated according to equity goals on an equity dashboard .
Objective 3	Completion / Students complete pre-college programs efficiently.
Postsecondary Credentials Conferred to Basic Skills Students	Data are required by the Washington Adult Basic Education Reporting System (WABERS) and are a key OECD indicator.
Basic Skills Transition	Data are required by WABERS and are a key OECD indicator.
Equity Dashboard Performance	WABERS requirements include key completion metrics that SCC has disaggregated according to equity goals on an equity dashboard .
Objective 4	Outcomes / Students transition to the next level successfully.

Employment Rate	Data are available via the Washington Employment Security Division and are a key OECD indicator.
Two- and Four-Year College Success	Data are required by WABERS and are a key OECD indicator. Transition data for ABE students is a key element of SCC's institutional effectiveness plan (available in the Chapter 1 Canvas site).
Equity Dashboard Performance	WABERS requirements include key outcomes metrics that SCC has disaggregated according to equity goals on an equity dashboard .

The following chart describes each objective area, corresponding indicators, definitions (taken from [IHEP](#) whenever possible), and performance thresholds and goals.

College Readiness Objectives, Indicators, Definitions, Thresholds, and Goals

Indicator	IHEP Metrics and Definition	Threshold and Goal
Objective 1: Access		
Basic Skills FTEs	Twelve-month headcount that includes all students who enroll at any point during the calendar year	ABE: 800 (Goal: 860); ESL: 880 (Goal: 910); HSC/GED: 130 (Goal: 150)
Developmental Education FTEs	Twelve-month headcount that includes all students who enroll at any point during the calendar year	Math: 165 (Goal: 15); English: 25 (Goal: 20)
Equity Dashboard Performance	Access-related SAI performance	Performance on above metrics is same for all groups
Objective 2: Progression		
Basic Skills Student Persistence	The percentage of students in a cohort remaining enrolled or earning a credential at their initial or subsequent institution, measured annually up to 200% of program length	Enrolled Next Quarter (e.g. fall to winter): 52% (Goal: 55%); Remained in Program after 1 year: 20% (Goal: 20%)
Developmental Math + English Persistence	The percentage of students who persist after taking development math and English	Dev Math Success: 76% (Goal: 83%); Transitioned to College-Level Math – overall: 50% (Goal: 55%); Dev Eng Success: 76% (Goal: 80%); Transitioned to College-Level Eng – Overall: 82% (Goal: 85%)
Former Developmental Education Students Succeed in College-Level Math + English	The percentage of students who complete college-level English after taking development math and English	College-level Math Success – Academic: 80% (Goal: 84%); College-level Math Success – Workforce: 85% (Goal: 88%); College-level English Success – Academic: 82% (Goal: 86%); College-level English Success – Workforce: 82% (Goal: 85%)
Equity Dashboard Performance	Progression-related SAI performance	Performance on above metrics is same for all groups
Objective 3: Completion		
Postsecondary Credentials Conferred to Basic Skills Students	The percentage of students in a cohort who earn the credential sought at their initial institution, up to 200% of program length	To be determined
Basic Skills Transition	The percentage of students who transfer from basic skills into college level each year	ABE Transition Rate: 14% (Goal: 20%); ESL Transition Rate: 7% (Goal: 10%); HSC/GED Transition Rate: 30-32% (Goal: 35%); Overall Transition Rate: 18% (Goal: 25%)
Equity Dashboard Performance	Completion-related SAI performance	Performance on above metrics is same for all groups
Objective 4: Outcomes		
Employment Rate	The percentage of former students with any reported earnings at one, five, and 10 years after exit from the institution	To be determined
Two- and Four-Year College Success	The percentage of students in a cohort who graduate from two and/or four-year programs or institutions	Undergraduate Program Completion (excludes prior college-level credits): 21% (Goal: 25%); Undergraduate Program Completion (includes prior college-level credits): 24% (Goal: 28%); Undergraduate Program Completion (former developmental ed students): 29% (Goal: 32%)
Equity Dashboard Performance	To be determined	Performance on above metrics is same for all groups

*NOTE: Any thresholds/goals labeled "To be determined" are indicators for which the institution is in the process of obtaining data.

Core Theme 3: Student Success

The Student Success Core Theme team adopted the following objective statement: *Institutional efforts to measure and improve student success in the areas of access, progression, completion and outcomes are comprehensive, synchronized, effective, financially viable, and responsive.* In order to maintain parity with the other three core themes, the indicators corresponding to this objective were sorted into four broad objective areas: Access, Progression, Completion, and Outcomes. Essentially, this group looks at an aggregated set of indicators from initiatives across the institution in order to ensure that they align with institutional priorities and demonstrate mission fulfillment.

In order to determine whether the objective is met and the core theme is effectively contributing to mission fulfillment, the team assesses progress on several objectives. The team used [Achieving the Dream recommendations](#) to identify assessable, meaningful, and verifiable metrics. Specific details regarding the assessability, meaningfulness, and verifiability for each objective and indicator are as follows:

Indicator	Assessability, Meaningfulness, Verifiability
Objective 1	Access / Institutional initiatives related to access are comprehensive, synchronized, effective, financially viable, and responsive.
Application to Enrollment by Program Intent	Data are collected by the institution's ERP and modeled on an application trends dashboard for use by staff. These data are key to SCC's Guided Pathway goals.
Equity Dashboard Performance	The Washington Student Achievement Initiative (SAI) includes key access metrics that SCC has disaggregated according to equity goals on an equity dashboard . These data are key to Achieving the Dream goals.
Objective 2	Progression / Institutional initiatives related to progression are comprehensive, synchronized, effective, financially viable, and responsive.
Retention Rate	Data are required by IPEDS and are a key CCRC early momentum metric . These data are key to SCC's Guided Pathway goals.
College Success Course Pass + Success Rates	Data are required by IPEDS and are a key CCRC early momentum metric . These data are key indicators in SCC's Title III grant.
High Failure Course Improvements	Data are required by IPEDS and are a key CCRC early momentum metric . These data are key indicators in SCC's Title III grant.
College-Level ENGL and MATH Completions in 1 st Year	Data are required by IPEDS and are a key CCRC early momentum metric . These data are key to SCC's Guided Pathway goals.
Academic Plan Selected in 1 st Year	Data are required by IPEDS and are a key CCRC early momentum metric . These data are key to SCC's Guided Pathway goals.
Equity Dashboard Performance	SAI requirements include key progression metrics that SCC has disaggregated according to equity goals on an equity dashboard .
Objective 3	Completion / Institutional initiatives related to completion are comprehensive, synchronized, effective, financially viable, and responsive.
Completion Rate	Data are required by IPEDS and are a key CCRC early momentum metric . These data are key to SCC's Guided Pathway goals.

Pell-Eligible Completion Rate	Data are required by IPEDS and are key to Achieving the Dream goals.
Time to Credential	Data are required by IPEDS and are a key CCRC early momentum metric . These data are key to SCC's Guided Pathway goals.
Equity Dashboard Performance	SAI requirements include key completion metrics that SCC has disaggregated according to equity goals on an equity dashboard .
Objective 4	Outcomes / Institutional initiatives related to outcomes are comprehensive, synchronized, effective, financially viable, and responsive.
Employment Rate	Data are available via the Washington Employment Security Division and are a key OECD indicator.
Student Satisfaction	Data are collected through CCSSE, SSI, and CSI/MYSA surveys. These data are key indicators in SCC's Title III grant.
Four-Year College Enrollment	Data are required by IPEDS and are key to SCC's Guided Pathway goals.
Four-Year College Success	Data are required by IPEDS and are key to SCC's Guided Pathway goals.
College-wide Abilities	These data are collected by the Student Learning and Assessment Committee and are critical assessments of general education outcomes.
Equity Dashboard Performance	SAI requirements include key outcomes metrics that SCC has disaggregated according to equity goals on an equity dashboard .

The following chart describes each objective area, corresponding indicators, definitions (taken from [IHEP](#) whenever possible), and performance thresholds and goals.

Student Success Objectives, Indicators, Definitions, Thresholds, and Goals		
Indicator	IHEP Metrics and Definition	Threshold and Goal
Objective 1: Access		
Application to Enrollment by Program Intent	The number and ratio of applicants to matriculators	Increase from previous year (Goal: 2% increase from previous year for Any Term/Post Application Data and 5% increase for Term Applied)
Equity Dashboard Performance	Access-related SAI performance for all programs	Performance is same for all groups
Objective 2: Progression		
Retention Rate	The percentage of first-time, full-time, degree-seeking students in a cohort who complete one year and attend the subsequent quarter	Rolling five-year average (Goal: 2% increase from previous year)
College Success Course Pass + Success Rates	The percentage of students completing college success courses in the first year	Rolling three-year average (Goal: none)
High Failure Course Improvements	The percentage of courses each year with failure rates above 65%	To be determined
College-Level ENGL and MATH Completions in 1st Year	The percentage of students who 1) enroll in and 2) complete college-level math and English courses in the first year	Academic: WA State CTC Average (Goal: none); Workforce: Rolling three-year average (Goal: none)
Academic Plan Selected in 1st Year	The percentage of students with a completed academic plan in their first year	To be determined
Equity Dashboard Performance	Progression-related SAI performance	Performance on above metrics is same for all groups
Objective 3: Completion		
Completion Rate	The percentage of first-time, full-time, degree-seeking students who complete within three years	Rolling four-year average (Goal: none)
Pell-Eligible Completion Rate	The percentage of Pell-eligible students in a cohort who earn the credential sought at their initial institution, up to 200% of program length	Rolling four-year average of total completion rate (Goal: none)
Time to Credential	The average credits accumulated from first date of entry to the institution to date of completion for all completers in a given year	Rolling four-year average (Goal: none)
Equity Dashboard Performance	Completion-related SAI performance	Performance on above metrics is same for all groups
Objective 4: Outcomes		
Employment Rate	The percentage of all former students with any reported earnings at one, five, and 10 years after exit from the institution	To be determined
Four-Year College Enrollment	The percentage of all students in a cohort who enroll in four-year programs or institutions, up to 200% of program length	25% (Goal: none)
Four-Year College Success	The percentage of all students in a cohort who graduate from four-year programs or institutions, up to 200% of program length	50% (Goal: none)
College-wide Abilities	Assessment of student work showing competency in one college-wide ability/year	SLAC report available for team review
Equity Dashboard Performance	Outcomes-related SAI performance	Performance on above metrics is same for all groups

*NOTE: Any thresholds/goals labeled "To be determined" are indicators for which the institution is in the process of obtaining data. |

Core Theme 4: Workforce Development

The Workforce Development Core Theme team adopted the following objective statement: *Students have access to relevant, affordable, and high-quality workforce programs. Students enroll in, progress through, and complete workforce programs efficiently. Students successfully transition into the workforce and/or additional education.* These three objective statements encompass four broad objective areas: Access, Progression, Completion, and Outcomes.

In order to determine whether the objective is met and the core theme is effectively contributing to mission fulfillment, the team assesses progress on several objectives. The team used [Achieving the Dream recommendations](#) to identify assessable, meaningful, and verifiable metrics. Specific details regarding the assessability, meaningfulness, and verifiability for each objective and indicator are as follows:

Indicator	Assessability, Meaningfulness, Verifiability
Objective 1	Access / Students have access to relevant, affordable, and high-quality workforce programs.
Annualized FTEs	Data are required by the Integrated Postsecondary Educational Data System (IPEDS) and are key to institutional health.
Annualized FTEs by Modality	Data are required by the Integrated Postsecondary Educational Data System (IPEDS) and are key to institutional health.
Annualized FTEs by Load	Data are required by the Integrated Postsecondary Educational Data System (IPEDS) and are key to institutional health.
Application to Enrollment	Data are collected by the institution's ERP and modeled on an application trends dashboard for use by staff.
Equity Dashboard Performance	The Washington Student Achievement Initiative (SAI) includes key access metrics that SCC has disaggregated according to equity goals on an equity dashboard .
Objective 2	Progression / Students enroll in and progress through workforce programs efficiently.
Program of Study Selection	Data are a key CCRC early momentum metric . Data are tracked through the institutional ERP.
College-Level Credit Accumulation in First Year	Data are required by IPEDS and are a key CCRC early momentum metric .
College-Level Credit Completion Ratio	Data are required by IPEDS and are a key CCRC early momentum metric .
Gateway Course Completion	Data are required by IPEDS and are a key CCRC early momentum metric .
Retention Rate	Data are required by IPEDS and are a key CCRC early momentum metric .
Equity Dashboard Performance	SAI requirements include key progression metrics that SCC has disaggregated according to equity goals on an equity dashboard .
Objective 3	Completion / Students complete workforce programs efficiently.
Completion Rate	Data are required by the Washington Adult Basic Education Reporting System (WABERS) and are a key OECD indicator.
Completions per Student	Data are required by IPEDS and are a key CCRC early momentum metric .
Time/Credits to Credential	Data are required by IPEDS and are a key CCRC early momentum metric .

Equity Dashboard Performance	SAI requirements include key completion metrics that SCC has disaggregated according to equity goals on an equity dashboard .
Objective 4	Outcomes / Students successfully transition into the workforce and/or additional education.
Employment Rate	Data are available via the Washington Employment Security Division and are a key OECD indicator.
Four-Year College Enrollment	Data are required by IPEDS and are key to the mission of transfer programs. Data are available through the National Student Clearinghouse (NSC).
Licensure Pass Rate by Program	Data are required by specialized accreditations and are key to the mission of workforce programs.
Equity Dashboard Performance	SAI requirements include key outcomes metrics that SCC has disaggregated according to equity goals on an equity dashboard .

The following chart describes each objective area, corresponding indicators, definitions (aligned with [IHEP](#) whenever possible), and performance thresholds and goals.

Workforce Development Objectives, Indicators, Definitions, Thresholds, and Goals		
Indicator	IHEP Metrics and Definition	Threshold and Goal
Objective 1: Access		
Annualized FTEs	12-month headcount including all students who enroll anytime during the calendar year	Rolling 3-year average (Goal: average or more)
Annualized FTEs by Modality	12-month headcount including all students who enroll anytime during the calendar year	Rolling 3-year average (Goal: average or more)
Annualized FTEs by Load	12-month headcount including all students who enroll anytime during the calendar year	Rolling 3-year average (Goal: average or more)
Equity Dashboard Performance	Access-related SAI performance	Performance on above metrics is same for all groups
Objective 2: Progression		
Program of Study Selection	The percentage of students in a cohort who demonstrate a program of study selection by taking 3 courses in a pathway in the first year	To be determined
College-Level Credit Accumulation in <u>First-Year</u>	The percentage of students earning sufficient credits toward on-time completion in their first year	Rolling 3-year average (Goal: 2% above rolling 3-year average)
College-Level Credit Completion Ratio	The number of credits completed, divided by the number of credits attempted by first-year students	Rolling 3-year average (Goal: none)
Gateway Course Completion	The percentage of students completing college-level, introductory math and English courses tracked separately in their first year	Rolling 3-year average (Goal: 1% above rolling 3-year average)
Retention Rate	The percentage of students in a cohort who are either enrolled at their initial institution or transfer to a longer program at the initial or subsequent institution	Rolling 3-year average (Goal: 1% above rolling 3-year average)
Equity Dashboard Performance	Progression-related SAI performance	Performance on above metrics is same for all groups
Objective 3: Completion		
Completion Rate	The percentage of students in a cohort who earn the credential sought at their initial institution, up to 200% of program length	100%: Rolling 3-year average (Goal: 1% above rolling 3-year average); 150%: Rolling 3-year average (Goal: 2% above rolling 3-year average); 200%: Rolling 3-year average (Goal: 3% above rolling 3-year average)
Completions per Student	The number of completions divided by the number of FTE students (based on 12-month enrollment) in a year expressed as completions per 100 FTE	Rolling 3-year average (Goal: 1% above rolling 3-year average)
Time/Credits to Credential	The average time and credits accumulated from first date of entry to the institution to date of completion for all completers in a given year	Time: 7 (Goal: None); Credits: Rolling 3-year average (Goal: none)
Equity Dashboard Performance	Completion-related SAI performance	Performance on above metrics is same for all groups
Objective 4: Outcomes		
Employment Rate	The percentage of former students with any reported earnings at 1, 5, and 10 years after exit from the institution	To be determined
Four-Year College Enrollment	The percentage of students in a cohort who transfer into four-year programs or institutions, up to 200% of program length	Rolling 3-year average that excludes most recent year (Goal: 1% above rolling 3-year average)
Licensure Pass Rate by Program	% of students passing licensure exams	80% (Goal: 90%)
Equity Dashboard Performance	Outcomes-related SAI performance	Performance on above metrics is same for all groups

*NOTE: Any thresholds/goals labeled "To be determined" are indicators for which the institution is in the process of obtaining data.

Reflections on the Core Theme and Mission Fulfillment Assessment Processes: Continuous Improvement and Lessons Learned

Although leadership at SCC has been very stable over the last three years, the College saw significant turnover in key positions during the first few years of this accreditation cycle. Changes in leadership also meant changes in vision concerning mission fulfillment and its evaluation. These changes often left SCC scrambling to plan for core theme work and struggling to communicate how initiatives fit together in service of the mission.

As the College has emerged from this period of instability, the following observations concerning mission fulfillment and core themes were made:

1. A multi-year plan for mission fulfillment and core themes assessment is critical. The College implemented a biennial institutional effectiveness planning process as a result and is excited for the opportunity to make a longer plan after a new strategic plan is implemented.
2. The core themes of the College need reconsideration. While they are very closely tied to the mission of the College, they really represent service areas rather than themes. At times, this made assessment difficult. The College has noted the missed opportunities for considering broader, more thematic issues in the core theme process. As a part of the strategic planning process that will occur in 2020-2021, the College will revisit these themes and make revisions.
3. Faculty, staff, and administrators need support and guidance in the development and interpretation of objectives and indicators. Currently, the College is undertaking several key initiatives to raise data literacy across campus. If new core themes are chosen, the College will be well-positioned with faculty, staff, and administrative leadership that are now more familiar with how indicators and objectives function.

Core theme teams have also identified new indicators they would like to monitor. For most of these indicators, better data sources will be needed. Institutional Research staff are currently exploring the possibilities for integrating indicators like these into the new core themes system that is likely to emerge in the next few years:

Workforce data: Currently, SCC has a great deal of data on workforce trends. However, like most colleges, we lack data on where all of our graduates go when they leave the institution. We have strong transfer data, but only smaller databases held within departments regarding professional/technical students. In 2019, the District signed an MOU with the Employment Security Division, which allowed the College access to a new data system. The College is currently exploring the possibilities.

Advisory Committee data: SCC currently does not aggregate information from its Advisory Committee Surveys. A partnership was formed in 2019 between the Extended Learning Division and Institutional Research to capture this information. IR also supported the Division in moving the form ([Advisory Committee surveys](#)) into Qualtrics to ease data collection.

ABE equity and performance data: Currently, SCC does not have robust access to data in WABERS that would help the institution understand ABE student equity and performance outcomes. The College is working with SBCTC in order to understand what is possible. Also, in 2019, SCC undertook a major effort to add outcomes and grades to all ABE courses; this decision will aid data collection moving forward.

New Student Orientation (NSO) data: SCC moved to a new format for NSO in 2018. IR has been collecting and analyzing data regarding student progress through NSO and subsequent enrollment, matriculation, and retention. Once enough data has been collected to make reasonable inferences, IR will be able to assist teams in creating an indicator related to NSO.

Resources and Capacity



2



GREAT CAREERS BEGIN AT SCC



CHAPTER TWO: RESOURCES AND CAPACITY

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4 TO 21

Eligibility Requirement 4: Operational Focus and Independence

Although SCC falls under the governance structure of CCS District 17 and the SBCTC system, the College operates as an independent institution of higher education. SCC is held accountable and responsible for its operation to the District Chancellor, CCS Board of Trustees, and legislators. The College is also responsible for meeting the standards and eligibility requirements of NWCCU (Standard 2A1-3).

Eligibility Requirement 5: Non-Discrimination

SCC is an Equal Opportunity Employer and does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation or age in its programs, activities or employment. The College strives to create an organizational environment where equal opportunity and equal protection are afforded to all. Institutional compliance with [equal opportunity and non-discrimination policies](#) is assigned to the District Chief Administrative Officer.

Eligibility Requirement 6: Institutional Integrity

SCC adheres to high ethical standards in all of its operations and relationships with students, faculty, staff and the public. All employees are responsible to the [Washington State Ethics Act](#). The College's [policies and procedures](#) are published on the CCS website and employees are provided regular training on compliance responsibilities. Employee ethics are also guided by the faculty [Master Contract](#) and the classified staff [Collective Bargaining Agreement](#).

Eligibility Requirement 7: Governing Board

The five-member Board of Trustees of the Community Colleges of Spokane is responsible for the quality and integrity of the District and SCC. Each member is appointed by the Governor and approved by the Washington State Senate for a term of five years. The Board abides by specific [policies and procedures](#). No voting board member has a contractual relationship or financial interest in the District or its institutions.

Eligibility Requirement 8: Chief Executive Officer

The District Chancellor, appointed by the CCS Board, is the Chief Executive Officer for the District, which delegates authority and operational responsibility to the College president. In 2018, the Chancellor appointed Dr. Kevin Brockbank as the president of Spokane Community College. He has full-time responsibility to the College and serves as a non-voting member of the Board of Trustees (2A9-10). Prior to assuming his current role, President Brockbank served as the Vice Provost of Strategic Initiatives at CCS. Previously, President Brockbank was the Dean of the School of Applied Technologies at Salt Lake City Community College. President Brockbank also served in leadership roles at Missoula College and Helena College. He earned a doctorate in Educational Leadership, as well as Master's and baccalaureate degrees, at the University of Montana-Missoula.

Eligibility Requirement 9: Administration

The College employs sufficient number of qualified administrators who work collaboratively across institutional functions to achieve its mission, core themes, and goals. SCC is organized into two primary functional areas, Instruction and Student Services, which are overseen by vice presidents who report directly to the president (2A11).

Eligibility Requirement 10: Faculty

SCC employs sufficient number of qualified faculty consistent with its mission and core themes. Faculty responsibilities and evaluation process are outlined in the [Master Contract](#) between the Community College of Spokane and the CCS Association for Higher Education (AHE) (2B4-6).

Eligibility Requirement 11: Educational Programs

As a comprehensive community college, SCC offers a number of degrees and certificates of appropriate content and rigor consistent with its mission and core themes. These degrees and certificates culminate in achievement of clearly identified learning outcomes and include Associate of Arts (AA) transfer degree, Associate of Applied Science Transfer (AAS-T) degree for specific career/technical programs that transfer to designated baccalaureate institutions, and Associate of Science Transfer (AS-T) for state-approved science transfer degrees. Workforce students can choose from 93 Associate of Applied Science (AAS) terminal degrees, and more than 100 certificates. SCC also offers one applied baccalaureate degree, a Bachelor of Applied Science in Respiratory Care. All degrees have been reviewed and recommended by the SCC Curriculum Committee and approved by the Vice President of Instruction. Information about education programs is available in the [Online Catalog](#) and on the [website](#) (2C1-4).

Eligibility Requirement 12: General Education and Related Instruction

The College's workforce programs include both degree and certificate options. Applied degrees and certificates totaling 45 credits or more require related instruction in the areas of communication, computation, and human relations. SCC courses that satisfy the related instruction have been approved by the SCC Curriculum Committee and Vice President of Instruction. For transfer degree programs, general education requirements focus on areas of communication (written and oral), quantitative and symbolic reasoning, humanities, natural science, and social science. Qualified discipline faculty teaches the general education and related instruction courses.

All transfer degrees follow the requirements of the [Washington State Intercollege Relations Commission](#) and the [Washington State Joint Transfer Council](#). SCC also conforms to the [instruction-related policies](#) of the State Board for Community and Technical Colleges (SBCTC), as well as NWCCU accreditation and program standards (2C9).

Eligibility Requirement 13: Library and Information Resources

In keeping with its mission and core themes, SCC provides access to library and information resources with the appropriate level of currency, depth and breadth to meet the needs of its students. Information literacy instruction, which includes elements of the four student abilities, reaches most students regardless of program. Students enrolled in courses off-campus or through eLearning are able to access an extensive collection of online library and information resources. Since research is an important element in many courses across the curriculum, access to credible, professionally selected resources is critical for student success. Information about library services can be found on the [website](#) (2E1-4).

Eligibility Requirement 14: Physical and Technological Infrastructure

SCC provides the physical and technological infrastructures necessary to achieve its mission and core themes. The majority of the College's instructional programs are offered on the main campus which consists of 23 buildings within the Greater Spokane Area. SCC also offers programs and courses in five rural Washington counties. The College's original buildings date back to the 1950s and 1970s. Major renovations and improvements include: the construction and outfitting of a Nursing simulation lab, the renovation and updating of respiratory care classrooms and instructional equipment, renovation of the testing center, remodel of Tutoring Services, and a remodel of Counseling Services. A major addition and remodel of Building 1—a multi-discipline and multi-division building that holds classrooms, offices, a restaurant, a bakery, and cosmetology services for the community—was completed in early 2020. Divisions and disciplines benefiting from the Building 1 renovation include: Arts and Sciences, Adult Basic Education, Baking, Business, Cosmetology, Criminal Justice, Culinary Arts, Electronics, and Information Technology. Offices of the Executive Administration were also included in the Building 1 addition. SCC maintains safe and secure facilities and continuously evaluates its technology infrastructure to ensure that mission fulfillment is possible (2G1-8).

Eligibility Requirement 15: Academic Freedom

SCC fully supports an atmosphere in which intellectual freedom and independence exist. As such, SCC adheres to [WAC 132F-121-020](#) on Student Rights, Freedoms, and Responsibilities which protect SCC students and faculty from inappropriate internal and external influences, pressures, and harassment. Faculty and students are free to examine all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general, which is clearly outlined in Article 3 of the [Master Contract](#) (2A27-29).

Eligibility Requirement 16: Admission

Consistent with its authority, mission, and core themes, SCC provides open admission to a diverse student population with a wide range of abilities and educational needs. The College's "open-door" admission policy established by the State of Washington (RCW 28B.50) is published on the [website](#) and in the [Online Catalog](#).

Eligibility Requirement 17: Public Information

The College publishes its mission and core themes, admission requirements and procedures, grading policy, information on academic programs and courses, names, titles, and academic credentials of administrators and faculty, rules and regulations for student conduct, rights and responsibilities of students, tuition/fees and other program costs, refund policies and procedures, opportunities and requirements for financial aid, and the academic calendar in the [Online Catalog](#) (2D5).

Eligibility Requirement 18: Financial Resources

SCC demonstrates financial stability with sufficient cash flow and reserves, as appropriate, 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. Details are outlined in Chapter 5 of the Board of Trustees [policies and procedures](#) (2F1-4).

Eligibility Requirement 19: Financial Accountability

SCC undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board. Audited financial reports are available on the [website](#) (24F).

Eligibility Requirement 20: Disclosure

SCC agrees to disclose any and all information that the Commission may require to carry out its evaluation and accreditation functions.

Eligibility Requirement 21: Relationship with the Accreditation Commission

SCC accepts and complies with the eligibility requirements, standards, and policies set forth by the Commission. The College also agrees that the Commission may disclose the nature of any action, positive or negative, regarding the institution's status with the Commission.

STANDARD 2A: GOVERNANCE

SCC is governed at the state level by the Washington State Board of Community and Technical Colleges (SBCTC). The [SBCTC Policies and Procedures Manual](#) delineates the state board's duties and responsibilities. One of the most important tasks for the SBCTC is to allocate and distribute legislated funding to each college and District.

As part of CCS, the College is also governed by a District-wide Board of Trustees. The CCS Board delegates District-wide administrative authority to a Chancellor. Decisions directly related to SCC are the responsibility of the SCC President.

2A1: The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

SCC, and its relationship with the CCS District, demonstrates an effective and widely understood system of governance with clearly defined authority, roles and responsibilities as evidenced in District [organizational charts](#). SCC's decision-making structures and participatory governance processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest. Governance policies are outlined in Introduction of the [policies and procedures manual](#). The organization, central administration, and college administration policies are outlined in 1.50.01-03.

SCC utilizes the following standing councils and committees to guide the College:

College Cabinet

The College Cabinet is the administrative planning and decision-making group and meets twice per month. It provides executive leadership for the College regarding budget, programming, staffing, students support services, and facilities. The membership includes the President, Vice

Presidents, Senior Director of Institutional Effectiveness, Planning, and Initiatives.

College Leadership and Planning Council

The College Leadership and Planning Council is the Advisory Committee to the president. The committee's primary roles include coordinating and overseeing strategic planning, studying and making recommendations on college-wide issues, and providing a platform through which individuals and groups may bring ideas forward for consideration with the expectation that solutions will be forthcoming. Membership is comprised of all deans, directors, and executives. Every other meeting involves both the director-level and above staff of SCC as well as those at the District.

Council of Chairs

The Council of Chairs, co-chaired by two department chairs, provides a forum for all instructional department chairs to address the common academic, administrative, and professional issues that face faculty in their departments. The Council seeks to recommend, shape, and develop plans, practices, and policies that enhance the educational mission of SCC.

Curriculum Committee

The SCC Curriculum Committee is an Advisory Committee to the Vice President of Instruction. The primary roles of the committee include recommending curriculum policies, reviewing major course/program changes, developing and recommending associate degree requirements, exploring new trends in curriculum and delivery, recommending approval of college-specific curriculum packets, ensuring intra-District communication concerning curriculum issues, and providing a forum to resolve inter-college issues regarding the College curriculum. Membership of the committee is comprised of 18, permanent voting members:

- a. Three faculty members from each division for three-year terms
- b. One health/physical education representative from CCS
- c. One library representative
- d. One counseling representative
- e. Two deans of instruction, rotated among the deans, for three-year terms

Ex-officio members are non-voting members and include the Vice President of Instruction, the CCS Provost, and key representatives from areas such as registration, student services, institutional effectiveness, financial aid, and the curriculum development office.

Fiscal Strategies

As suggested in its charge (Document 1 in the Chapter 2 module of the Canvas site), the Fiscal Strategies Committee, chaired by the president, develops, reviews and evaluates budgetary plans. The membership is comprised of 19 permanent members:

- a. Seven faculty members, nominated by the AHE
- b. Four administrative/professional exempt representatives
- c. Three classified staff representatives
- d. Two District budget staff
- e. College Cabinet members

SCC administrators also participate in the following standing District-wide councils:

- District Cabinet and Executive Cabinet
- District Education Council
- District Student Services Council
- District Institutional Research Council
- District Equity Committee
- District Legislative Advisory Committee
- District Finance Committee
- District IT Governance Committee

2A2: In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Community Colleges of Spokane (CCS) includes SCC and SFCC. Both colleges are independently accredited, degree-granting institutions. In the CCS District, the division of authority and responsibility between the District and the institution is clearly delineated. District policies and regulations concerning SCC and its relationship within CCS are clearly defined and equitably administered as is reflected in the [CCS Board Policy Manual](#). Through the District Education Council and District Student Services Council, the two institutions discuss how best to collaborate and serve the District's service area in a way that most efficiently and effectively combines resources in service of District strategic goals. A bi-monthly CCS all-administrators meeting convened by the CCS Chancellor and monthly CCS Cabinet meetings also foster collaboration throughout the CCS system.

2A3: The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates

SCC monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates. The institution's Accreditation Liaison Officer (ALO) serves on the Cabinet and other key committees to monitor issues related to NWCCU compliance and accreditation. The ALO also attends yearly meetings and trainings hosted by NWCCU in order to stay abreast of policy changes.

SCC has two collective bargaining agreements: a [Master Contract](#) with the CCS Association of Higher Education (AHE) representing faculty, and a [Collective Bargaining Agreement](#) with Washington Federation of State Employees (WFSE) representing classified staff. Both contracts support thoughtful execution of the NWCCU standards.

CCS administrators meet monthly with the AHE leadership to discuss issues such as legislative actions, budgets, and accreditation standards. In addition, the SCC President and Vice Presidents meet monthly with the College's AHE President and Vice Presidents to discuss similar issues. CCS administrators also hold monthly Union-Management Communication Committee (UMCC) meetings with the WFSE. Topics of discussion include legislative action, budget concerns, and challenges facing classified staff in meeting accreditation standards.

2A7: The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The CCS Board selects and evaluates regularly the Chancellor who is accountable for the operation of the CCS District. It delegates authority and responsibility to the Chancellor and the presidents to implement and administer board-approved policies related to the operation of the CCS District and its component parts, the colleges, and central administration. Additional delegation of authority is outlined in [Board Policy 1.40.01](#).

According to [CCS Performance Appraisal Policy \(3.1\)](#), the Board of Trustees evaluates the Chancellor at specified intervals. Examples are available on-site.

2A8: The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The CCS Board annually evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner as indicated in [Board Policy 1.20.01](#). Examples are available on site.

2A9: The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

2A10: The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board but may not serve as its chair.

2A11: The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major

support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

SCC has an executive leadership team that is staffed by highly qualified administrators with appropriate levels of responsibility and accountability. These individuals are charged with planning, organizing, and managing the institution, as well as assessing its achievements and effectiveness.

Community Colleges of Spokane - District Leadership

As outlined in [Board Policy 1.50.02](#), central administration, under the direction of the Chancellor, is responsible for ensuring compliance with laws, policies, and procedures that govern the state system and for providing centralized services such as accounting, administrative information systems, information technology, human resources, payroll, purchasing, and telecommunications. The CCS Cabinet meets twice per month to discuss District-wide issues. All members of the Chancellor's executive cabinet attend the monthly board meetings.

The duties and responsibilities of each of the senior executive positions are outlined in their respective job descriptions. In addition, each college's president is responsible for regular reporting to the CCS Board about each college's accreditation status. District Executive Cabinet members are evaluated annually by the Chancellor. Evaluation criteria include meeting institutional goals, exercising effective management skills and good judgment, meeting peer expectations, taking initiative, demonstrating creativity, and working collaboratively to fulfill the District strategic priorities. The Chancellor is responsible for meeting with each member of District Executive Cabinet individually to discuss their annual evaluations.

Spokane Community College – College Leadership

The SCC President reports to the CCS Chancellor. Appointed in 2017, President Brockbank is an appropriately qualified chief executive officer with full-time responsibility for Spokane Community College. As indicated on his curriculum vitae (Document 2 in the Chapter 2 site), President Brockbank joined the District in 2015 as Vice Provost for Strategic Initiatives. Previously, President Brockbank was the Dean of the School of Applied Technologies at Salt Lake City Community College. President Brockbank also served in leadership roles at Missoula College and Helena College. He earned a doctorate in Educational Leadership, as well as Master's and baccalaureate degrees, at the University of Montana-Missoula.

SCC is organized into two primary functional areas: instruction and student services, each overseen by a vice president. The two vice presidents report to President Brockbank. Jenni Martin, Vice President of Instruction, was selected as Vice President in 2017. As her vitae (Document 3 in the Chapter 2 site) indicates, she previously served as a dean and assistant dean with CCS. Dr. Glen Cosby, Vice President of Student Services since 2014, also previously served as a dean and faculty member within the CCS system, as noted on his vitae (Document 4 in the Chapter 2 site).

The Vice Presidents work collaboratively across institutional functions to ensure mission fulfillment. The Vice President of Instruction oversees instructional programs, instructional support services such as tutoring and library services, and entrepreneurial enterprises embedded within workforce programs such as the Bakery, Greenhouse, and the SCC Beauty Salon. The Vice President of Student Services oversees admissions and enrollment, financial aid, student placement, counseling, student support

services, and student development programs. Ten deans and directors report to the vice presidents. All reporting relationships are evident in the College's [organizational charts](#).

The Senior Director of Institutional Effectiveness, Planning, and Initiatives also reports to the President. The Senior Director, together with the executive staff, provides leadership for the College's research, planning, and institutional effectiveness processes. The Senior Director is also responsible for supervising institutional research staff and the Office of Centralized Scheduling.

According to [CCS Performance Appraisal Policy \(3.2\)](#), all administrative staff who directly report to the president are systematically evaluated regarding annual goals and are given a formal evaluation for administrative employees once every two years. The process involves a comprehensive evaluation survey of the evaluated administrator's peers and a cross section of the subordinates supervised by the administrator. The same process is done for administrators directly supervised by the vice presidents.

2A12: Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

All academic policies are clearly outlined in the [CCS Board Policy Manual](#) and are available online. Administrative procedures related to academic policies are outlined in [Chapter Four](#) of the Administrative Procedure Manual, also available online. All academic policies and administrative procedures are reviewed (and revised if needed) every five years. Details regarding academic policies can be found in the following sections of the policies and procedures:

INSTRUCTIONAL POLICIES	RELATED ADMINISTRATIVE PROCEDURES
4.10.01 Degrees and Certificates	A. Degrees and Certificates
	B. Graduation
4.10.06 High School Diploma	A. Adult Education and Transitional Studies
4.20.01 Transfer/Concurrent Enrollment	A. Enrollment
4.30.01 Student Success	A. Student Success
4.40.01 Grading Policy	A. Grades
4.40.02 Academic Standards	A. Academic Standards
4.40.03 Credit Hours	A. Credit Hours
4.60.01 Continuing Education	A. Continuing Education
4.70.01 International Programs	A. International Programs
	B. Study Abroad Program

The [Online Catalog](#) is the primary method for communicating academic policies and procedures to students.

Policies related to teaching, service, scholarship, and artistic creation are clearly outlined in [Chapter Seven](#) of the CCS Board Policy Manual and in Appendix A of the [Master Contract](#).

These policies are communicated to new and adjunct faculty in a variety of ways. New full-time faculty are required to attend a new faculty orientation. New adjunct faculty receive a welcome letter attached to their contracts that includes information on where to locate appropriate policies and procedures. [Training](#) on additional policies and procedures such as ethics, sexual harassment, and Family Education Rights and Privacy Act (FERPA) are required by the CCS Human Resources office as part of the CCS hiring process. Full-time faculty participate in mentor group activities through the Teaching and Learning Center. Adjunct faculty participate in adjunct training. The training includes policies and procedures and how to find them. An online faculty handbook is maintained by the TLC Director. Areas of concern or compliance are addressed through both faculty forums and TLC events. Additionally, the District Education Council (DEC) reviews policies and procedures related to instruction and academics.

2A13: Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

The Spokane Community College Library publishes policies regarding the use of library and information resources on its [website](#). These include general guidelines, library hours and locations, borrowing, faxing/printing/copying, requesting materials, collection development, and copyright compliance.

2A14: The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

SCC adheres to a [statewide policy](#) on transfer among Washington public colleges and universities adopted by the Higher Education Coordinating Board in 1986. The College also adheres to SBCTC's [CTC Inter-College Reciprocity Policy Transfer Distribution Courses and Areas](#) designed to assist students transferring within the Washington State community and technical college system who are pursuing Associate DTA (Direct Transfer Agreement) or Associate in Science (AS-T) degrees. International students wishing to use credit earned outside the United States may request an evaluation of their transcripts using the agency of their choice selected from a list of approved companies. The College also aligns with the Washington State Intercollege Relations Commission [Umbrella Policy](#), as well as a community college [common course numbering system](#). Each of these policies is published on the website and is designed to ensure that transfer-of-credit is fair and successful for students. The [Transfer Rights and Responsibilities](#), [CTC Reciprocity Policy](#), and [Credit Policy](#) are all available under "Transfer" on the [Student Right-to-Know website](#).

The CCS Provost maintains an inventory of established articulation agreements between SCC and individual receiving institutions. Information on transfer agreements is communicated through the [Online Catalog](#), [CCS website](#), and through academic counselors and advisors. The Vice President of Instruction maintains an inventory of articulation agreements between SCC and high schools.

2A15: Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

All student services policies and administrative procedures are reviewed (and revised if needed) every five years. These policies include:

STUDENT SERVICES POLICIES	RELATED ADMINISTRATIVE PROCEDURES
3.10.01 Admissions Policy	A. Admissions 1. Underage Admission B. Quick Admit C. Placement and Assessment D. Postsecondary Enrollment Options E. Placement Guidelines for English Speakers of Other Languages
3.20.01 Accommodations for Students with Disabilities	A. Accommodations for Students with Disabilities B. Grievance Procedures for Students with Concerns with Disability Support Services
3.30.01 Non-discrimination/Anti-harassment	A. Non-discrimination/Anti-harassment
3.40.01 Student Rights and Responsibilities	A. Release of Student Financial Records B. Student Records C. Student Rights and Responsibilities D. Student Concerns E. Transcripts F. Security Reports E. Student Travel

First-year students are required to take an online New Student Orientation (NSO), wherein these policies are addressed. NSO also directs students to the College’s website to access [Student-Right-to-Know](#) information as well as the [student code of conduct](#) and [student rights and responsibilities](#). Policies for student conduct and satisfactory academic progress are published in the [Online Catalog](#). The Associate Dean of Student Development is responsible for administering the student conduct process and informing students of their due process rights, including the right to appeal a disciplinary decision. [Harassment and discrimination](#) are outlined in each of these policies. College faculty and staff follow all policies noted above when addressing student concerns.

SCC provides general information regarding [Disability Support Services](#) (DSS) on its website. The DSS website provides information about the nature and scope of services as well as contact information for students who wish to request accommodations. Individuals who contact DSS are provided materials including the confidentiality and grievance policies. Students are also informed of their rights to file a complaint with the Washington Human Rights Commission and/or the Office of Civil Rights.

2A16: The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

SCC adheres to an “open-door” [admission policy](#). As such, the College accepts all applicants over the age of 16 with a General Education Diploma (GED) or high school diploma. New students can begin at the College during any quarter, but some workforce programs may only offer admission during specific quarters, have limited capacity, or selective admission processes. Admission requirements for [international students](#) may be found on the SCC website. In addition, the College has a continuous enrollment admittance process for students pursuing [Adult Basic Education and English as a Second Language](#).

Placement policies can be found in the policy manual ([Chapter 3](#)) and [Online Catalog](#). Placement is also covered in the required online New Student Orientation (NSO).

Policies regarding continuation and termination from educational programs, including [appeals and readmission policies](#) ([132Q-10-335](#) and [132Q-10-500](#)), can be found in the student code of conduct. This information is presented on the [website](#), as well as at NSO.

2A17: The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Under Washington State law, the CCS Board is charged with the ultimate authority and responsibility for all programs and activities at SCC. The programs and responsibilities offered by the associated students have been delegated by the CCS Board to the Associated Student Government (ASG) to administer under the direction of the College administration.

The [ASG](#) recognizes its responsibility to administer its programs and funds in compliance with the rules and regulations prescribed by the College and the laws of the State of Washington. All student organizations and club advisors are expected to comply with college, District, and state rules and regulations.

Information on [clubs and organizations](#) is found on the website. [Intramural](#) sports information is also located there. Student life policies are found in the Policy Manual ([Chapter 3](#)).

No student publications or media currently exist at the College.

2A18: The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

CCS maintains and publishes District-wide human resources policies and procedures on the [District's website](#). Additional human resources information is available on the staff [intranet](#). All human resources policies and procedures are reviewed at least once every five years to ensure they are consistent, fair, and equitably applied to all employees and students.

As outlined in these policies, the College complies with federal and state employment laws. The College is an equal opportunity employer and provides reasonable accommodation for persons with disabilities including students, employees, and applicants for employment.

2A19: Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Prior to employment, all employees are apprised of their conditions of employment, assignment and compensation via their supervisor and Human Resource communication, or annual contract (faculty and exempt/administrators) or quarterly contract (adjunct), in accordance with policies and procedures ([2.40.03](#)). During the first month of employment, full-time employees attend an in-person payroll processing session covering benefits, payroll and leave, as well as receive printed information on security, parking, commute trip reduction, personnel files, employee assistance, wellness, right to know, training, mandatory reporter requirements, right to a harassment free workplace and complaint process, and state ethics standards ([2.00.01-B](#)).

During the first year of employment, all full-time employees participate in an onboarding process and receive monthly online training session on the following topics ([2.00.01-B](#)):

- CCS New Employee Orientation Program
- CCS Exclusive Representation
- Online Orientation Series
- Ethics
- Acceptable Use of Technology and E-mail
- CCS Training Program
- Safety
- Harassment / Discrimination Policies
- Performance Evaluation
- Salary Steps and Movement
- Drug Free Workplace Act and Policies

- Employee Assistance Program
- Management Responsibilities (for managers/supervisors only).

In addition, covered employees receive a link to the web posting for their respective collective bargaining agreement within first month of employment, outlining wages, hours and working conditions. Classified staff working conditions are governed by the WFSE [Master Contract](#), and faculty working conditions are governed by the AHE [Master Contract](#). Exempt employee working conditions and contracts are explained in the Board Policy Manual: [2.40.03-A](#) and [2.40.03-B](#).

In addition to being provided printed information at the payroll processing session, an annual mailing goes out to all employee's home addresses in October that provides regulations/policies on the following topics:

- Chancellor's directive regarding mutual respect & dignity
- Drug-Free Workplace: the policy and you
- Election Regulations
- Recognizing and Reporting Abuse and Neglect – It's Everyone's job to protect children
- State Ethics Law & You
- Suspended Operations
- Your Right in being Free from Discrimination, Harassment and Sexual Misconduct

2A20: The institution ensures the security and appropriate confidentiality of human resources records.

CCS and SCC make every effort to ensure the security and confidentiality of employee records. CCS Board [administrative procedures \(2.00.01\)](#) ensure compliance with [WAC 357-22](#) and relevant state and federal laws and statutes regarding records retention and confidentiality. All official personnel files are maintained in the District Human Resource Office (HR) electronically on a secure system (HalFile). Access to personnel files is restricted to HR employees. Appointments can be made with HR staff to review employee personnel files by the direct supervisors and/or employees who have a bone fide employment need for specific information. HR employees sign a confidentiality agreement, and it is a continuous point of emphasis, training, and reminder. Requests for employee information or personnel records are governed by CCS administrative procedure on [Public Records Requests \(1.50.02-A\)](#).

2A21: 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 assure integrity in all representations about its mission, programs, and services.

Community Colleges of Spokane complies with State Board for Community and Technical Colleges policies regarding advertising expenditures. The Marketing and Public Relations Department, working

with SCC, SFCC, and the District Office is responsible for coordinating and administering all paid advertising programs. ([7.10.01](#)).

All external publications (rack cards, brochures, flyers, miscellaneous postcards) and advertisements are reviewed, approved, and most often produced by the Marketing and Communications Office, guaranteeing the accuracy, consistency, and appropriateness of material disseminated to the public. All are regularly updated.

In 2017-18 CCS completed a systemwide website revision process that greatly improved readability, clarity, accuracy and consistency in the [college website](#). This project also addressed accessibility requirements, updated all program contents and made the CCS websites mobile responsive. Web content is updated by the web team content managers (marketing and IT staff members), who prompt departmental stakeholders to supply revised information. Care is taken to ensure web content regarding cost, policies, procedures and regulatory information is consistent across all CCS websites. There is rapid turnaround on web updates and corrections. At the same time, there is careful adherence to CCS guidelines about the posting of curriculum updates only after the appropriate permissions have been ensured.

The Marketing and Communications Department manages several social media channels to provide students with up-to-date information about opportunities, events and deadlines. The SCC Facebook page has 3,800 followers and the CCS Facebook page has 2,600 followers. In addition, CCS manages accounts on Instagram, Twitter and LinkedIn, where up-to-date information is provided.

Additionally, the [Online Catalog](#) is managed by the CCS Provost and supported by CCS information technology's information systems and development services. The Online Catalog interacts with the [Schedule](#), and vice versa, to assist students, faculty advisors and counselors in schedule planning.

Student Services administrators also provide a weekly newsletter for students that aggregates activities and services in order to ensure accuracy and consistency (example available as Document 5 in the Chapter 2 site).

Additionally, the President sends a weekly email highlighting important information, successes, needs, and challenges (example available as Document 6 in the Chapter 2 site).

2A22: The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

Policies and other materials that demonstrate how SCC advocates for, subscribes to, and exemplifies high ethical standards in managing and operating the institution include:

- Washington State Ethics in Public Service Act ([42.52 RCW](#))
- Board Policy 2.10.06: [General Ethics for Employees and Officers](#)

- Administrative Procedure 2.10.06-A: [General Ethics for Employees and Officers](#)
- [Ethics Brochure](#) for employees
- Administrative Procedure 2.10.06-B: [Complaint of Improper Governmental Action and Non-Retaliation](#)
- Board Policy 2.30.01: [Equal Employment, Non-discrimination and Anti-Harassment](#)
- Administrative Procedure 2.30.01-A: [Prevention of Harassment and Discrimination within CCS](#)
- Administrative Procedure 2.30.01-B: [Reasonable Accommodation and Return to Work](#)
- [Chancellor's Directive Regarding Mutual Dignity and Respect](#)
- [Master Contract](#) with AHE Article 20 – Grievances procedure for faculty
- [Master Contract](#) with WFSE Article 30 – Grievances procedure for classified staff

Institutional compliance with ethics policies and procedures is assigned to the CCS Chief Financial Officer. Compliance with policies related to anti-harassment and non-discrimination is assigned to the CCS Chief Administrative Officer.

2A23: The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

SCC adheres to a clearly defined District policy and administrative procedures that prohibit conflict of interest on the part of members of the governing board, administration, faculty, and staff. In addition, as a state supported institution, the College is also governed by the Washington State Ethics in Public Service Act ([42.52 RCW](#)), which prohibits conflicts of interest ([42.52.020](#) and [42.52.030](#)) for Board members and state employees. As noted in all policies and procedures below, SCC is in compliance with these requirements.

- Board Policy 1.20.01: [Board of Trustees Code of Ethics](#)
- Board Policy 2.10.06: [General Ethics for Employees and Officers](#)
- Administrative Procedure 2.10.06-A: [General Ethics for Employees and Officers](#)
- Administrative Procedure 2.10.06-B: [Complaint of Improper Governmental Action and Non-Retaliation](#)

Employees are required to attend training that includes information on what constitute a conflict of interest. All training is verified through the District's Online Training and History Report System (OTHRs), which produces a record of completion. Details for each employee group can be found at the links below.

- [Faculty Online Training](#)
- [Adjunct Online Training](#)

- [Exempt/Administrator/Classified Supervisors](#)

2A24: The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

SCC maintains clearly defined CCS Board policies and administrative procedures with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

- Board Policy 7.50.10: [Copyright Definitions](#)
- Board Policy 7.50.11: [Copyright Purpose](#)
- Board Policy 7.20.12: [Copyright Works Created Without District Assistance, Support or Sponsorship](#)
- Board Policy 7.50.13: [Copyright Works Created with District Assistance, Support or Sponsorship](#)
- Board Policy 7.50.14: [Copyright Separate Contractual Agreements](#)
- Board Policy 7.20.20: [Use of Copyrighted Materials](#)
- Administrative Procedure 7.50.20-A: [Use of Copyrighted Materials](#)
- Board Policy 7.60.10: [Patent Ownership](#)
- Board Policy 7.60.11: [Patent Assignment of Patent Rights](#)
- Board Policy 7.60.12: [Patent Use of Employee Patented Products](#)
- Board Policy 7.60.13: [Patent Contracted Inventions](#)
- Copyright and Patent is also covered in the [Master Contract](#) with faculty union
- Copyright and Patent are also [training subjects for faculty](#) (20.5.A.4)

2A25: The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

SCC makes sure all information regarding accreditation is accurately representing the College’s current accreditation status on its [website](#) and in the [Online Catalog](#).

2A26: If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the

institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

Institutional integrity and the integrity of contracts, policies and procedures for SCC are carefully monitored by the Public Information Office, Purchasing Manager, Human Resources, and by the CCS Director of Grants and Sponsored Research.

The Washington State Legislature has established comprehensive regulations that govern the procurement of goods and services by all state agencies and institutions in the Revised Code of Washington (RCW) Chapter [43.19](#). Authority specific to institutions of higher education can be found in [RCW 28B.10.029](#).

The CCS Board has delegated the authority on matters pertaining to the general business and financial affairs and management to the Chancellor, as outlined in [Board Policy 2.10.01](#).

The Chancellor has vested contracting authority in specific administrative officers by CCS [Administrative Procedure 1.40.01-A](#), which identifies parties and levels of contracting authority. Internal authorization levels for various academic administrators are defined within this document. Specifically, the CCS Director of Grants and Sponsored Research, in consultation with the Washington State Attorney General's Office, reviews and approves all non-procurement contracts before execution. For procurement, the CCS Purchasing Manager is solely authorized to execute contracts and make binding procurement commitments on its behalf.

Non-procurement internal contracting procedures have been established and communicated to all employees through the adoption of internal controls in [Board Policy 5.30.05](#). Internal procurement procedures have been established and communicated to all employees through the adoption of internal controls in [Administrative Procedure 5.30.05-F](#).

CCS purchasing, grants, and contracts managers utilize contract templates and documents drafted by the Attorney General's Office to protect the integrity of the institution and adhere to its mission and goals. The procurement policies, procedures, transactions, and documentation are under regularly scheduled review by the Washington State Auditor's Office.

- [RCW 43.19](#)
- [RCW 28B.10](#)
- [WAC 132Q-01-006](#)
- [Department of Enterprise Services](#) policies
- Administrative Procedure 2.10.01-A: [Appointing Authority](#)
- Administrative Procedure 1.40.01-A: [Delegation of Authority](#)
- Administrative Procedure 1.50.02E: [Contracts](#)
- Administrative Procedure 5.30.05F: [Purchased Goods](#)

2A27: The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its

constituencies from inappropriate internal and external influences, pressures, and harassment.

SCC adheres to [WAC 132F-121-020](#) on Student Rights, Freedoms, and Responsibilities which protect SCC students and faculty from inappropriate internal and external influences, pressures, and harassment.

The [Master Contract](#) (which is approved by both the CCS Board and the AHE) addresses academic freedom in Article 3, Section 1 which clearly states “[all] academic employees shall, within statutory limits, be granted academic freedom, and no special limitations shall be placed upon study, investigation, presenting and interpreting facts and ideas concerning man, human society, the physical and biological world and other branches of learning subject to accepted standards of professional responsibility.”

The [Master Contract](#) is available on the SCC intranet. Training is also provided by the Assistant Attorney General periodically on this topic at Faculty Forums. All Faculty Forums are recorded.

2A28: Within the context of its mission, core themes, 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 examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Consistent with its mission and core themes, SCC seeks to provide an atmosphere of open inquiry and freedom of expression for all its constituents. As such, SCC complies all state and federal policies that are designed to promote the free flow of information in a democracy and the right of citizens to gather information and develop new perspectives. These values are evidenced in the following documents:

- [Chancellor’s Directive Regarding Mutual Dignity and Respect](#)
- Board Policy 2.30.01: [Equal Employment, Non-discrimination and Anti-Harassment](#)
- Administrative Procedure 2.30.01-A: [Prevention of Harassment and Discrimination within CCS](#)

Examples of the ways these values are evidenced in events across campus include:

- [Hagan Center](#) Events: SCC is the proud home of the Hagan Foundation Center for the Humanities, which is dedicated to integrating liberal arts and humanities with the technical programs. As described on the website, “The Hagan Foundation Center for the Humanities is a place where a community of minds can gather to explore various perspectives and ideas.” Each year, the Hagan Center hosts numerous local, regional, and national scholars and thinkers.
- Annual International Expo: Each year, the Adult Basic Education Division hosts an International Expo. The Expo allows students to share their cultures and languages. Global Awareness, one of

the college-wide abilities, is aligned with this effort. In 2019, more than 400 students, faculty, and staff attended.

- [Peace Studies and the Institute for Peace](#): In addition to integrating Peace Studies into the SCC curriculum across all disciplines, the Institute for Peace, as noted on their website, is “a gathering place where ideas, resources and innovation come together at SCC.” The Institute for Peace hosts regular events at SCC that encourage critical thinking, open expression, and collaborative problem solving. Upcoming events are listed on the website.
- Teaching and Learning Center (TLC) Trainings: Each year, the TLC hosts numerous professional development events, including many that actively promote an environment that encourages diverse thinking and critical engagement. Events are listed on the [TLC website](#). Past events have included conversational book groups related to pedagogy, core themes, and college-wide abilities.
- Quarterly All-College Meetings: In order to foster open communication and transparency, President Brockbank hosts quarterly All-College Meetings where updates on campus activities and goals are provided. Questions and conversations are always encouraged.
- Faculty Forums provide specific updates to faculty twice each quarter. All Faculty Forums are recorded and made available to all faculty.

2A29: Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

In addition, to academic freedom, the [Master Contract](#) (which is approved by both the CCS Board and the faculty union) outlines different categories of intellectual property, including sole ownership by the employee, sole ownership by the College, and joint ownership in which the College and the employee share rights to use and reproduce works and materials developed by an employee.

2A30: The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The CCS Board, authorized by [WAC 132Q-01-006](#), possesses oversight and management of financial resources, including final approval of the CCS budgets as specified through the [RCW 28B.50.140](#). The CCS Board has delegated the authority on matters pertaining to the general business and financial affairs and management to the Chancellor as outlined in [Board Policy 2.10.01](#). All policies and procedures related to financial management are clearly outlined in [Chapter Five](#) of CCS Board’s Policies and Procedures Manual.

STANDARD 2B: HUMAN RESOURCES

2B1: The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

SCC adheres to well-established District-level policies and procedures for [recruitment](#) (2.10.04-A.07), [selection](#) (2.10.04-A), and [evaluation](#) (2.00.01-H) of college personnel, which are clearly and publicly stated in the Policy Manual. All job descriptions accurately reflect duties, responsibilities, and authority of the position ([2.10.04-A](#)) and are stored at the District Human Resources Office.

CCS management determines appropriate staffing levels to maintain the mission and operation of the District. As such, management will determine when a position will be filled, the type of appointment to be used, and the skills and abilities necessary to perform the duties of the specific position.

All supervisors are required to submit a [position request](#) for any CCS vacancy to justify the need and cost associated with filling the position. The position request is reviewed and approved by the supervisory chain of command up to and including the Human Resources Office, Budget Office, President, and Chancellor.

CCS [Administrative Procedure 2.10.04 - A](#) requires that all members of the public be provided with equal opportunity to apply and be considered for CCS employment. All permanently funded vacancies not filled from established eligibility lists shall be generally announced and active solicitation shall be undertaken.

- When conducting an external recruitment, an announcement of the recruitment will be posted within the labor market considered the most appropriate for the vacancy.
- Executive, administrative, and tenure track faculty vacancies are recruited nationally.
- The [Classified Collective Bargaining Agreement](#) requires classified positions be posted for a minimum of ten (10) working days, taking into consideration employee accessibility to electronic and hard copy notifications as well as geographical issues.
- All CCS vacancies are posted and maintained on the District's [Job Opportunities](#) web page with clearly stated instructions regarding how to submit an application for consideration using the NEOGOV application system. Interview, selection, and screening processes are also described. For all jobs, job descriptions outlining the specific duties and responsibilities, required competencies/qualifications, and conditions of employment are provided.
- Collective Bargaining Agreements for classified employees ([Article 3](#)) and faculty (Article 16) contain procedures for screening and selection of personnel.

CCS [Administrative Procedure 2.00.01 – A](#) requires all CCS positions to be part of a classification plan established and/or maintained by the Chief Administration Officer. The classification plan provides for the grouping of positions by job description and is the basis for other procedures and rules related to recruitment/selection, compensation, training, promotion, demotion, reduction in force, and reemployment.

CCS also periodically reviews the alignment of job duties and job descriptions across all units. In 2019, CCS undertook this effort and asked all supervisors to collaborate with staff to provide information

about this alignment. Subsequently, adjustments and revisions were made in areas in need of realignment.

2B2: Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Performance evaluations are required for administrative and exempt staff as outlined in CCS [Administrative Procedure 2.00.01 – H](#). Formal employee performance evaluations are required every two years. The formal evaluation includes an opportunity for the review of the employee’s position description and discussion regarding professional development. Classified employees are evaluated annually as outlined in the Collective Bargaining Agreement (Article 6). Both employment groups are assessed, [goals](#) from the prior year and new goals are set for the upcoming year. The District also publishes [guidelines](#) related to performance management for supervisors.

2B3: The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

The College provides faculty and staff opportunities and support for professional growth and development. Faculty at SCC can request funds up to \$1000 per faculty member every two years for professional development through the Office of the Vice President of Instruction. Additional funds are made available at the division-level. Additionally, workforce program faculty regularly use funds from the federal Perkins Vocational Act and the state’s Worker Retraining Program in order to obtain training necessary for maintaining skills in their fields.

Faculty can also request sabbaticals through the SCC Professional Leave Committee. The committee meets every year to determine the number of sabbaticals and number of quarters available depending on budget and sabbatical leave proposals received.

The CCS Human Resources Office provides [training](#) opportunities for staff and administrators District-wide. Some of these opportunities are for all employees, some specifically for classified staff, some for supervisors/administrators, and some for faculty members. A number of these are required, and many are optional. Examples of training programs that are open to all SCC faculty, staff, and administrators are the Active Shooter, Critical Incident Simulation, Emergency Management Plan, Family Educational Rights and Privacy Act (FERPA), Ethics, Performance Evaluations, Drug & Alcohol Awareness, and Sexual Harassment/Discrimination. The District also provides access to a robust selection of [LinkedIn Learning trainings](#).

As part of the Washington State community and technical college system, SCC employees participate in [state-supported commissions](#) organized around functional areas. For example, all directors of financial aid, registrars, workforce deans, transfer deans, student development directors, multi-cultural services directors, institutional effectiveness directors, and all instruction and student services vice presidents respectively meet quarterly to discuss important issues facing their areas, share best practices, and

participate in professional development and training. The College has also supported attendance for the Assessment Leadership Team at three [Assessment, Teaching, and Learning retreats](#) hosted by SBCTC during the last three years.

2B4: Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

The [Master Contract](#) clearly outlines faculty qualifications and professional licensure and certification required of faculty teaching workforce programs. SCC faculty teaching college-level transfer courses have a Master's degree or higher, in accordance with [WAC 131-16-091](#).

Qualifications of SCC Faculty, 2019-2020

	Doctoral Degree	Master's Degree	Bachelor's Degree	Less than Bachelor's Degree
Full-time Faculty	16	110	28	40
Adjunct Faculty	26	112	100	88

CCS has also engaged in a comparative staffing analysis to understand its staffing practices relative to other Washington colleges (Document 7 in the Chapter 2 Canvas site).

2B5: Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

SCC faculty have responsibilities and workloads commensurate with the College's mission, core themes, programs, services, and characteristics. While the primary responsibility is teaching, additional responsibilities are clearly outlined in Article 4 of the [Master Contract](#). All full-time faculty are expected to participate in curriculum development, assessment, department/division meetings and activities such as in-service training. Faculty are also expected to serve on District and/or college committees and taskforces. Librarians and counseling faculty have responsibilities specific to their work. Responsibilities of part-time faculty are also outlined in the [Master Contract](#).

Article 4 of the [Master Contract](#) also specifies the number of student contact hours for faculty based on the program/course type they are assigned to teach.

2B6: All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated;

utilizes multiple indices of effective-ness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

All faculty, including librarians and counselors, are evaluated in a systematic, substantive, and collegial manner at least once within every five-year period of service. The [Master Contract](#) details the process for each group of faculty. Depending on faculty status, the tenure evaluation process differs as follows:

- Full-time tenure-track faculty
New full-time tenure-track faculty follow a nine quarter evaluation process led by a five-member [tenure review committee](#). This committee, composed of three faculty, one student, and an administrator, is responsible for assisting, evaluating, and mentoring the faculty probationer. At a minimum, the committee and probationer meet quarterly to discuss and review results from committee classroom observations and results from student evaluations. In each of the first seven quarters of the process, the committee members vote whether or not to continue the tenure process and forward their recommendation to the Vice President of Instruction, president, and CCS Chancellor. In the eighth quarter, the committee's evaluation report and recommendation for tenure are forwarded to the CCS Board for their review. Final decision on tenure is made by the CCS Board in the ninth quarter. Faculty are also provided with a [model tenure review packet](#) to aid in the process.
- Post-tenure full-time faculty
Once full-time faculty are granted tenure, they are evaluated by appropriate administrator(s) every five years. The post-tenure evaluation process includes a faculty self-evaluation, professional development update, a peer evaluation, review of student evaluations, and a classroom observation by the administrator. If any issues or concerns are identified, they are discussed with the faculty member and addressed through appropriate processes outlined in the [Master Contract](#).
- Annualized faculty (full-time, non-tenure-track)
As noted in the [Master Contract](#), annualized faculty are evaluated during the first two quarters of employment. The evaluation process includes a peer observation, classroom observation by appropriate administrator, and a student evaluation. After the first two quarters, the process consists of at least one student evaluation per academic year. Additional student evaluations and/or evaluation formats may also be used at the dean's discretion.
- Associate faculty (long-standing adjunct faculty)
As noted in the [AC](#), long-standing adjunct faculty are evaluated during their first year of employment and every five years thereafter. The [evaluation](#) process includes student evaluations, dean and/or peer evaluation, formal evaluation, and an evaluation meeting. In addition, at least

one student class evaluation is conducted every year. If any issues or concerns are identified, they are discussed with the department chair and dean.

- Adjunct faculty (part-time)
As noted in the [Master Contract](#), adjunct faculty are evaluated during their first two quarters of employment. The [evaluation](#) process includes an observation, either by dean or peer faculty, and a student evaluation. Thereafter, at least one student class evaluation is conducted every year. Additional student evaluations and/or evaluation formats may also be used at the dean's discretion. Discussion of any performance issues and/or future adjunct scheduling occurs between the department chair and dean.

Furthermore, Article 11 in the [Master Contract](#) also outlines a remediation process to address performance concerns if any that might occur outside of the formal faculty evaluation process.

STANDARD 2C: EDUCATION RESOURCES

2C1: The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Educational programs at SCC are organized into six instructional divisions:

- Adult Basic Education
- Arts and Sciences
- Business, Hospitality and Information Technology
- Extended Learning and Workforce Initiatives
- Health and Environmental Sciences
- Physical Education and Recreation, and
- Technical Education.

These divisions align directly with the College's core themes and mission, as noted in the following chart. Moreover, these areas are in direct alignment with the College's mission: Spokane Community College offers educational opportunities in **college readiness**, **workforce training**, and **university transfer** that meet the needs of the diverse communities we serve. We are committed to **student success** through active learning, dynamic relationships, and supportive environments.

Division	Corresponding Core Theme
Adult Basic Education	College Readiness, Student Success
Arts and Sciences	Academic Transfer, Student Success
Business, Hospitality and Information Technology	Academic Transfer, Workforce Education, Student Success

Extended Learning and Workforce Initiatives	Academic Transfer, Workforce Education, Student Success
Health and Environmental Sciences	Workforce Education, Student Success
Physical Education and Recreation	Academic Transfer, Student Success
Technical Education	Workforce Education, Student Success

All programs are evaluated for appropriate content by their respective department faculty, dean, college curriculum committee, Vice President of Instruction, and State Board for Community and Technical Colleges (SBCTC). Policies and procedures regarding programs can be found in [4.10.01-A](#) of the Policy Manual. Specific strategies used by the College to verify the rigor, content, outcomes, and consistency of programs include:

- **Program Review:** Existing programs undergo program review at least once every five years. Each review requires follow-up reports on action plans developed during the meeting. As the program review template (Documents 8-10 in the Canvas site) and examples demonstrate, course and program learning outcomes, student success outcomes, curriculum, and community needs are all parts of the evaluation and subsequent continuous improvement processes. As the examples show, program review also includes a comprehensive student learning outcomes exercise that involves collaborative evaluation of student work relative to one program learning outcome and subsequent development of a continuous improvement strategy, when necessary.
- **College-wide Abilities Assessment:** The Student Learning and Assessment Committee (SLAC) undertakes a comprehensive review of one of the College's college-wide abilities each year. SLAC reviews student work as well as other relevant material related to student learning outcomes assessment (an example is available as Document 11 in the Chapter 2 Canvas site). Then, SLAC shares its results at Faculty Forums and develops college-wide plans to intervene, when necessary. Professional development offered by the College often stems directly from the work of SLAC. These efforts ensure that the College is on the cutting-edge of developments in teaching and learning.
- **Advisory Committees:** In addition to review by the above entities, each workforce program is required to have an Advisory Committee consisting of both employers and employees within the occupation or industry that meet at a minimum twice per academic year based on [SBCTC policy](#). The Committees are responsible for providing guidance on curriculum, equipment needs, industry trends, and employment opportunities of graduates. When a new workforce program or curriculum is proposed, the Advisory Committee examines the appropriateness of its content and rigor, comparing it to what is needed in industry to determine whether courses are aligned with appropriate industry knowledge, skills, and abilities. Advisory Committees are also active in assessing the skills and abilities of students in their respective programs. For example, in the HVAC/R program, members of the Advisory Committee conduct a hands-on skills assessment of students on an annual basis. Advisory Committees complete a [self-assessment](#) of their own work each year.

- **Direct Transfer Agreements (DTA):** Content and rigor in academic transfer programs is aligned with [SBCTC DTA requirements](#). The College also conforms to the course content and academic rigor requirements of the [Washington State Intercollege Relations Commission Handbook](#).
- **Specialized Accreditation:** SCC maintains numerous specialized accreditations for its workforce programs. These accreditations offer another level of evaluation of content, rigor, consistency, validity, and outcomes. A list of the College's specialized accreditations is found on the [website](#).
- **Statewide Councils:** SBCTC has numerous councils and commissions that work to ensure the rigor, viability, and validity of programs across the state. SCC participates on all of them, with many representatives serving in leadership roles.

Employee	Council	Leadership Role
Jenni Martin	Instruction Commission	Secretary/Treasurer
Glen Cosby	Student Services Commission	Secretary
Gwen Cash-James	Articulation and Transfer Council	
Jaclyn Jacot	Workforce Education Council	
Jaclyn Jacot	Library Leadership Council	
Sherri Fujita	Council for Basic Skills	
Tammy Zibell	Financial Aid Council	President
Chantel Black	Admissions and Registration Council	President

- **Community Initiatives:** Leaders at the College serve on numerous boards and participate in many community initiatives in the Greater Spokane area and statewide, including: Greater Spokane Incorporated, the Washington STEM Innovation Alliance, Leadership Spokane, Gonzaga University Board of Trustees, Eastern Washington University Advisory Council, and the Washington State University Medical School President's Advisory Council. This representation opens communication about community needs, which helps to keep programs rigorous and relevant. These organization also serve a check on the College's mission fulfillment.

2C2: The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Student learning outcomes are defined for all SCC courses, programs, and degrees.

Program Learning Outcomes are available for each program on the website. (As an example, the Nursing website includes these outcomes under "[Detailed Information](#).") Copies are also maintained in the Vice President of Instruction's Office and by the College's Curriculum Specialist. All outcomes and

revisions to outcomes are approved by the Curriculum Committee. Curriculum maps are required for all programs; these maps show where, within the curriculum, each outcome is assessed. These maps are maintained in the Vice President of Instruction's Office and by the College's Curriculum Specialist. For transfer students, distribution area outcomes are listed on the [website](#) and aligned with the [DTA](#).

Course Learning Outcomes are included on all syllabi. Syllabi are collected via division deans. They are collected and stored by the deans from each division. Course learning outcomes are all linked in the [Online Catalog](#).

Degree Learning Outcomes are found in numerous places. College-wide abilities are the expected outcomes for all students at SCC. These outcomes are posted throughout campus in buildings, offices, and common areas. The four college-wide abilities are: personal responsibility, communication (written and oral), critical thinking, and global awareness. They are also found on the College's website. Transfer learning outcomes are included in the DTA and can be found in the [Online Catalog](#). Similarly, degree outcomes for all other programs can be found in the Online Catalog list of [Degrees and Certificates](#). All degree outcomes and revisions to outcomes are approved by the Curriculum Committee and are aligned with the state policies listed in 2C1.

2C3: Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

2C4: Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

All degrees and credentials from SCC are awarded in accordance with [Inter-College Relations Commission](#) (ICRC) guidelines and [SBCTC policies \(Chapter 4\)](#) and procedures. All credit-bearing courses are proposed by faculty, vetted by the SCC Curriculum Committee, and approved by the vice-president of instruction. Credit hours for each course are assigned according to CCS Board [policies](#) (4.40.03) and [procedures](#) and follow [SBCTC guidelines](#) (4.10).

Grades for courses are assigned according to the College's [Grading Policy](#) (4.40.01) and related [procedures](#). The College also maintains a rigorous [Academic Standards Policy](#) (4.40.02) and related [procedures](#).

The coherence, breadth, depth, sequencing and synthesis of learning for all programs is demonstrated in numerous ways. All programs must maintain curriculum maps that illustrate the way that learning and assessment progress over the course of a program. These maps are maintained in the Vice President of Instruction's Office and by the College's Curriculum Specialist. For transfer students, distribution area

outcomes are listed on the [website](#) and aligned with the [DTA](#). Updated maps are required during program review and when curriculum changes are made. The alignment of course, program, and degree outcomes is also evaluated during every program review and whenever changes are made. These examples demonstrate coherence and sequencing. Breadth, depth, and coherence are demonstrated by the activities noted in 2C1 to ensure the relevance, quality, and rigor of programs. The efforts of the core theme teams (Document 12) and Student Learning and Assessment Committee (Document 13) also show synthesis of learning. Additionally, synthesis of learning assessment activities (Document 8 in the Canvas site) are a required part of every program review.

[Admission](#) and [graduation](#) requirements are clearly defined on the SCC website (and comply with SBCTC [policies](#)) and within the [Online Catalog](#).

2C5: Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

The SCC Curriculum Committee is composed primarily of faculty, as shown the following chart:

Division	Number of Curriculum Committee Faculty Representatives
Adult Basic Education	1
Arts and Sciences	3
Business, Hospitality and Information Technology	3
Extended Learning and Workforce Initiatives	1
Health and Environmental Sciences	3
Physical Education and Recreation	1
Technical Education	3

Additionally, one representative each from counseling and library services and two deans of instruction serve on the committee. The committee meets monthly during the academic year with additional meetings scheduled as needed.

All new curriculum and major revisions, whether individual courses or in an academic or workforce programs are proposed by faculty. These proposals then must be approved by the SCC Curriculum Committee before being submitted to the Vice President of Instruction for final approval. The [curriculum development process](#) is clearly defined and is available in both paper and electronic manuals through the SCC Intranet. One manual is geared specifically for workforce courses and programs, and the other is designed for academic transfer courses and programs.

SCC faculty have an active role in the selection of new faculty. For full-time faculty positions, there is a five-member screening committee. Three members are faculty members chosen by the department in which the new faculty member will serve, one member is an administrator, and one additional "member-at-large" is selected by the other four members (this could be a faculty or non-faculty member). The screening committee's responsibilities include assisting in developing recruitment strategies, screening applicant files, interviewing applicants, checking references, and recommending finalists to the hiring authority. Faculty are often (although not required to be) involved in screening and recommending potential adjuncts to the appropriate hiring authority.

Faculty responsibility for curriculum development and faculty selection are also outlined in the [Master Contract](#).

2C6: Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

SCC faculty partner with library personnel through multiple methods to ensure that information resources are integrated into the learning process:

- Library instruction sessions are tailored to course outcomes.
- Liaison librarians communicate with faculty via instruction newsletters and visits to department meetings.
- Librarians partner with discipline faculty in the creation and adoption of Open Educational Resources.
- All online courses have a link to the SCC Library.
- Librarians create learning objects which faculty integrate into on-ground and online instruction (brochures, handouts, videos, online research guides, live recordings like those for Flex classes).
- Librarians regularly present at the CCS eLearning Academy and the SCC Teaching and Learning Center.

2C7: Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Credit for prior learning at SCC is:

1. Guided by approved SCC [policies](#) (4.30.01) and [procedures](#) and aligned with [state policy requirements \(Chapter 4, Appendix D\)](#).
2. Awarded only at the undergraduate level, as SCC serves only undergraduate students.
3. Limited to a maximum of 25% of the credits needed for a degree, as noted in the [policy](#) and on the [form](#) for students.
4. Awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings, as noted in the [policy](#) and on the [form](#) for students.
5. Granted only upon the recommendation of appropriately qualified teaching faculty, as noted in the [policy](#) and on the [form](#) for students.
6. Identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements, as noted in the [policy](#) and on the [form](#) for students.
7. Completely at the discretion of the College and its process; the institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process, as noted in the [policy](#) and on the [form](#) for students.

2C8: The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

SCC adheres to a [statewide policy](#) on transferring credits among Washington public colleges and universities adopted by the Higher Education Coordinating Board in 1986. The policy provides adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees.

The College complies with [ICRC guidelines](#) when evaluating degrees and credits transferred-in from Washington colleges and universities. This also includes an initial evaluation of prerequisite courses and/or courses required by programs with specialized accreditation. If a student has petition for graduation, then a more comprehensive course by course review will be conducted using the CollegeSource® Online for course descriptions and course syllabi.

Furthermore, SBCTC has developed a [Common Course Numbering \(CCN\)](#) system in an effort to identify equivalent courses within the Washington State community and technical college system. CCN simplifies the transfer between and among the two-year colleges because course equivalencies will be transparent through the common course labels.

SCC also has articulation agreements for workforce degrees with numerous four-year institutions, where enrollment patterns have demonstrated necessity:

2C9: The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

The College offers several associate degrees with a general education component in accordance with NWCCU standards, [SBCTC policy](#), and [ICRC guidelines](#):

- Associate of Arts (AA-DTA)
- Associate in Science (AS-T)
- Associate in Applied Science (AAS)
- Associate in Applied Science – Transfer (AAS-T)

Information about requirements for each of these pathways can be found on the [website](#). The information is also broken-down below for easy accessibility.

The general education requirements of these degrees provide students with a breadth and depth of basic knowledge, humanities, fine arts, mathematics, natural sciences, and social sciences. Degrees aimed at transfer to baccalaureates establish a broad foundation for upper-level course work, and workforce degrees provide the soft skills necessary for employment and advancement.

Associate of Arts (AA-DTA)

Per [ICRC guidelines](#), the general education requirements for the College's general transfer AA-DTA degree is comprised of a minimum of 60 credits distributed as follows:

Discipline/ Subject Area	SCC Requirements	ICRC Guidelines
Communication	10 credits	10 credits
Intermediate Algebra Proficiency	pass intermediate algebra with a grade of 2.0 or better	complete an intermediate algebra course

Discipline/ Subject Area	SCC Requirements	ICRC Guidelines
Quantitative/ Symbolic Reasoning	5 credits	5 credits
Humanities	15 credits	15 credits or more
Social Science	15 credits	15 credits or more
Natural Science	15 credits	15 credits or more
Health-Related/PE/ Recreation/Leisure	5 credits	None

In addition, Washington State community colleges and four-year public baccalaureates have worked together to create major transfer pathways outlining the appropriate courses in order for students to be well-prepared to enter the major upon transfer.

These *Major Related Program (MRP)* degrees follow the DTA guidelines and share the same general education requirements as described above, but provide specific preparation for the following majors:

- Associate in Biology (DTA/MRP)
- Associate in Business (DTA/MRP)
- Associate in Mathematical Education (DTA)
- Associate in Pre-Nursing (DTA/MRP)

Associate of Science Transfer – (AS-T)

The AS-T degree is designed to prepare students for upper division study in science and engineering. The College offers several variations of the degree depending on students' major and baccalaureate plans. The general education requirements for the College's AS-T degrees are comprised of a minimum of 60 credits distributed as follows:

Discipline/ Subject Area	<u>AS-T#1</u> Biological Sciences, Environmental/ Resource Sciences, Chemistry, Geology & Earth Science	<u>AS-T#2</u> Computer Science, Physics, and Atmospheric Science	<u>AS-T#2</u> Bioengineering & Chemistry Pre-Engineering	<u>AS-T#2</u> Computer & Electronic Pre- Engineering	<u>AS-T#2</u> Mechanical/Ci vil Aeronautical Industrial Pre- Engineering
Communication	5 credits	5 credits	5 credits	5 credits	5 credits
Mathematics	10 credits	10 credits	25 credits	30 credits	30 credits
Humanities/ Social Science	15 credits	15 credits	15 credits	15 credits	15 credits

Pre-Major	45-50 credits	25 credits	50 credits	50 credits	50 credits
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Workforce programs at SCC provide students with training to enter high-skill and potentially high-wage occupations or transfer to university-level technical education programs. These programs are developed with business and industry input and continued oversight from professionals actively employed in the occupations. Students are able to earn Associate in Applied Science degrees or certificates of completion in more than 100 workforce areas.

Type of Award	Credits	Related Instruction
Certificate	Less than 45 credits	No Required
Certificate	45 credits or more	9 or more credits
Associate of Applied Science	90 credits or more	9 or more credits
Associate of Applied Science –Transfer	90 credits or more	20 credits or more

Associate of Applied Science – (AAS)/Associate of Applied Science Transfer – (AAS-T)

The AAS degree is designed to prepare workforce students for specialized industry whereas the AAS-T degree is designed to prepare workforce students for transfer to university-level technical education programs. The general education requirements for the College's AAS and AAS-T degrees are comprised of a minimum of 20 credits distributed as follows:

Discipline/ Subject Area	SCC AAS	SCC AAS-T
Communication	3 credits	5 credits
Computation (AAS)/ Quantitative Reasoning (AAS-T)	3 credits	5 credits
Human Relations/Leadership	3 credits	
Social Science		5 credits
Humanities or Sciences		5 credits

2C10: The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

Distribution area outcomes for all DTA and BAS programs are assessed yearly and are reviewed by the Vice President of Instruction during program reviews (an example can be found in Document 10). All

programs provide assessment and instruction that support SCC's college-wide abilities, as demonstrated in program reviews (an example can be found in Document 9).

Program and course learning outcomes are published on the website. Connection to the College's mission is established when the programs and/or outcomes are developed and reviewed by the Curriculum Committee.

2C11: The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Program learning outcomes for all applied degrees and certificates are published on the website of each program (for example, see the [CAD certificate outcomes](#)) and programs are assessed by faculty and reviewed by the Vice President of Instruction during program reviews (Documents 8 and 14-19). Connection to the College's mission is established when the programs and/or outcomes are developed and reviewed by the Curriculum Committee. All programs provide assessment and instruction that support SCC's college-wide abilities.

The Applied Education department delivers general education for most professional and technical programs. Their learning outcomes are listed on the websites for relevant programs.

2C12-2C15: Graduate Programs

These standards do not apply to Spokane Community College.

2C16: Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

Consistent with the District's mission, CWCE offers continuing education opportunities, encompassing non-credit, open enrollment, lifelong learning, professional, personal enrichment, and corporate/contract training for the communities that the institution serves. These offerings provide training for upgrading job-related skills and skill development as well as personal and cultural enrichment. CWCE also provides customized training for local business and industry by offering cost-effective, short-term, intensive skill-based training programs. Professional development courses also serve as an outreach strategy for particular departments and colleges as a whole by linking students to high-quality programming and opening the door to further education.

Spokane Community College is the second largest registered apprenticeship provider in the State of Washington partnering with 22 programs both union and open shop. Apprentices learn their trade through a combination of on-the-job-training and classroom related supplemental instruction. As apprentice's skills and knowledge increase, their pay increases as well until they reach journey-level status which indicates they are a master in their trade.

SCC has a strong partnership with Eastern Washington Apprenticeship Coordinators Council (EWACC) and together collaborate on several outreach events, including Pizza Pop and Power Tools, which has provided hands on experiences to over 5,000 eighth grade girls since it began in 2003. SCC's pre-apprenticeship programs, Skilled Trades Preparation (STP) gives students, in particular women and people of color the basic skills and knowledge to be successful in a construction apprenticeship.

In alignment with the SCC Vision and Core Values the ACT 2 program offers lifelong learning and enrichment opportunities to non-traditional students (age 50+) encompassing college education inclusiveness across all our communities. ACT 2's classes are designed to be relevant, engaging, and focused on the interests of the target demographic. Through high quality, student centric classes, the ACT 2 program provides an enriching social activity, in a safe learning environment, that, according to student testimonials, improves the well-being and longevity of our students.

The Adult Basic Education (ABE) Division supports the mission and core themes of Spokane Community College through its programming and scope of service. The ABE Division offers courses to prepare students for college and career-ready pathways. Because the ABE Division serves students from preliterate non-native English speakers to college-level, the programming of the Division ensures that the diverse community of Spokane and surrounding counties are supported.

Additionally, the ABE Division serves students with cognitive, mental, and physical disabilities through the People Accessing Careers and education (PACE) program. The PACE courses are designed to meet students at their ability level and aid them in meeting their personal goals to improve or maintain their quality of life and / or lead to employment.

2C17: The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

The District Education Council (DEC), comprised of the chief academic officers of Spokane Community College, Spokane Falls Community College, and the Provost, is the body responsible for discussing and addressing issues related to continuing education programming.

Continuing education activities consist of classroom instruction, workshops, and seminars responding to industry need. Courses are offered during daytime hours, evenings and weekends to accommodate the schedules of working adults. Corporate/contract training is customized to fit industry need and is delivered both on-campus and at client locations as needed, Monday-Sunday, during the hours of operation of each individual business.

Appropriate procedures are established within SCC to ensure that each continuing education course includes a planned educational experience under capable direction and qualified instruction. All full-time and adjunct SCC faculty are eligible to teach continuing education courses. Such assignments are considered part of the workload and contribute towards benefits eligibility.

Once per month during the academic year, the human resources office posts a general job announcement on the SCC job opportunities website, and all faculty who wish to be considered for potential employment in any instructional area of continuing education and corporate training are required to submit an application.

When training opportunities arise, the Executive Director first reviews applications in the District's human resource system, NeoGov, to determine if a current SCC faculty member meets the requirements and needs in order to achieve the training objectives. If no current SCC faculty member is identified, then the Executive Director may hire an external expert in the field at his/her discretion. External experts would be hired as adjunct faculty or through a personal service contract and are required to go through the CCS application process and background check.

The Executive Director for the Center of Workforce and Continuing Education meets as needed with deans or department chairs to discuss training demand, projected popular subjects, and development of program content into training modules.

ACT 2 faculty work cooperatively with students, ACT 2 staff, and community organizations to design classes to fit the needs and interests of the student demographic. These classes are proposed to the Extended Learning Division and vetted through the ACT 2 Director and the Dean of Extended Learning and Workforce Initiatives. Once received by the Division they are reviewed against state mandates dictating budget eligibility within the ACT 2 program. If a proposed class meets state requirements and the expectations of the Extended Learning Division, it is offered for an academic quarter. If student enrollment meets the required minimums and the faculty continue to show interest in the classes, the class can then be offered for additional quarters if desired.

The ABE Division is an instructional division of Spokane Community College overseen by the Vice President of Instruction. Therefore, ABE programs, courses, and other learning activities are under the direct control of the College. These courses include but are not limited to GED Preparation, HS+ (high school completion), College Prep, English as a Second Language, pre-apprenticeship, Career Transitions, and PACE courses, all of which are offered as non-credit.

The ABE Division also partners with other instructional divisions in the College to offer Smart Start courses (sometimes known as Integrated Basic Education and Skills Training Program or I-BEST). Smart Start courses combine college coursework with basic skills training and assistance with a minimum of 50% overlap of instructor time. The Smart Start model is used in both Professional and Technical programs, as well as academic or vocational transfer pathways to a four-year college or university. The credits earned through Smart Start programming are approved and monitored through the same

process as non-Smart Start academic credits. In addition, Smart Start courses must be approved through the Washington State Board of Community and Technical Colleges.

The College to Career program through PACE also partners with other instructional divisions to provide a fully inclusive educational experience for students with cognitive disabilities. In addition to their in-class time, the students receive additional supports including specialized course schedule planning, tutoring, course assignment differentiation, and campus activity participation.

Faculty who represent the disciplines and fields of work in the ABE Division are responsible for the planning and evaluation of courses within the division. Faculty oversee the program review process which includes the assessment of student learning outcomes at the course and program levels.

In addition to meeting Spokane Community College requirements, the PACE program is also accredited by the Commission on Accreditation for Rehabilitation Facilities (CARF). CARF accredits the employment program offered by PACE, but also considers the overall impact of all PACE programs on our students, including our PACE classes, the College to Career program, Pre-Employment Transition Services and the Supported Education and Employment Enhancing Rehabilitation (SEER) program.

2C18: The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

CWCE currently offers clock hours through approved OSPI trainings offered to K-12 educators. CWCE also has the ability to offer CEUs upon request to specific clients for their corporate and continuing education needs.

If it is deemed an appropriate function for continuing education to offer CEUs, SCC would utilize the standard unit of measurement: ten contact hours is equal to one Continuing Education Unit. At that time, SCC will follow the guidelines and standards established by the International Association for Continuing Education and Training (IACET).

2C19: The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

All self-support, non-credit courses are required to follow the established SBCTC processes for entering courses in ctcLink. The College maintains enrollment and other student records for all self-support courses and programs in both ctcLink and *CampusCE* management systems. The Center for Workforce, Corporate Training, and Continuing Education maintains records of courses, syllabi, and course objectives for non-credit courses delivered at their location, in ctcLink, and *CampusCE*.

In addition to the college retaining paper and digital records of enrollment per the state records and retention standards, the ACT 2 Program maintains records of courses offered quarterly, syllabi, course objectives, and course descriptions for all non-credit courses offered. Additionally, the ACT 2 program archives paper brochures used for advertising course offerings quarterly for a historical record of classes. These records are all found in the ACT 2 offices, electronically, and in the software of record (ctcLink).

The SCC Apprenticeship Center follows the established guideline for entering courses and class sections in ctcLink, maintains course syllabi and course outlines / objectives for apprenticeship courses. SCC's Enrollment Services maintains enrollment documentation for all apprenticeship courses.

The ABE Division follows the same process as other instructional divisions of the College regarding the number of courses and nature of learning. All courses are listed in the College catalog and entered into ctcLink.

STANDARD 2D: STUDENT SUPPORT RESOURCES

2D1: Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

The College offers a variety of support services, consistent with its mission and core themes, to create an effective learning environment that supports student success and achievement. As such, SCC student services have adopted a holistic model of comprehensive services to support students' learning needs.

Advising

Academic advising is provided by counselors, instructors, and curriculum advisors. Since Winter 2011, first-time college students are required to attend New Student Orientation (NSO). NSO provides students with information about SCC and an opportunity to meet with a counselor to discuss their first quarter class schedule. Students are encouraged to meet with counselors, instructors, or curriculum advisors throughout their time at SCC for advising. Students who do not meet minimum academic standards of a 2.0 quarterly GPA are required to meet with a counselor to develop an academic plan for success before they can re-enroll.

Career Planning

The Counseling and Career Center provides [online](#) career assessments, career planning, and job listings. The office also facilitates a workshop series on job search skills, hosts quarterly job fairs in partnership with community employers, and assists students with updating resumes and cover letters. Integration with the Counseling Center has allowed for enhanced services to students, with more in-depth career counseling and planning available following completion of career assessments and research.

Financial Aid

The SCC financial aid office works to remove financial barriers for students seeking a certificate or degree at SCC. Funding includes scholarships, federal and state financial aid, institution funds, and a small emergency fund. The emergency fund is a flexible resource that allows the College to help students with unplanned financial crises that might jeopardize their education.

It is important for financial aid staff to stay current on federal regulation updates and policy changes. A staff member attends the annual Federal Student Aid Conference and all staff members attend quarterly WebEx's regarding Department of Education Regulations. The director of financial aid also attends quarterly meetings and serves as the President of the statewide [Financial Aid Council](#) of the Washington community and technical college system.

Counseling

SCC counselors engage in personal, academic and career counseling with students. Counselors take a holistic approach to assist students in identifying and addressing challenges, strengths, interests, and abilities in order to achieve their goals. Counselors provide student success workshops on topics such as Time Management, Test Anxiety, and Learning Strategies in addition to meeting with students one on one. Mental health therapy is provided on campus and via telehealth by graduate level interns under the supervision of an SCC counselor. Counselors also partner with colleagues in Student Services to deploy an early alert program for students in academic jeopardy, providing support, advocacy, and appropriate referrals to campus and community resources. [Counseling services](#) can be found on SCC's web site.

Child Care

The College offers Head Start and Early Head Start early childhood education services and childcare to enrolled students at SCC. Head Start and Early Head Start are child development programs that provide early childhood education, social services, and health services for eligible children and families, including those with special needs.

Disability Support Services (DSS)

Disability Support Services (DSS) is a federally mandated division of Student Services (as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act), emphasizing equity, inclusion, and access for students with disabilities. DSS serves students who have documented disabilities and who are otherwise qualified for community college programs. Academic accommodations and adjustments are available based upon individually determined needs and may include, but is not limited to, interpreters, assistive learning devices and technology, note takers, readers, scribes, alternate format media, large print or Braille materials, ergonomic furniture, alternative testing, academic coaching, information and referral services. Other specialized services may be arranged on an individual basis. To receive services, students are required to contact and provide documentation of their disability to the DSS office. All inquiries and requests for services are considered private and strictly confidential.

Additionally, DSS has been called upon to help address the needs of those students who have health conditions that might not meet the full definition of "disability" under the above definition. For example, pregnancy, obesity, temporary injuries, and acute illness may be present but these conditions are not generally considered to be disabilities by themselves. A student may find it necessary to pursue solutions to the functional limitations that are associated with these conditions. Placing an orthopedic or oversize chair in a classroom, scribing an exam, advocating for instructional allowances, assisting with enrollment processes, proctored testing, or other interventions may be appropriate and necessary in order to help the student thrive and find short-term solutions for success. These services we call "Courtesy Services".

DSS ensures equal access to all campus programs while valuing disability as a component of diversity. DSS staff consistently work to increase compliance through the thoughtful and efficient provision of

academic accommodations while also acting as a resource, and referral source, for all disability related matters.

DSS is also called upon to consult and share resources in matters of disability throughout the campus and local community. Faculty and staff on campus contact DSS for consultation purposes, as do representatives of agencies, organizations, and individuals in the community.

Tutoring

Spokane Community College offers tutoring services across the Spokane campus and the Northern Counties centers of Colville and Newport. Tutoring services spans many different divisions, we offer a variety of tutoring in the Arts and Sciences division with English/Writing, Math, Science, Foreign Languages, social sciences, and general computers. We also offer tutoring in Business and Management in subjects such as Accounting, Quickbooks & payroll, Microsoft office suite, Business math and economics. Tutoring is also offered in specific subjects in Professional Technical and Health and Environmental Divisions such as Nursing, Plant Identification, CAD (computer aided design) and Electrical Engineering. Tutoring services is located in all areas across campus close to the physical locations that classes are taught in, which includes 4 main locations and 7 small satellite locations. All tutoring at SCC is drop in and peer tutoring services with two tutors completely online via zoom. Online tutoring is also offered to all SCC students via etutoringonline.org as part of the Western eTutoring Consortium.

International Students

Through the strategic marketing and branding of SCC internationally, the SCC Global Education department recruits international students from all regions of the globe, supporting the college in its efforts to create a diverse campus community, which is inclusive and supportive of multicultural perspectives. Global Education supports departments, committees, clubs and organizations to successfully provide international integration and global awareness in SCC course curriculums, program contents, and other community engagements. Throughout the year, Global Education also provides various engagement opportunities for SCC and the Spokane community, fostering global awareness and multicultural inclusion. Programs include: International Peer Mentors (IPM), International Research and Exchanges Board (IREX) partnerships, Fulbright Scholar-in-Residence, Open World, and other international events hosted throughout the academic year.

Moreover, Global Education provides comprehensive support services to international students, including providing orientation and on-going assistance related to academic and social acculturation to life in Spokane and at SCC, immigration policy adherence, and additional advocacy for international students. Global Education collaborates with faculty and staff, facilitating interactions and communication between students, staff and faculty as needed, in order to overcome barriers related to cultural and language differences. In addition to providing international students with the support, resources and encouragement needed in order to succeed academically, Global Education also encourages international students to pursue training, leadership and service-learning opportunities both on campus and in the Spokane community, such as serving in student government, taking on club leadership positions, and conducting presentations and volunteering both on campus and in the Spokane community.

2D2: The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

The Office of Campus Safety (OCS) provides a safe and secure educational environment for SCC students, employees, and its guests. OCS is responsible for emergency management, security, and traffic management. OCS works with local law enforcement, fire department, and other emergency agencies to help ensure the well-being of individuals on college property. SCC reports federally mandated crime statistics annually on the [CCS's Student's-Right-to-Know website](#). In addition, information regarding crime statistics is also mailed out annually to all students and employees. Campus safety and security policies are also available on the website (see [Safety and Security](#)).

CCS has an [emergency management plan](#). Emergency management training is provided to employees. SCC uses RAVE a text, phone and e-mail messaging system in case of emergency notification to students and staff.

Additionally, SCC also provides safety escorts, Active Shooter Active Violence training, and Critical Incident Response training for faculty, staff, and students.

2D3: Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Recruiting and Admission

The CCS Outreach Team regularly visits high schools, community organizations, and presents at local college fairs. The College offers quarterly events to provide guidance to prospective students with completion of pre-enrollment steps such as financial aid, online new student orientation, placement testing, and class registration as well as supporting schools and community partners with additional requests for outreach and guidance.

The College also offers information sessions specifically geared for Running Start students (students who attend college while still in high school) and their parents. Prospective students meet with the Running Start counselor, instructors, and current Running Start students to learn firsthand of their experiences.

Prospective students may apply for admission for free [online](#) or by completing a paper application. Students may enter the College any quarter (summer, fall, winter or spring); however, some programs admit students only during specific quarters. Applications are due a minimum of three weeks before the start of the quarter. Some programs may require satisfactory completion of certain prerequisites prior

to admission or have special selection procedures. Some high demand programs have interest lists, previously known as waitlists.

Notification of admission is sent via email. As a result of implementing ctcLink (PeopleSoft), students now may update their information online through ctcLink or through the associated mobile app in addition to filling out a [form](#) available in the student services building and online. The student will receive a notification/information about testing (if necessary) and registration for classes.

Placement and Assessment

Depending on program path, admitted students may be required to complete math and/or English self-placement. Students have the option to submit official college transcript(s) showing successful completion of appropriate math and English courses prior to registering for classes or use appropriate [alternative measures](#) to place directly into a math course. Placement requirements by program can be found on the [Placement Requirements Dashboard](#). Students will see testing holds in the student homepage on ctcLink as well as receiving reminders to complete these assessments from Admissions. Students who receive low placement evaluations are referred to programs such as College Prep, designed to build students' basic skills and prepare them for college-level work and may be completed while working on other college-level coursework.

The assessment process includes an evaluation to determine current skill levels in reading, writing and mathematics. The College uses two tests for math assessment and placement, MyMath and ALEKS PPL. The placement tests are computer based and are not timed. Students must pay \$30 and present valid photo ID in order to sit for the test. Some programs require specialized testing such as keyboarding. Minimum test scores required by selective entry programs can be found on their respective pages of the websites. The [English self-assessment](#) can be completed on the SCC website anytime. It is also built-in to the online new student orientation. Students may contact the Testing Center at any time for assistance on which (if any) assessments are necessary and how to complete.

Official transcripts from other colleges are not required for admission, but beneficial for purposes of general advising, verifying successful completion of intermediate-level algebra and English composition, and verifying courses that may fulfill prerequisites for other courses and/or programs. Official transcripts can be submitted if the student wishes a review and evaluation for transferable credit toward degree completion and graduation purposes. Students are strongly encouraged to submit official transcripts from all colleges with their applications.

New Student Orientation

First-time college students are required to complete online New Student Orientation in Canvas prior to the start of the quarter they wish to enroll. Through the orientation process students are highly encouraged to connect with counselors or curriculum advisors to discuss test results, program requirements, course selection, and registration procedures for their first quarter. NSO is delivered entirely online through Canvas and includes information on Financial Aid and other funding sources, placement, a self-guided advising module with information specific to their program of study, counselor and curriculum advisor contact information, registration procedures for their first quarter, requirements for online courses, and campus resources such as ID cards, public bus passes, financial wellness, parking, career exploration, the library, and more. Students are also encouraged to meet with a counselor or their curriculum advisor once they have completed NSO.

Academic Standards

Based on advice by the Department of Education (DOE), the College revised its academic standards policy. This new policy (implemented December 2017) provides the same intervention, support, and assistance for students who are experiencing academic difficulty and not meeting minimum academic standards as before but is now based on cumulative GPA instead of term GPA to align with DOE Satisfactory Academic Progress requirements.

The [Academic Standards policy](#) is posted online. Students are required to maintain a cumulative grade point average (GPA) of 2.0. Students who do not meet minimum academic standards are notified via electronic letter after grades are posted. The first quarter a student fails to meet academic standards they are placed on warning and are invited to attend an [academic success workshop](#) online in Canvas. The workshop covers topics such as being successful in online courses and becoming more proactive in the learning process. The workshop also provides an overview of supports and resources such as DSS, Veterans Center, tutoring, and the food bank. The second quarter a student fails to meet academic standards, the student is blocked from registration and required to meet with a counselor. Students who fail to achieve a 2.0 cumulative GPA or term GPA for three consecutive quarters are suspended and must appeal to be readmitted by the associate dean of student development.

Students have the [right to appeal](#) their grades by following the grade appeal process. Students should request grade changes from the instructor prior to the end of the next quarter.

Student services will continue to collect data to assess the effectiveness of the changes made to its academic standards procedures; however, since this was implemented in December 2017, it is too early to draw any actionable conclusions.

2D4: In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Program elimination policies are listed in the [Catalog](#).

2D5: The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy; d) 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; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; Tuition, fees, and program costs; h) Refund policies and

procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.

Students and other stakeholders may access the following via the [Online Catalog](#):

- [Mission \(p. 3\)](#) and also [here](#)
- [Core themes \(p. 5\)](#) and also [here](#)
- [Entrance requirements and procedures \(p. 14\)](#) and also [here](#)
- [College grading policy \(p. 39\)](#)
- [Courses and programs \(p. 38\)](#)
- [Degree and program completion requirements \(p. 44 and subsequently for each program\)](#)
- [Expected learning outcomes \(under each program\) and required course sequences \(under each program\)](#)
- Names, titles, degrees held, and conferring institutions for [administrators and full-time faculty](#)
- Rules and regulations for [student conduct, rights, and responsibilities](#)
- [Tuition, fees, and other program costs](#)
- [Refund policies and procedures for students who withdraw from enrollment](#)
- [Opportunities for financial aid with contact information](#)
- [Academic calendar](#)

2D6: Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

Program outlines are available to students through the [Online Catalog](#) for each degree and certificate. The outline provides a description of the program and includes information on program learning outcomes, associated costs for books and supplies, and a typical student schedule. Program outlines also include information on career opportunities, state and/or national eligibility requirements for licensure or entry into an occupation or profession, and a link to the program's website where students can find additional information about the program and employment requirements. Occupation opportunity information is also provided ([one example: AAS / Accounting Assistant](#)).

2D7: The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

The College considers the accuracy and confidentiality of student records, related to admission, progress, and transcripts, a critical function. Information contained in student educational records is protected in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as outlined

in [Administrative Procedure 3.40.01 - B](#). A comprehensive FERPA notification is published in the [Online Catalog](#), which also includes a [release of information policy and regulations](#) pertaining to directory information. [WAC 132Q-02](#) further defines the College's responsibility to respect and maintain students' right to privacy. Students may request, in writing at the admissions office, that no information, including directory information, be disclosed. The [Student Right-to-Know website](#) also includes this information.

In order to ensure adherence to these policies, student records, including transcripts, are stored electronically through the College's student management system (ctcLink) and the financial aid system (FAS). These systems are maintained by the SBCTC's Information Technology Division for all 34 Washington community and technical colleges and backed up daily. The SBCTC also maintain duplicate records of electronic transactions, management information system reports, and SMS and FAS reports in a secure off-site location for disaster recovery purposes. CCS utilizes a paperless scanning system, HalFile, to archive admissions, registration, enrollment, and financial aid official hard copy documents within student services. All academic transcripts prior to 1972 that have not been entered in this system are stored and protected in a fire-resistant room on the SCC campus.

Faculty and student services staff are provided training on FERPA, student confidentiality, and the types of student information they may release according to FERPA. Records of these employee training sessions are maintained in the CCS human resources office, and reports can be easily run to determine which employees have attended FERPA training sessions. Student employees are required to sign a security and confidentiality of information agreement prior to commencing employment. Training records related to student employees are maintained in the work-study office.

Archiving and destruction of records follow state regulations. SCC follows SBCTC's general [retention schedule](#) for Washington's community and technical college system for retention and disposal of student records.

2D8: 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.

SCC provides an effective and accountable program of financial aid that is consistent with the College's mission, core themes, student needs, and institutional resources. In the 2018-2019 academic year, the financial aid office awarded over \$37 million to students attending SCC.

Funding for financial aid originates from federal and state government, local tuition dollars, tuition waivers, and from other public and private agencies. Students also use a variety of other sources to fund their education, including private scholarships, CCS foundation scholarships, and benefits from the Veterans Administration. The [Net Price Calculator](#) available on the SCC website helps students determine the cost of an SCC education and gives them an estimate of grant assistance for which they may qualify.

Information about financial aid rules, application forms and procedures, eligibility requirements, and satisfactory academic progress requirements are communicated to students on the [Financial Aid website](#). College staff also conducts financial aid information sessions at area high schools, and new students receive financial aid information during NSO.

The financial aid office communicates with students regarding their financial aid process via electronic mail to ensure information is shared in a timely manner. All communications are sent out electronically with email and/or text messaging.

The Student Service Center is available on the College website and provides students access to real-time financial aid information. Through this platform, SCC students can verify when the College received required forms and information, identify and download any missing forms, and view their financial aid award.

The number of students applying for financial aid at SCC increased 1.5% from 2017 - 2018 to 2018 – 2019. In addition, Financial aid department has increased their outreach efforts at local high schools in assisting prospective students in completing their applications.

Federal financial aid regulatory changes still require us to do more manual processing. Therefore, we are continually improving our processes, forms, and common deadlines between the two CCS institutions.

2D9: Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

The financial aid office staff regularly monitors and reviews the U.S. Department of Education's Direct Loan Program to make the application process easier for students, reduce the student default rate, and increase processing efficiency.

The College pays close attention to student loan default rates, and the financial aid office has several practices designed to assist students with their loans. The financial aid office uses the National Student Loan Data System (NSLDS) to check and verify previous loan information when awarding loans. Students who want to borrow must complete the Department of Education Entrance Counseling Tutorial, and an electronic Master Promissory Note. The Department of Education Counseling Tutorial and the Master Promissory Note websites emphasize the importance of repaying the loan debt.

Students whose tuition is paid by Ford Direct Loan funding receive a letter informing them of their right to cancel or reduce the amount of their loan. The office sends students an email that directs them to the Department of Education website, <https://studentloans.gov/>, to complete their Exit Counseling interview. Graduating students receive an email directing them to the same site. The Department of Education notifies SCC electronically when the student completes the exit interview. The financial aid office staff emails an *Exit Counseling* PDF to all of the students who do not complete the exit counseling online within 30 days.

The director of financial aid regularly monitors the Ford Direct Loan Program. The Ford Direct Loan Program represents the second largest aid program after the Pell Grant. The amount of loans borrowed by students continues to increase each year, as evident in the table below.

Type of Loan	2016-2017	2017-2018	2018-2019
Ford Direct Subsidized	\$7,463,417	\$6,976,532	\$6,293,254
Ford Direct Unsubsidized	\$8,975,077	\$7,933,029	\$7,705,258
Total	\$16,509,042	\$14,945,867	\$14,044,356

The financial aid office reviews the annual cohort default rates provided by the U.S. Department of Education. The cohort default rate is the percentage of borrowers who enter repayment on Ford Direct or Federal Family Education Loans during a particular fiscal year and default before the end of the next fiscal year.

FISCAL YEAR	3 -YEAR DEFAULT RATE
2013	19.8
2014	21.3
2015	17.2
2016	18.2

The cohort default rate calculation uses a three-year rate. The National Student Loan Data System (NSLDS) publishes three-year loan default rates. With a three-year window of time in which a student could default on a loan, all default rates have increased.

The volume of loans taken out by SCC students, coupled with the negative impact that an increased default rate could have on current students, has resulted in SCC intensifying its efforts to emphasize repayment obligations and default management. Also, the State of Washington enacted Senate Bill 5100 that requires all institutions of higher education to provide financial literacy information to their students. SCC has partnered with iGrad to meet the bill requirement and to improve the financial literacy of SCC students. iGrad services are offered at no cost to students or alumni and include one-on-one counseling from student loan experts, web tools and calculators, and a personalized online dashboard to track all federal and private student loans in one place and compare payment options. SCC believes that all students should have easy access to the best information possible in order to empower them to make smart decisions about paying for school and managing their money. iGrad helps students make smart choices about their finances and provides financial education that's interactive and easy to use.

2D10: 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 requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising

requirements and responsibilities are defined, published, and made available to students.

Academic advising provides services and tools to help students understand their educational options, degree requirements, academic policies, and transfer options. The College provides advising through NSO sessions, workshops, individual meetings with counselors and/or program faculty, and classroom presentations.

The College believes that accurate and timely advising contributes to student success and the stated objectives for the core theme in Student Success. Academic advising is provided by counselors, instructors, and curriculum advisors. The counseling centers provide academic advising and counseling services using a holistic approach. Counselors utilize a developmental model to help students understand program, degree, and graduation requirements; employment opportunities; and transfer procedures.

Each counselor serves as a liaison for specific programs to support students and instructional faculty in workforce and transfer areas. As part of their liaison duties, counselors meet regularly with program faculty and attend curriculum and program Advisory Committee meetings and program events. In addition, counselors serve on statewide committees such as the Intercollege Relations Commission (ICRC). Several departments, such as Business/Management and Business Technology, hold group advising days where program faculty advise students.

First-time college students are required to attend New Student Orientation (NSO). First-time students also meet with a counselor or curriculum advisor to determine their first quarter class schedule. Students are encouraged to meet with faculty advisors or counselors to receive information regarding registration and enrollment for subsequent quarters. Students who do not meet minimum academic standards have a block placed upon their records and are required to meet with a counselor to develop plans for academic success. These requirements are communicated to students during the admission and academic standards processes.

As part of the College's continuous improvement efforts, Student Services personnel evaluate and revise NSO on a quarterly basis. Improvements made in the last year included revising content, improving the online version, and reducing wait time to meet with a counselor following NSO. Additionally, the online NSO was intentionally designed using Universal Design Principles.

SCC also revised its academic standards in 2012 to provide earlier intervention, support, and assistance for students who are experiencing academic difficulty. Academic counselors have built an on-line seminar/educational module required for students that fall below a 2.0 cumulative grade point average.

Counselors host a series of workshops each quarter designed to assist students with learning strategies, test taking, test anxiety, math skills, career planning, and college level research. Financial aid staff have also developed new materials on financial literacy.

Recent national research, along with information collected at the college level, suggest that personal resilience and attitude have become as important as practical as time management and study skills. Counselors have included more sessions on these important personal development topics in their series of student success workshops.

Career Services also offers workshops covering job hunting resources, money management, effective interview skills, scholarships and resume preparation.

The College utilizes an Early Alert (EA) mechanism to assist students who are experiencing academic difficulties. Faculty, staff, and students may submit an online EA report if it appears a student may need assistance. Once the request is reviewed by a multidisciplinary team from student services, the student is contacted by the appropriate resources. In support of the Student Success core theme, the College increased its efforts to educate faculty and staff on the utilization and purpose of early alert which has resulted in an increase in referrals the last two years. The areas of the Early Alert process that are addressed by referrals include: Class attendance; Classroom behavior; Test/quiz scores; Assignment completion; Class participation; Food and/or housing insecurity; Mental health services; and personal issues (e.g. financial; health; family; etc.).

Recommendations are also able to be provided by the referrer to help streamline the directed services that the team reaches out to the students regarding, including: Study skills/time management; Student Success workshops; Tutoring; Advising/counseling; Career services; Financial resources; Withdrawal; or other. Additionally, referrers can provide additional narrative details for both negative early alert areas regarding their concerns, recommendations, as well as positive early alert areas identifying where the student excels. The outreach process for Early Alert includes phone contact, email, and letter correspondence to the student regarding the attempt to connect them with resources to help them be successful as well as a campus resources summary provided in the final letter correspondence. The Early Alert team also collects quarterly data, with support from Institutional Research, to allow for assessment of high-volume concern areas, duplicate referrals (the student has been referred more than once within the indicated quarter, as well as persistence, retention, and basic demographic information (e.g. area of study/degree programs represented; Full-time vs. part-time enrollment; Students enrolled within their first quarter of study during the quarter of referral vs. those students not in their first quarter; Low-income/Pell Grant eligible student representation; etc.).

In addition to the EA system, SCC has a [Behavioral Intervention Team \(BIT\)](#) to assist students with behavioral difficulties in accordance with [CCS Administrative Procedure 2.30.05-B](#). The BIT team is multi-disciplinary and consists of administrators, faculty, counselors and campus safety personnel who serve as a behavioral assessment group when a student's behavior has been so peculiar, problematic, distracting or disruptive that it calls for reporting. The College has implemented a proactive process that uses formalized protocols to both assess behavior that poses a potential threat to campus safety/security and coordinate resources for early intervention and support. Information about student conduct and student services is regularly shared with faculty (as seen in this [video](#) of a Faculty Forum, starting at 26:08).

Anyone may submit an [online BIT referral report](#) if it appears a student's behavior may pose a potential threat to campus safety/security. The BIT team will then gather information about the concerns from appropriate administrators, faculty, staff and students. Using a threat assessment tool, the BIT team will analyze and assess the situation and make recommendations about the best ways to help the individual through support, intervention and/or referral. The BIT team will also coordinate follow-up when appropriate.

Supporting the College's core theme in Academic Transfer, the transfer center (located within Counseling Services) provides knowledgeable counselors and hosts representatives from colleges and universities to assist students in transitioning from SCC to baccalaureates.

Online resources are provided for students through [SCC's Counseling](#) and [Running Start](#) webpages as well as the [Online Catalog](#) and [MyBigfoot Student Portal](#).

Student services faculty and staff providing advising are involved in the [Online Catalog](#) review and update process, and that information is shared with appropriate college staff and faculty. Online Catalog revisions are communicated to CCS marketing staff to ensure that the [MyBigfoot Portal](#) accurately reflect any changes.

Students use the Academic Advisement Report in ctcLink in order to perform degree audits. They must petition for graduation to have their credits officially evaluated for the requirements of their respective degrees and/or certificates. Administrative Procedure 4.10.01-A outlines degrees and certificate requirements and is available online.

2D11: Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately

Co-curricular activities are consistent with the College's mission, core themes, and programs. The student activities office plans, reviews, coordinates, and publicizes on-campus activities such as lectures, concerts, comedians, and family-oriented evening events. The office also collaborates with student clubs and organizations to provide various events. All students are welcome and encouraged to attend these events.

Student government (ASG) is self-governing but is supervised by Student Activities staff, who report to the Vice President of Student Services. The purpose of ASG is for student officers to represent student needs to faculty, administration, and government officials. The student government budgets and allocates *service and activity fees* and *student technology fees*; coordinates student representation for tenure review committees; allocates student building funds; and represents students at the CCS Board meetings and student lobby organizations. ASG also undertakes service projects. For example, ASG sponsors a Food Bank and resource center to assist SCC students who are in need. Over 12,000 pounds of food and personal hygiene products is distributed in any given quarter.

2D12: If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Food services are offered in the Lair Student Center through a contract with Sodexo. Sodexo periodically surveys students, faculty, and staff on their experiences and comments regarding food

selection and service. The Associate Dean of Student Development serves as the campus liaison to Sodexo. As part of the agreement with Sodexo, the College is responsible for purchasing and maintaining equipment.

The bookstore is also located within the Lair Student Center and is operated by Barnes & Noble. In addition to traditional textbooks, the store also stocks required supplies like coveralls, automotive shirts, lab coats, and engineering and computer supplies. Students also have access to inexpensive software programs, such as Microsoft Office. B&N also helps students with the high cost of textbooks including: a quarterly rental program (that allows students to rent a book for a quarter), an online reservation system (that allows students to put used textbooks on hold prior to Financial Aid disbursement) and a website that allows students to shop where they choose. The bookstore is in compliance with Higher Education Opportunity Act (HEOA) standards.

2D13: Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

The Athletics program is a CCS program, where students from either of the two separately accredited colleges (SCC or SFCC) can compete on one or more of the District's 15 teams. The Athletic department is managed by an athletic director in compliance with requirements set forth by CCS, the state and the Northwest Athletic Conference (NWAC). The athletic director reports directly to the Chief Compliance Officer and makes a presentation to the CCS Board at least once each year that include information on goals, assessment, and accomplishments. Per state law, the Athletic department budget is approved by the Board of Trustees on an annual basis.

The CCS athletic program is the largest in the conference and offers 15 sanctioned sports including 8 women's sports (volleyball, soccer, basketball, cross country, golf, tennis, track, softball) and 7 men's sports (soccer, basketball, cross country, golf, tennis, track, baseball). In accordance with the Equity in Athletics Disclosure Act, annual participation data by gender, ethnicity and sport for student athlete financial aid recipients is available on the Athletics [website](#) and within the [Student Right to Know public disclosures](#). The program has been successful in terms of winning NWAC Championships. The Maury Ray Cup was established in 2012-13 and given to the NWAC athletic program that has the most success during that specific year. Spokane earned the first offering and has won the award every year since.

SCC is an open-door institution, so there are no different admission requirements for student athletes than non-athletes. In addition, the same academic standards, degree requirements and financial aid requirements apply to all SCC students.

Academic achievement is the top priority of the CCS athletic program, which is consistent with the mission of the College. As such, the department has several academic success strategies in place to assist student athletes with retention, academic performance, and completion. Quarterly academic advising by coaches, weekly study hall sessions, multiple grade check forms within the quarter and

tutoring sessions are a few of the efforts within the department to enhance academic success. The student-athlete GPAs are among the highest of any cohort group in the District and overall student athletes are retained at rates 15-20% higher than non-athlete students. The on-time completion rate of student athletes is more than double that of non-athletes, and 150-200% completion rates are more than 60% higher. (Specific data can be found on a data dashboard that includes information on [SCC Student Athletes](#).) Overall, CCS student athletes transfer to other colleges and universities at substantially higher rates (approximately double) than non-athletes, regardless of whether they complete their program at CCS.

2D14: The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures 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.

Students enrolled in online courses offered by SCC must use an authentication protocol in order to access their course(s) in the Learning Management System (LMS). Authentication consists of a secure login and password. When students receive a college application confirmation, they are assigned a ctcLink ID which serves as a student identification number. Students use this number to activate an account in SCC's enterprise resource planning (ERP) software. During account activation, students create a password and three security questions. Passwords must include at least one number, one uppercase letter, one lowercase letter, and be eight characters in length. Passwords that include a student's first or last name are not accepted. If necessary, students can reset their passwords by correctly answering all three of their security questions using a secure online system.

Students can access the LMS through the ERP or directly at the host URL using the same credentials. The LMS uses ERP Active Directory installation for authentication via LDAP over VPN. No credentials are stored in the Learning Management System. To ensure the privacy and security of student data, the LMS uses HTTPS for all communication and encrypts all inbound and outbound traffic with 128-bit TLS/SSL.

Additionally, some online instructors require their students to take proctored examinations through automated software or by a live proctor. The software records students take the exam and requires that the students show photo ID and have a photo taken prior to beginning the exam. Exam recordings are kept for five years. Live proctors require students to verify their identity using an approved photo ID.

Students are not charged any additional fees for identity verification, the use of proctoring software, or for using the SCC Testing Center. Students who choose to use a proctoring center at a different location may be subject to fees specific to that location.

STANDARD 2E: LIBRARY AND INFORMATION RESOURCES

2E1: Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

The 2016-2017 Strategic Program Assessment (SPA) for CCS Libraries stated that “our primary vision has been to provide quality resources and innovative partnerships toward the goal of information literate students.” Although budgetary issues have affected collection development in recent years, the SCC library is getting back on track with the 2018-2019 administrative reorganization and ongoing collection planning activities.

The Library's Collection Development Policy was updated during 2018-2019 and continues to serve as a living document, connecting collection decisions to the needs of library users. Decisions regarding services and resources are made in communication and collaboration with stakeholders.

The SCC Library houses over 48,000 books, 1,600+ audio-visual items, and 100+ print periodicals. Additional items are housed at Rural Centers. The library regularly responds to the needs of the college by acquiring new information resources and teaming with faculty to develop special collections.

Through cooperative partnerships with local and national networks, students and employees have access to both physical and digital information resources outside of the CCS collection. Membership in WIN (Washington-Idaho Network) affords students the opportunity to borrow items directly from the libraries of Gonzaga University, North Idaho College, and Lewis Clark State College, and to have items delivered to a CCS site for them to pick up. Partnerships with the Spokane Business Library and the Spokane Public Library give students access to rich digital collections of specialized business and entrepreneurship resources as well as resources for lifelong learning. Interlibrary loan services are available through the library's participation in WorldCat/OCLC.

The SCC Library subscribes to 65+ electronic database packages which provide access to 23,512 e-journals, digital reference books, streaming media, and over 150,000 eBooks. Given the hybrid nature of student information needs, the number of classes taught online, and the need to serve students in remote locations, more than 75% of the library materials budget is dedicated to digital resources. There is a link to the SCC Library homepage in Canvas, and the library encourages faculty to embed library resources and finding aids into their online courses.

College Mission Support: The college mission expresses a commitment to student success through active learning, dynamic relationships, and supportive resources. The library provides active learning opportunities through information literacy instruction that helps students access and utilize information resources. The library maintains dynamic relationships with college personnel to continuously develop a collection of resources that supports student learning. Examples of these relationships include:

- A rotating collection of new books at the Newport Center, resulting from a need expressed by Center faculty and staff
- A [professional development sub-collection](#) coordinated in conjunction with the Teaching and Learning Center manager

- The [Peace Studies collection](#) jointly developed with college faculty in response to a new curricular offering
- A [graded-readers collection](#) which will rotate between all Extended Learning sites, designed in partnership with ABE/ESL
- Support for faculty preparing for program-specific accreditation
- Shared collections with SFCC and area partner libraries
- Consortia memberships which enable resource access beyond local collections

The library provides supportive environments through services such as laptop and hotspot checkout, Library Study Nights, Saturday hours, and reference assistance in person, by phone, email, and 24/7 online chat.

Core Theme Support: The library has supported the Workforce Development core theme by purchasing print and online resources for programs such as automotive, horticulture, nursing, pharmacy technician, and diagnostic medical sonography. Examples of support for the Academic Transfer core theme include research databases of scholarly journals and eBooks appropriate for college- and university-level research, plus cooperative agreements with area academic libraries that provide borrowing privileges to SCC students. The library has considered the College Readiness core theme as it developed ESL and ABE collections and instructional partnerships with both the College Prep program and developmental English courses. Support for the Student Success core theme is demonstrated by the library's Disabilities Support Services room, online research guides, resources to help students prepare for professional certification testing, computer lab, laptop and hotspot checkout, and the Library of Things to aid students in their nonacademic life.

2E2: Planning for library and information resources is guided by data that include feedback from affected users and appropriate faculty, staff, and administrators.

The SCC Library incorporates a large body of evidence in decision-making processes, including feedback from affected users.

For the past several years, while under CCS District administration, the SCC library has participated in the annual revision of the CCS Libraries Strategic Plan ([2016-2018](#)) which involved identification of outcomes and key performance indicators. The SCC and SFCC libraries have also produced annual Strategic Program Assessments (SPA) which have each focused on an aspect of library operations (support for eLearning and Rural Centers, e-resources, collections). The SPA reports were peer-reviewed by a representative user group.

The 2016-2017 SPA included an extensive assessment of collection use by faculty including the extent to which the collection meets their instructional needs ([SPA 2016-2017 Collections: An Analysis of Faculty Perception and Curricular Integration of Library Resources](#)). A team of SCC and SFCC librarians was formed to develop strategies and procedures to address the SPA findings. The team proposed a five-step cyclical process of collection management which involves faculty collaboration and supports the day-to-day information needs of faculty and students as well as program review and accreditation ([CCS Library Collection Cycle diagram](#)).

Regular conversations with faculty inform purchasing decisions. Standardized forms for collecting regular feedback from departments are being developed. One form under development evaluates both

trial and existing database subscriptions (e.g., [Faculty Database Evaluation Form](#)). The collection team has also created a long-term plan to map items in the collection to specific college departments or programs in order to better facilitate conversations regarding library support for the curriculum.

Using analytics tools in the library management system (Alma), librarians and staff created information dashboards that are continually updated to meet the collection data needs of librarians and administration. Through these efforts, library faculty and library administrators can communicate value, facilitate discussion, and create avenues for collection input and involvement by discipline faculty. Such actions enable the SCC Library to make better-informed decisions based on the college's needs.

Library faculty have looked at student satisfaction results from the CCSSE and Noel Levitz surveys which show that SCC students are generally satisfied with library resources.

Users may submit requests for library materials by completing a form on the library's website.

Library faculty serve as liaisons to academic departments in order to monitor instructional needs.

Liaisons work closely with faculty in programs that receive specialized accreditation to ensure that the library provides access to required resources. Library planning is also guided by information gathered from librarian representation on college committees, such as the Curriculum Committee, the Instructional Leadership Council, the Council of Chairs, the Student Learning and Assessment Committee, the Guided Pathways Steering Committee, the Holistic Student Supports sub-group, and all four Core Theme Teams.

The library conducted a student survey during spring quarter 2019 that asked about equipment, furniture, space, hours, and whether the library environment is welcoming. Also, a fall 2016 student and faculty focus group included information about library furnishings and study rooms. As a result of the survey and focus group, the library is taking steps to provide additional study rooms and updated, comfortable seating.

2E3: Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

SCC Library faculty provide instruction and support to all in the SCC college community through a full suite of services which includes instruction sessions, embedded-librarian partnerships, creation of learning objects, outreach to faculty and staff, and point-of-need reference service (available 24/7).

From 2016-2017 to 2018-2019, faculty librarians taught an average 260 instruction sessions annually (67 sessions per quarter, excluding summer) serving just over 4000 students each year. SCC library faculty employ a multi-pronged strategy intended to integrate Information Literacy (IL) into the college curriculum at key points in a student's experience. Librarians partner with discipline faculty to teach scaffolded IL outcomes in foundational courses to students in pre-college (College-Prep, ABE), first-year experience (GUID 102), transfer (ENGL 101), and workforce (APLED 121 and BT 152) programs. Building on these foundational skills, librarians collaborate with discipline faculty to teach more advanced skills,

introducing students to research sources and methods in their field (e.g., Biology, Sociology, Paralegal, etc.).

Librarians teach using a variety of instructional modalities and forums:

- Synchronous instruction sessions (in face-to-face and ITV classes)
- Asynchronous instruction (such as Canvas modules and videotaped instruction sessions for Flex classes)
- Creation of print and electronic learning objects which faculty can incorporate into their curriculum (brochures, handouts, videos, and online research guides)
- Reference consultations at students' point-of-need (a robust service, librarians are stationed at the library reference desk during all open-hours and 24/7 chat is accessible through library faculty participation in the QuestionPoint cooperative.)
- Individual or small group research consultations

Student learning outcomes, formative assessment, and other assessment data is periodically recorded on the SCC library's [assessment log](#). A faculty satisfaction survey is deployed quarterly to faculty with whom librarians partner. Librarians maintain communication as liaisons to academic departments and support services. Program-level assessment of instruction has been performed within the library's Strategic Program Assessments (e.g., [2016-2017](#)) and through the [SCC Library 5-Year Program Review \(2018-2019\)](#).

Faculty librarians participate in large-scale assessment initiatives at the college, district, and state level which measure student's IL abilities and those which measure library support for student equity, achievement, and success ([Assessment Log](#)). Other collaborations in support of instruction include:

- Service on SCC Curriculum Committee whereby library faculty keep abreast of curricular changes and identify opportunities for library support
- Librarian service on the SCC Student Learning Assessment Committee (SLAC)
- Instrumental participation in the development of the annual *Inland InfoLit* conference which brings together librarians and English composition instructors from area colleges and universities

2E4: The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Regular program-level assessment has been conducted by the library through the Strategic Program Assessment (SPA) process and in collaboration with the SFCC library. Each SPA has assessed a different aspect of library service:

- 2013-2014 eLearning and Rural Centers
- 2014-2015 e-Resources
- 2015-2016 [no SPA due to work on migration to a new library management system]
- 2016-2017 Collections
- 2017-2018 Collections Follow-Up

During Spring quarter of 2019, in anticipation of rejoining the SCC administrative structure, the SCC Library produced a comprehensive program review report ([SCC Library, 5-Year Program Review: 2014-2019](#)) using ACRL Standards as a framework. Numerous recommendations were identified. Library faculty and staff are working with the college administration to prioritize and follow through on areas needing improvement. The program review document provides a thorough record of evaluations undertaken by the SCC Library.

The adequacy of library resources is regularly evaluated through liaison contacts with faculty. Information generated from the library management system, database usage statistics, and various professional reviewing sources (such as *Resources for College Libraries*) are used to determine collection quality and utilization.

Over the past several years, new tools were developed by librarians and staff to evaluate the collection more effectively. One example is a weeding tool that allows librarians to easily create a baseline list of potential resources for deselection based on age, circulation, acquisition date, and Dewey range. The SCC/SFCC library collection team also created a proposed cycle of collection management (described in Standard 2E2) to improve and maintain a balanced collection and include program mapping of resources for better evaluation and communication.

SCC Library workflow and processes are continuously evaluated. A recent change in staff and administrative structure prompted an investigation into a streamlined approach to acquisitions by using the current library management system to its full potential. This change will also have a positive impact on end-user accessibility and reporting.

The security of library resources is a priority for SCC Library and includes the following:

- Security gates with theft detection
- Bar codes on all circulating items
- Authentication required for the use of computers and library e-resources
- Contractual agreements required when students borrow items of high value

STANDARD 2F: FINANCIAL RESOURCES

2F1: The institution demonstrates 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 anticipate long-term obligations, including payment of future liabilities.

The College's business functions are centralized and carried out by the CCS business office led by the chief financial officer of the District. This includes budgeting, central accounting, student accounting, foundation accounting, travel and other employee reimbursements, grant and contract accounting, purchasing, contracting, cashiering, internal audit, benefits, and payroll.

CCS demonstrates fiscal stability with sufficient cash flows and reserves to support college programs and services. Budget reports (budget to actual) are prepared monthly for the CCS Board and reviewed with the board by the chief financial officer. Comprehensive financial statements and annual operating budget reports are prepared and presented to the CCS Board on an annual basis.

Risk is managed appropriately to ensure financial stability. The CCS Board has approved a designated reserves policy, Administrative Procedure 5.20.04-A Designated Reserves, which outlines specific purpose reserves necessary for financial sustainability. In addition, the CCS Board approved an operating reserve under Administrative Procedure 5.20.04-B, which requires a reserve balance equal to 5% percentage of the base operating budget. In total, CCS currently maintains reserves equal to approximately 15% of the operating budget through a collection of additional designated reserve funds. SBCTC and the State of Washington have emergency funds available for high dollar amount emergency repairs or maintenance. The District participates in a self-insurance liability program through the state. Additional commercial policies are also purchased through the state to protect assets not covered under the self-insurance program.

2F2: Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The College's state appropriated general operating budget includes state appropriation, local student tuition, and college operating support. State appropriation is the major source of funding for the College and is allocated annually by the Washington State Legislature through the State Board for Community and Technical Colleges (SBCTC). SBCTC, in turn, allocates the appropriation to the Washington community and technical colleges. The District budget office, which oversees the District's state appropriation, allocates the funding to SCC, SFCC, and the central administration offices.

Local student tuition is the second largest source of funding for the general operating College budget. In Washington, the state legislature controls the tuition rate set for all public community and technical colleges but gives SBCTC the discretion to set a lower statewide rate. About 74.6% of student tuition is retained locally to support the College's general operating budget, with another 3% going back to the SBCTC as an innovation fund to pay for the ctcLink computer upgrade project. In addition, 9% of student tuition is sent back to the State of Washington as a building fee, which in part provides support for Minor Capital and Minor Works projects on College buildings. Another 3.5% of student tuition that is collected is remitted back to eligible students in the form of financial aid disbursements, and another 9.9% of collected student tuition, called the Student and Activity Fee, is remitted back to students for their use in student clubs and organizations.

In addition to state operation allocation and student tuition the College relies on Operating Support to cover the difference between revenues and expenses. Operating Support is comprised of other major sources of revenue coming to the college. While those sources have changed over time, nearly all of operating support is now provided through Running Start reimbursements from K-12 school Districts.

In addition to the state operating allocation, student tuition, and operating support, the college has other sources of locally held funds used in operations. Funds such as State and Federal grants, student

fees, auxiliary enterprises, and student financial aid. These local funds are managed according to applicable state and federal rules and regulations.

FY 2018-2019 SCC General State Allocation and Tuition Revenue Operating Budget (in \$millions unaudited)

	Amount	% of Total Budget
State Appropriation	\$35.9	64.3%
Local Tuition	\$17.6	31.4%
Operating Support	\$2.4	4.3%
Total	\$55.9	100%

The 2018 and 2019 legislative sessions did not fully fund the faculty and staff general compensation increases, requiring institutions of higher education to fund 35% of the increases with the use of local tuition revenue. This was a hardship for the college and required additional budget reductions. However, the 2019 legislative session, which approved the 2020-21 biennium budget, did fully fund the compensation increases for faculty and staff, with a combination of base compensation increases of 65% and foundational support to cover the additional 35% of the cost. In addition, the legislators funded additional dollars for higher education by passing ESHB2158 which created a new revenue source for higher education, which will make a major investment in the college. The future of ESHB2158 is now in question as it is funded through specific revenue streams (B&O taxes) which have been dramatically reduced as a result of the COVID-19 pandemic. SCC anticipates knowing more about the future of this funding source after an August special session of the Washington legislature.

With decreasing enrollment, the College has relied on operating support funds in recent years to supplement its budget which is likely not sustainable for the future. This will require the college to enact a combination of reduced expenditures and increased revenues as part of a comprehensive budgeting plan at the College level.

During the last four years, the College's budget development process has been focused on weathering budget cuts while staying true to its mission. During this time, SCC has struggled with the challenges presented through the fiscal limitations of the ctclink computer system and the lack of reliable information available to perform department level budgeting in a traditional way. In the absence of reliable department level budgeting information, the College has used a budgeting approach that relies on following traditional spending habits, spreadsheet tracking and ensuring the college level expenses match revenues. Despite the challenges presented during that time the College has been able to reduce expenses by taking advantage of faculty and staff retirements and resignations, cancelling low enrolled courses, eliminating non-core activities, and reorganizations to save money. These budget decisions were carefully made while continuing to advance the College's mission and the District's strategic plan.

During the course of the 2019-20 fiscal year the access to information, usable budgeting tools and fiscal support has increased dramatically for the College. In response to the newly available tools and information the College has embarked on creation of a new budgeting process based on mission fulfillment. The Fiscal Strategies Committee was launched in September of 2019 to support this activity,

and has spent the year working to create principles, guidelines and themes through a diverse group of stakeholders. SCC acknowledges this work will take multiple years to reach a new fully functional budget process that is transparent, comprehensive, collaborative and focused on mission fulfillment. In addition to the work assigned to this committee through the original charge they were also asked to contribute to the strategy being developed for an anticipated 15% budget reduction from the State of Washington as a result of the COVID-19 pandemic.

2F3: The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies

CCS meets institutional policy and state and federal regulations through its accounting and financial recording keeping system. Financial functions are centralized in the District Business Office. Accounting and financial functions are managed through an integrated ERP financial management system (ctcLink) that was implemented by the State Board for CCS in August 2015. This new Oracle, PeopleSoft system was adopted by the State Board to be implemented at all Washington community and technical colleges over the next three years. The ctcLink system maintains all required accounting data for state reporting but can also support customized local reports.

At the college level, a formal system of policies, guidelines and processes did not exist prior to the implementation of the ctcLink system. The difficulties associated with that system were impactful on conducting traditional budgeting and full inclusion by all college stakeholders. The effort underway through the Fiscal Strategies Committee is being conducted by a diverse set of stakeholders from across the College and is focused on implementing a process that guarantees opportunities for participation by all constituencies.

2F4: The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The College's ctcLink ERP financial system supports multiple reporting options for use by budget and program managers, and business office personnel. Expense reports are reconciled against the allocation given to each campus unit; revenue reports are generated to see if tuition and non-tuition revenues are meeting projections. There are college budget accountants co-located at the campus units, as well as in the business office, and college budget financial analysts located at each college to provide thorough support of the college administration and departments. In addition, the Business Office has developed two revenue and expense reporting dashboards that are available to college budget and program managers to allow for timely monitoring of departmental revenues and expenses. One dashboard presents summary revenue and expense data by department, and the other presents detailed payroll expense data by employee. Both dashboards are governed by security which allows only approved budget, program and department staff access for control purposes.

2F5: Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Capital planning is carried out through the SCC Master Plan and is updated periodically. In addition to requesting state allocation of capital funding, SCC also has the option to borrow capital project funding through the state by a Certificate of Participation (COP). With legislative approval, the state issues bonds and the proceeds are used to fund construction or acquisition of facilities. The College then has the obligation to repay this certificate over a specified period, usually a 20-year period. SCC is currently repaying a \$2.1 million COP that was used to partially finance the \$8.5 million remodel and Basic Skills addition to the Student Services Building (#15).

SBCTC also makes annual or biennial allocations to CCS for maintenance, repairs, and minor projects. Each capital project is assigned a unique project code by SBCTC. Budgets are monitored both locally and by the SBCTC. The District’s capital budget accountant monitors all CCS capital budgets.

2F6: The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Auxiliary enterprises at CCS each have a separate designated fund. These include data processing (fund 443, rarely used), printing (fund 448, Service Center), motor pool (fund 460), bookstore (fund 524), parking (fund 528), and other auxiliary (fund 570). The Chancellor or designee is authorized to make fund transfers from unobligated fund balances as necessary to avoid negative cash balances in local operating funds at the close of an accounting period in accordance with [RCW 43.88-260](#).

2F7: For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

Each year, CCS is subject to financial audit procedures conducted by the Washington State Auditor's Office in connection with the audit of the state's basic financial statements (CAFR). CCS consistently receives a clean audit from the state auditor's office related to the audit work completed in conjunction with the state's basic financial statements. Each year, the State Auditor's Office conducts the Federal A-133 Single Audit which is an independent audit of systems and internal controls over federally funded programs that the state has designated to ensure compliance with federal regulations. CCS has not received any audit findings related to this yearly audit. CCS also undergoes state Accountability Audits each year, with no adverse findings. In addition, CCS is audited by outside State and Federal program auditors each year to assess program and grant compliance.

Audits are conducted in accordance with Government Auditing Standards (also referred to as Generally Accepted Government Auditing Standards GASB). The State Auditor's Office has passed all of its peer reviews, which are conducted by external parties every three years. Results of the audits are issued within six months of the state's fiscal year end and are made available to the public online at the Washington State's [Office of Financial Management](#) web site.

As required, CCS has undergone an independent audit of their financial statements for fiscal years 2014 and 2015 and received a clean audit opinion for both of those years. Due to problems related to the implementation of the new ERP financial system called ctcLink, audits for fiscal years 2016, 2017, 2018, and 2019 have yet to be completed. CCS has engaged the public accounting firm of Moss Adams, LLC to prepare CCS's financial statements in accordance with GAAP, necessary for audit. The State Auditor's Office has been engaged to complete those audits, for all four years, during FY 2020.

The CCS Board reviews accountability audit reports that have been issued for CCS at their monthly board meeting. Board members receive a copy of the audit report in advance of the meeting for their review. The Chancellor, SCC president, CCS CFO, and other informed personnel attend this meeting to discuss the audit results and answer the board's questions.

In addition to receiving copies of audit findings, CCS and SCC administrators who have compliance responsibility for areas noted in audits, receive copies of management letters issued by the auditors, for any identified areas of necessary improvement. Administrators review these letters and are required to prepare internal corrective action plans to address the deficiencies noted, if any.

2F8: All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

CCS has authorized the CCS Foundation to conduct fundraising activities on behalf of the College. CCS Foundation was incorporated in 1972 for the purpose of encouraging, promoting, and supporting educational programs and scholarly pursuits in connection with CCS. The CCS Foundation and CCS have entered into an agreement which outlines this relationship. The foundation provides significant scholarship and program support to CCS students and programs and contributes funds to the College for special projects and events. The CCS Foundation's audited financial statements are included as a

component unit, as required by GAAP, in CCS's financial statements. The foundation also supports athletic teams and student athletes through different activities such as booster club memberships and an annual golf tournament.

CCS student clubs and organizations may also engage in fundraising to support their activities; each organization maintains a separate account within the College's general ledger to account for those activities and dollars separately from any state received dollars. Disbursements from these accounts are made in accordance with established College policies and procedures, and according to state regulation.

In addition, SCC staff may participate in the [Combined Fund Drive](#), Washington State's workplace giving program for active and retired employees. The CFD has been operated out of the Office of the Secretary of State since 2011.

STANDARD 2G: PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

2G1: Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

Consistent with its mission, core themes, and characteristics, SCC creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

The College facilities and grounds are maintained by the CCS facilities department to provide a safe and healthy environment that is conducive to learning and working. The Directline (MegaMation) computerized maintenance management system (CMMS) assists with planning, scheduling, and completing preventive maintenance and other work orders effectively.

SCC also engages in ongoing efforts to enhance existing facilities and to provide space sufficient to meet program needs both through local funding sources and state funds for repair and minor capital improvements. In 2018, the Facilities Department commissioned a space utilization study to evaluate the use of current space. The results of that study resulted in the college establishing a central scheduling office (July 2020) to maximize utilization and conserve resources. The study continues to provide insight as to how and when buildings need to be cleaned and maintained in relationship to student access.

Projects related to the North Spokane Corridor are as follows:

- Renovation of the Heavy Equipment shop to accommodate Fire Science that will be displaced by the NSC
- Relation of SCC Facilities staff from Heavy Equipment and Max Snyder to a new consolidated support facility being constructed on the eastern edge of campus called the MOSS Building
- Relocation of Campus Safety to the MOSS Building
- Relocation of Environmental Health and Safety to the MOSS Building
- Remodel of Esmeralda for District Facilities displaced by the NSC

- Construction of a new 600+ stall parking lot

SCC has also partnered with Spokane Transit Authority to construct a new modern transit center on the south side of campus because the old station is being displaced by the NSC. The new transit station will also be the termination point for the dedicated Central City Line and provide ready access to Spokane city central and points west into Browne's Addition. The combined service means 21 busses will transit SCC every hour. The enhanced public transportation system will provide ready access for students attending SCC.

Building 15 Addition & Remodel:

Project to create new campus classroom space for SCC's displaced adult basic education programs as well as to provide a consolidated and efficient space for the colleges Office of Financial Aid services.

- Completion August 2014
- \$8.5M

Building 1 Counseling Tutoring Center (Business Computer Lab):

Renovation of previous shop space into a consolidated area to serve student needs with academic advising, career services, four-year college transfer, mental health counseling, and academic peer tutoring.

- Completion September 2016
- \$2.9M

Building 1 Teaching and Learning Center:

Repurposing areas within Main Building to serve as a hub for SCC educators. The center provides space and resources for the SCC community to nurture teaching and learning strategies in support of student success. It serves as an academic space for instruction where faculty can experience an atmosphere of collaboration, collegiality, inclusivity, diversity, and recognition of peer excellence.

- Completion March 2018
- \$0.6M

Respiratory Care Expansion:

Remodel underused space within SCC's Health Science Building to enhance the respiratory care program, adding the necessary functionality for the new four-year baccalaureate program.

- Completion October 2017
- \$0.4M

Nursing Simulation Rooms:

Remodel of underutilized space within SCC's Learning Resources Center to create a state-of-the-art simulation labs center for the nursing program. The program had to previously expend department resources to rent these facilities off-campus.

- Completion March 2018
- \$0.5M

Main Building South Wing Renovation:

Major renovation and addition project to create modernized and efficient learning spaces for several foundation SCC programs including Cosmetology, Criminal Justice, Business, Hospitality and Information Technology, as well as additional classrooms for Arts and Sciences.

- Current Construction
- \$28.5M

Head Start Fire Suppression System:

Addition of a fire sprinkler system through-out the building to allow the SCC Campus' Head Start program to increase enrollment, helping to ease the burden for parent students as well as providing the ability for serve infants.

- Completed January 2019
- \$0.3M

Lair Interior Remodel:

Project to revitalize two interior spaces and bring together the CCS's Global Education program and SCC's Multicultural Center. The remodel will provide these programs more accessibility, identity, inclusivity, and interaction for SCC's students, faculty, staff, and visiting community members from varying backgrounds.

- Construction Spring 2020
- \$2.0M

Fire Science Program Relocation:

Remodel of space within the Heavy Equipment Building to support the Fire Science program, displaced due to the North Spokane Corridor right-of-way on campus. The project will provide upgraded facilities and include infrastructure to allow new elements to be brought into the programs curriculum.

- Construction Spring 2020
- \$2.0M

2G2: The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Per [CCS Board Policy 2.3.05](#), the District is committed to the health and safety of its faculty and staff, and in maintaining a safe and efficient workplace that complies with all local, state and federal safety and health regulations, programmatic standards, and with any special safety concerns identified at the unit level. Every person in the organization is assigned the responsibility for both individual and organizational safety.

Environmental Health and Safety (EH&S) is a non-academic service department dedicated to promoting and supporting community colleges' efforts to protect human health, safety and the environment. EH&S, with the administration, faculty, staff, and students, develops and implements CCS's safety guidelines and procedures to establish and maintain a safe and healthy college community. EH&S provides consultation and services in the areas of public health, air and water quality, worker health and safety, biohazards, and chemical waste disposal and cleanup.

The safety officers from the CCS District Compliance Office make periodic inspections and meet with faculty and staff in those departments where hazardous materials are used. Information about the hazardous chemicals are reviewed, updated, and made available to sites where the chemicals are used.

Required procedures on the use, storage, and disposal of hazardous materials are outlined in the [Hazard Communication Program, Chemical Hygiene for Laboratory Setting, and Dangerous Waste Management procedure](#). CCS will furnish to each of its employees a workplace free from recognized hazards that cause serious injury or death as required in the Washington Industrial Safety and Health Act (WISHA), [RCW Chapter 49.17](#) in accordance with [WAC 296-901](#).

Hazardous materials used in the workplace are labeled, used, and stored according to the manufacturer's recommendation. Flammable storage cabinets are provided in areas where flammable liquids are present. A Safety Data Sheet (SDS) is maintained online and in paper format for each chemical in use, and employees are trained on the hazards of the chemical before use.

2G3: The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

SCC has engaged in periodic updates of its campus master plan to guide the physical development of the campus and identify facility needs consistent with the College's mission and core themes. The College underwent an extensive two-phase master plan in 2016 and 2017 that was approved by the CCS Board in the spring of 2017.

The College's major revision of the campus master plan was developed with the assistance of the architectural firm ALSC, located in Spokane, Washington. The development of the new plan was vital because a portion of the campus is being acquired for the construction of the North Spokane Corridor (NSC). The Campus will lose approximately 8.9 acres of land and three buildings totaling over 37,000 square feet of space. The North Spokane Corridor will be a 60-mile per hour, 10.5 mile-long north/south limited access facility; that connects to I-90 on the south end (just west of the existing Thor/Freya Interchange) and connects to existing US 2 (at Farwell Road) and US 395 (at Wandermere) on the north end. The NSC transecting the SCC campus is the most significant impact to the campus since its inception. The SCC Campus Master Plan demonstrates the planning and commitment of SCC Administration to minimize the impacts to students and to fulfill our mission despite the impacts caused by the highway project.

Construction of the NSC will begin in June 2010. Some of the impacts being addressed are:

- Access—How do we continue to make the campus accessible? Signal controlled intersections, new access points, signage, etc.
- Wayfinding—The construction will cause a shifting landscape and assisting students find their class is paramount. Campus wayfinding will move students from the perimeter of the campus to the interior and then to their class buildings.
- Parking—The campus will lose just over 700 parking stalls for at least 3 years with 237 being returned after the construction easement is returned. Temporary parking lots are being developed to minimize parking shortages.
- Space Management—SCC is developing a central scheduling office to maximize the use of existing space to compensate for the loss of 37,000 square feet of space.
- Face of the Campus Change—The front door of the campus will move from the west side of the campus to the south side of the campus.
- Noise Pollution—Will the campus need more sound insulation? Double pane windows?

- **Bus Access**—The Spokane Transit Authority bus station has been relocated to the south side of campus and integrated with the Central City Line dedicated route to improve access to the campus.

SCC recognizes it must plan beyond the NSC and its impacts. The Campus Master Plan engaged all stakeholders and evaluated the current campus facilities to ensure they will meet the needs of students, staff and facility in the years to come.

At SCC, like other Washington community colleges, the primary source of capital funds is the capital budget adopted by the state legislature, which appropriates capital funds through SBCTC. The State Board has an elaborate and competitive capital budget process and new projects are not being considered at this time because systemwide review of facilities last biennium resulted in an extensive backlog of projects that must be cleared first. During that review, SCC was fortunate enough to add a replacement building for the Apprenticeship center on N. Fancher Ave.

Besides the state appropriated funds, the college did receive a partial payment from WSDOT for the property acquired and will use those limited funds to address the impacts listed above.

2G4: Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

As a comprehensive community college with a wide range of workforce programs and equipment intensive transfer classes (such as chemistry), instructional equipment and technology is a major investment each year at SCC.

One source for funding instructional and information technology equipment is the [Technology Fee](#) that students pay. The student technology fee is a credit-hour student fee assessed each quarter. The fee is used to purchase equipment to support SCC’s learning environment. Technology is broadly defined to include all instructional equipment and is not limited to computers, software, or networking.

The Student Technology Fee Committee is comprised of SCC associated student government, faculty, and staff representatives. Faculty and associated student government members represent various instructional divisions. Staff members represent other campus areas including student services, information technology and networking. The Associated Student Government president and the Vice President of Instruction or the Vice President of Student Services serve as committee co-chairs.

In addition to instructional equipment, computers and related technology are crucial to supporting institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

District IT budgets provide a level of funding to maintain and support existing equipment and infrastructure with some expansion for upgrades and improvements. Capital projects and department budgets also provide a source of funds for equipment purchases. All IT equipment is sourced, purchased and installed by the CCS Information Technology division that adheres to equipment and configuration standards and inventory control.

The projects that IT proposes are usually basic infrastructure and various campus wide items such as lab desktops and servers. IT gets basic direction from elements of the College's strategic plan and core themes. These themes are re-stated as individual benchmarks such as "replace 20-25% of student desktop computers" or "replace 20% of server platforms". These benchmarks set tangible goals that can be easily measured and ensure that students are getting access to new equipment on a regular basis.

Any project that is approved by the committee is given a final review, and then a project template that further defines the scope of work is produced. This documentation is then used to track the project from approval to the end of deployment.

2G5: Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Consistent with its mission, core themes, and characteristics, Community Colleges of Spokane (CCS) has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

CCS operates a converged student and staff network. This network uses a policy-driven framework to assign users and devices to an appropriate subnet. This allows CCS to use a consolidated infrastructure regardless of the user or device that needs service and still provide necessary segmentation and security for critical college systems. In fact, guest networks have days where they service in excess of 2000 unique devices that are owned by students. While important college systems are firewalled from the guest network, access to important student services such as the public websites and LMS systems are maintained. The campus guest wireless network is available in every building on the CCS college campuses, and District office sites. In addition, the colleges have expanded the student and guest wireless bandwidth and simplifying access to accommodate the increasing number of devices that students are bringing onto the campus.

The total number of desktop and laptop devices across the District is approximately 6,200 desktops and notebooks dedicated to labs, classrooms, faculty and staff. The campuses have open labs in the library that are also served with several dozen notebooks available for student checkout plus a dedicated lab area with about 60 desktops. These computers are available to any student attending the colleges during the operating hours of the Library. Other workstations and notebooks are used in various program or discipline-specific labs such as the Business Technology Center or the Graphic Design lab.

The current local area network maintained by CCS District IT office consists primarily of HP Procurve switching equipment, Cisco WAN routing, and Cisco ASA firewalls. Each building on campus is connected

back to the data center and network core in the primary data centers. Each of the building connections is at least a gigabit connection, with larger buildings having 10 gigabit trunks, and sometimes multiple 10 gigabit trunks bonded together. The basic design of the network is a hub and spoke system with a collapsed core. This allows good performance and availability with a minimum of capital investment. In addition, the colleges maintain an intercampus gigabit connection for high-speed access to services and applications hosted there. Both colleges have a separate K20 consortium internet connections that was upgraded to 1Gbit/s and could serve as redundant failover connections with some additional configuration by CCS and K20.

The technology services department provides server and network services for SCC and the District office from a data center located on the SCC campus. The data center was constructed as part of a capital building project (Jenkins Wellness Center, Building #7) completed in summer of 2010 and accommodates approximately 160 physical and virtual servers in a 300 square foot state-of-the-art facility that is serviced with redundant air conditioners, redundant Uninterruptable Power Supplies (UPS) and a natural gas powered generator. College data centers are connected with 10 gigabyte dark fiber connection providing IT with the option to develop failover services between data centers in the future.

The telecommunications department is also in the process of implementing an upgrade to its Avaya telecommunications switches located at SFCC and SCC to provide Voice Over IP (VOIP) and Unified Communications functionality to campus locations in a phased approach as the network is upgraded to accommodate the integration of voice, video and data communications. Once the upgrades are complete, the systems will have failover to maintain communications in the event of a failure on either telecom switch.

These data servers provide the various academic and administrative services to staff, faculty, and students. Students are provided an e-mail account through a partnership with Microsoft using their Office 365 program. Programming provided by Network Services has enabled automatic creation of these e-mail accounts for all registered students attending SCC. The Office 365 program provides students with access to all social networking options currently available and access to Office 365 web-based applications (Word, Excel, PowerPoint, etc.) along with 25 GB of cloud-based storage.

2G6: The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The IT Customer Support Services (CSS) department strives to help students and college employees with their technology needs by providing assistance and training opportunities from the first day on campus through increasingly complex needs.

Student accounts are created within 24 hours of being accepted to attend the college so they can use college computers to take care of all their needs, such as applying for financial aid or scheduling testing

and advising for college entrance. These services are available through the student tools menu on the college website. These accounts stay with the students throughout their time at CCS. Once enrolled at the college, a student's account provides access to additional computing resources, such as login to campus computers and printing.

New employee accounts are created in conjunction with Human Resources. The employing department is given materials to help the new employee get connected and start learning about the College environment. IT provides a short video orientation to reinforce the most important information about contacting technical help and avoiding malicious technical attacks.

The CSS department provides centralized help desk services through its IT Support Center consisting of seven IT staff to support student, faculty and staff IT needs. All calls are routed to a centralized number (533-HELP) or e-mail ITSupportCenter@ccs.spokane.edu to initiate service requests that are routed to the appropriate technician for managing and documenting all information related to a user request. Many of the e-mail requests come from online forms that gather key identifying information (such as computer and usernames) automatically as well as providing the requestor with the opportunity to describe problems in more depth. For after-hours support, IT maintains an [IT Support Center portal](#) for students () and staff . The portal links to important resources and answers to frequently asked questions.

The CCS human resources department has subscribed to [LinkedIn Learning](#) for training purposes for all full-time employees of District. This service provides instructional material to assist employees in learning how to use most of the software available at SCC.

2G7: Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

The governance council and its participatory membership include; faculty, staff, students, and IT personnel representing academic systems. communications and marketing, IT infrastructure, data management, and student government.

The IT Governance Advisory Council (ITGAC) represents the needs and concerns of students, faculty, staff, exempts and administrators regarding information technology strategic priorities for academic, student services and administrative systems; ctcLink implementation, and emerging information technology to enhance student learning and improve operational efficiency. ITGAC does maintain a districtwide perspective focused on shared vision, common strategic direction, common standards and lean business processes. ITGAC invites innovation and provides timely, effective recommendations to the organization.

2G8: The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

One of the primary goals of the IT Governance Council is to develop and review yearly a District-wide Technology Sustainability Plan to ensure that technology is refreshed on an intentional cycle.

Campus technology planning begins with an online survey of students and faculty concerning quality and availability of technology resources required to support the annual technology fee process as described in section 2.G.4. Each of the CCS colleges has a well-defined procedure and calendar schedule that involves faculty, deans, management, IT staff, and students for submitting equipment and IT requests to support the variety of programs at each institution.

From there the technology planning process shifts to the department level. Department chairs are responsible for engaging their department in the development of a technology plan. To record their department's plan, they use a technology initiative planning worksheet to record specific information about the initiative and what is needed. The worksheets are submitted by each department to the respective dean, who reviews the proposals and prioritizes them from the division perspective.

The division technology plans are compiled to create a plan for the entire college. Projects and initiatives are undertaken for various funding sources, according to priority. Staff PC rotations and plans are developed and funded separately from student needs. Typically, IT staff evaluate college and District staff needs on an annual basis, and develop a rotation schedule for management review, which is then adjusted to meet specific needs and priorities. Department budgets, grants, capital projects and special projects are all potential sources that can provide the funding to meet staff and faculty needs.

Institutional Planning



GREAT CAREERS BEGIN AT SCC



3

CHAPTER THREE: INSTITUTIONAL PLANNING

STANDARD 3A: INSTITUTIONAL PLANNING

SCC engages in strategic and institutional planning at both the College and District levels.

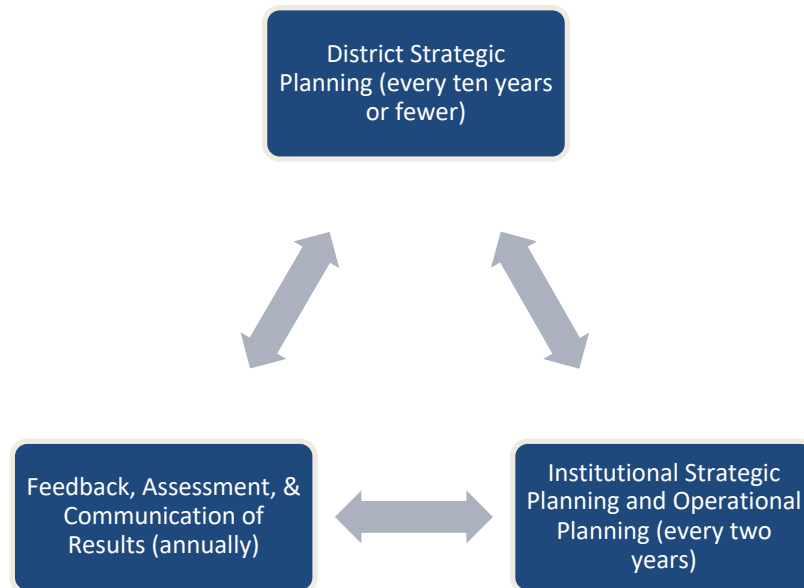
3A1: The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

In 2010, the CCS District undertook a [comprehensive strategic planning process](#) to chart the direction of the District in serving the needs of Eastern Washington. A team of students, faculty, staff, exempts and administrators from all areas of the District began work on the plan in Fall 2010. The team envisioned a future best-case scenario for CCS and studied data about CCS students, employees and infrastructure; the state and regional economy; workforce trends and initiatives; and more. They also studied perceptions of CCS strengths, weaknesses, opportunities, and threats (SWOT) from focus groups and forums with students, faculty, staff, educators, workforce leaders, diverse community leaders, and social service providers.

The ten-year [CCS Strategic Plan](#) outlines broad initiatives for the District and colleges that provide balance between District accountability and institutional autonomy to yield greater effectiveness and efficiency. It includes values, vision, mission, strategic priority areas, strategic initiatives, and performance indicators. The CCS Board reviews progress reports on the CCS strategic plan quarterly. Each quarter, a different strategic initiative is reviewed with the CCS board by CCS District staff. The review encompasses those areas that have been identified by each of the colleges and the District administrative units.

Currently, representatives from the CCS District are developing the next strategic plan (Documents 1 and 2 in Chapter 3 Canvas site). A Strategic Planning Team was formed in Winter 2020, comprised of 24 faculty, staff, and administrators from across the District. The group reviewed macro-trends in higher education, employee surveys, and planning practices. An overview of the strategic planning process can be found on the Canvas site, and updated information can be accessed on site.

At the college level, SCC also participates in ongoing, purposeful, and systematic planning. Currently, the College is in the first year of implementation of a two-year overarching institutional effectiveness plan (Document 3 on the Chapter 3 Canvas site), which provides a mechanism for institution-specific planning. This plan is designed to demonstrate alignment of the College with the District's strategic plan, identify goals and timelines, and outline continuous improvement practices to ensure that the plan is effective. This plan includes strategic goals, indicators for assessment, an assessment plan, and key tasks. In its simplest form, the strategic planning process can be understood via the following diagram:



As a result of continuous improvement efforts and changes in administration, the College determined that a new strategic planning process was needed in 2018. Due to presidential turnover, efforts to develop and implement a strong strategic vision faltered. Between 2015 and 2017, several institutional planning initiatives and teams were developed, only to be later abandoned. As a result, the Presidential Cabinet made the following changes in AY 2018-2019:

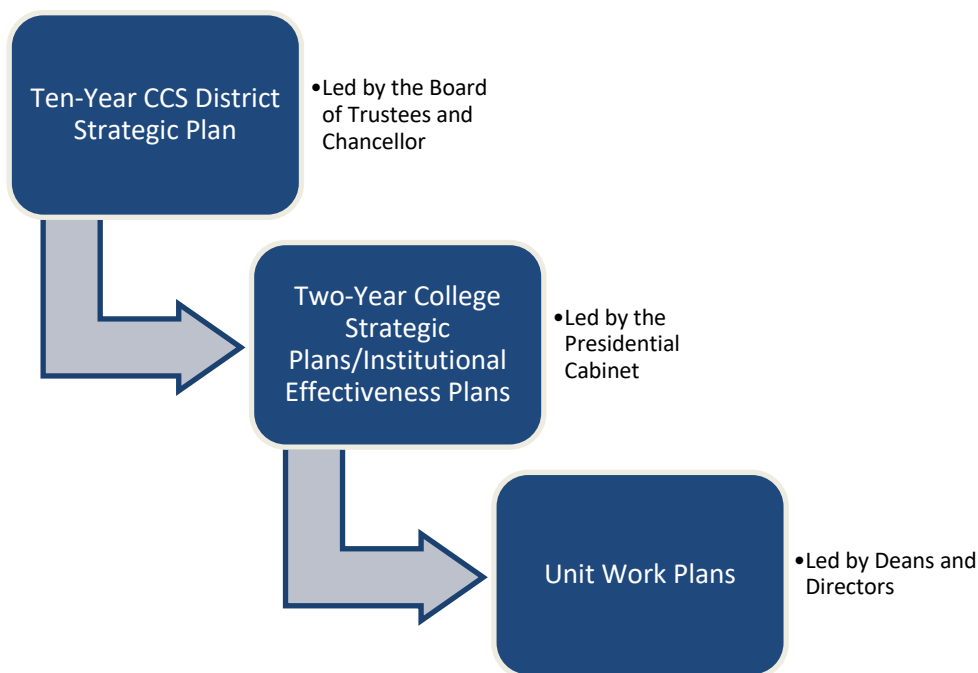
- The previous institutional effectiveness planning group, Students First, was officially dissolved. Their duties were delegated to other key leadership teams on campus, including the Student Success Core Theme Team, Guided Pathways Steering Committee, and the College Leadership and Planning Council.
- A new Senior Director of Institutional Effectiveness, Planning, and Initiatives was hired.
- A new budget process was developed, resulting in the creation of a Fiscal Strategies Committee.
- A formal process by which the Cabinet responds to Core Theme Team findings, recommendations, and requests was implemented.
- An Assessment Leadership Team was formed.
- A new institutional effectiveness plan was drafted and vetted.
- Charges were written and/or revised for all key SCC teams and committees in order to align with strategic goals and prevent initiative fatigue.

After assessing progress on core themes and mission fulfillment, the Cabinet established several goals for the biennial institutional effectiveness plan:

1. Achieve programmatic excellence that leads to student success
2. Become a statewide leader in transitioning developmental students to college-level
3. Leverage technology to achieve institutional stability in the face of obstacles
4. Maintain and enhance fiscal accountability
5. Develop and maintain strong equity initiatives across campus
6. Support students early in the college experience to ensure that their goals are met

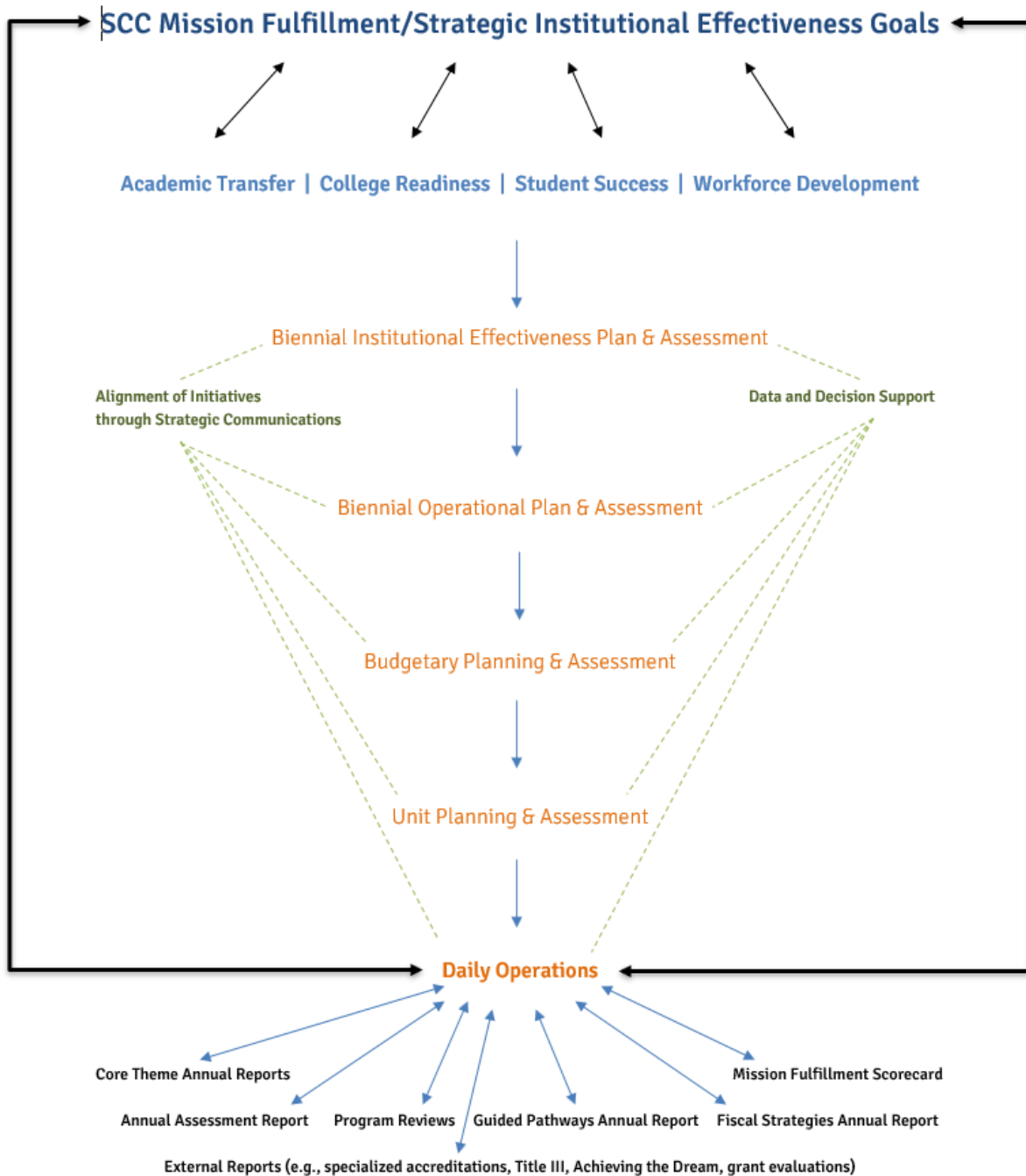
Expected outcomes for each goal (and indicators of success) are included in the plan.

The current plan was developed in conversation with all campus constituents, including administrators, faculty, and staff. Drafts of the plan were presented at All-College Meetings, leadership meetings, and Faculty Forums. The Plan was also vetted explicitly by Core Theme Teams and the Student Learning and Assessment Committee. Structurally, the plan is designed to map the efforts of the College to ensure mission fulfillment at each level:



The unit work plans (an example can be found as Document 4 on the Canvas site) align with the institutional effectiveness plan, which in turn aligns with the District Strategic Plan. Additionally, the institutional effectiveness plan includes within its appendices additional, operational planning documents that are critical to mission fulfillment.

The overall planning strategy for SCC is demonstrated by the following graphic. One important goal of the institutional effectiveness plan is to align strategic objectives to ensure that all initiatives support but do not duplicate each other. Additionally, data and decision support are available at every level, as indicated in the institutional effectiveness plan. Assessment and continuous improvement also occur at every step, as indicated in the plan. Sometimes, these assessments are internal, but external reviews are also included in these processes.



3A2: The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

SCC includes all stakeholder groups (faculty, classified, administration, professional exempt, students, and community members) in planning efforts. While the Presidential Cabinet makes final determinations about planning, planning efforts are integrated explicitly and implicitly into all initiatives. Drafts of planning documents are vetted routinely with the following groups/meetings:

- All-College Meetings
- College Leadership and Planning Council
- Fiscal Strategies Committee
- Core Theme Teams
- Faculty Forum
- Council of Chairs
- Instructional Leadership Team
- Student Services Leadership Team
- Student Government
- Advisory Committees

Cabinet members and other institutional leaders present planning documents and solicit feedback at these meetings. Documents 5, 6, 7, & 8 provide evidence of this from meeting agendas (All-College, College Leadership and Planning, and Faculty-Forum), and a video recording of an All-College meeting where Guided Pathways planning efforts are shared can be viewed [here](#). (The presentation for that meeting can be found as Document 9 on the Canvas site.)

3A3: The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

The SCC Office of Institutional Effectiveness, Planning, and Initiatives supports all college initiatives by providing data, analysis, and decision support. In order to facilitate the practice of data-informed decision making, the Office utilizes the following strategies:

- The Senior Director of Institutional Effectiveness, Planning, and Initiatives sits on the following committees, attending all meetings in order to provide support: Presidential Cabinet, Assessment Leadership Team, Student Learning and Assessment Committee, Fiscal Strategies Committee, College Leadership and Planning Council, Curriculum Committee, and Core Theme Teams.
- Members of the Institutional Effectiveness, Planning, and Initiatives team participate regularly on campus committees as members, which provides them with exposure and a foundation for understanding issues related to college operations.
- The Institutional Effectiveness, Planning, and Initiatives Office maintains a set of reports and dashboards related to frequently asked questions and initiatives. [Data Central](#) can be found on the staff intranet.
- Whenever possible, the Office of Institutional Effectiveness, Planning, and Initiatives develops dashboards and decision-making tools for teams to use. Training is provided for every tool. The

[Core Theme Team Dashboards](#) and [Equity Dashboard](#) are two great examples of these efforts. A video of training on the equity dashboard at a Faculty Forum can be viewed [here](#) (starting at 5:50).

- The Institutional Effectiveness, Planning, and Initiatives team highlights one decision making tool at each College Leadership and Planning meeting.
- The Senior Director of Institutional Effectiveness, Planning, and Initiatives serves as the SCC archivist for annual reports, which are made accessible to stakeholders via a Shared Drive.
- Each year, the Cabinet (including the Senior Director of Institutional Effectiveness, Planning, and Initiatives) reviews annual reports related to planning. Some of these reports (e.g., core theme reports) require a response from the Cabinet. Using the data and information provided in the reports, the Cabinet assesses progress toward strategic goals and issues a Mission Fulfillment Scorecard (Document 10).

3A4: The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The College’s institutional plan is clearly designed to ensure that priorities and goals are articulated across our functional planning groups as described in 3A2. This approach guarantees that those priorities are gathered from a diverse cross-section of stakeholders at SCC. Final decisions on how to allocate resources to those priorities are made by the executive leadership (Presidential Cabinet) but those decisions are supported by recommendations and guidance from across the college. SCC has developed a budgeting process that includes decision-making and allocation procedures in collaboration with the District. Additionally, the Fiscal Strategies Committee features prominently in the plan itself, as the group plays a key role in ensuring that resources are adequate for mission fulfillment. Admittedly, the work of the Fiscal Strategies Committee is still in its beginning stages but is developing in conjunction with a rapidly changing landscape in 2020.

3A5: The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

SCC is committed to the personal security and safety of its students, faculty, staff, and visitors. As such, the College, in collaboration with the District, regularly participates in emergency management and continuity of operations planning. The purpose of CCS’s [Emergency Management Plan](#) (EMP) is to establish protocols for responses to college-wide emergencies or catastrophic events. While it is not possible to cover every conceivable situation, the EMP provides the basic administrative structure and protocols necessary to cope with emergency situations through effective use of college and campus resources. The EMP is designed to provide a single source of information to protect CCS students, faculty, staff, and visitors during emergency situations. It is also intended to facilitate an effective response to emergencies by outside responders by providing the early initiation of a recognized command, control, and communication structure (Administrative Procedure 2.30.05-R: [Emergency Communications](#)).

CCS provides emergency information to students and other campus constituencies through an [emergency alert system](#). Rave Alerts are decided to notify subscribers via SMS message, email, telephone message, websites, and social media regarding any campus incidents. The system is tested several times each year.

CCS is committed to ensuring that the CCS EMP is dynamic. The EMP is tested and evaluated regularly to ensure maximum preparedness. Key staff participate in table-top and full-scale exercises to enhance skills and evaluate plan protocols. All CCS employees are required to have a basic understanding of the EMP and their role in the successful execution of critical protocols. The EMP is available in a flip chart, wire bound cover stock format with a tab identifying each type of incident. Each tabbed page gives specific, ordered directions of what to do in case of that specific emergency. These flip charts can be found in all the classrooms, hallways, and meeting rooms throughout the SCC campus.

The CCS EMP is reviewed on an annual basis to ensure that the EMP reflects the current conditions and status of the campus facilities and personnel. During this process the roster of Incident Command System personnel (and alternates) will be reviewed and updated, if needed, along with the state of emergency preparedness and response. Personnel involved in the Incident Command Post and the Emergency Operations Center (SCC president and both vice presidents) are required to successfully complete the National Emergency Management Training. Appropriate recommendations are made to revise any programs and/or procedures for the Chancellor's approval.

A critical component of CCS's Emergency Management Plan is [Continuity of Operations Planning](#) (COOP). All college departments must have a COOP plan that will address the effects of manmade, technological, or natural disasters. The plan uses an all-hazards approach in ensure critical college functions will continue to operate and provide services to faculty, staff, and students to the extent possible. COOP includes considerations of the following:

- Space (e.g., classrooms, libraries, offices)
- Infrastructure (e.g., power, water, sewer, phones)
- Faculty and staff
- Equipment (e.g., computers)
- Identifying critical functions and resources.
- Safeguarding critical resources against loss (e.g., back-up for systems and data).
- Taking actions that will mitigate the impact of losses (e.g., mutual aid agreements with area colleges).
- Replacing resources quickly (e.g., contracts with vendors).
- Performing critical functions without normal resources (e.g. distance learning).
- Providing timely information to all college personnel at all times.

Each SCC facility is appointed a primary and alternate Building Evacuation Coordinator (BEC). BEC personnel are designated to oversee building evacuations and manage assembly points. This includes the important responsibility of assuring their assigned building has been evacuated. BEC personnel receive "best practice" training in the areas of building evacuation, shelter-in-place, workplace violence, and two-way radio communications. BEC personnel are drilled twice annually to sustain established standards in accordance with the EMP and other applicable policies and procedures.

Core Theme Planning, Assessment and Improvement



4



GREAT CAREERS BEGIN AT SCC

CHAPTER FOUR: CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 22 AND 23

Eligibility Requirement 22: Student Achievement

SCC identifies and publishes expected learning outcomes for each of its degrees and certificate programs in the college Online Catalog (an example can be found [here](#)), degree and certificate planning guides, and course syllabi. Faculty are responsible for evaluating student achievement of course-, program-, and degree-level learning outcomes that lead to improvements in teaching and learning. Evaluation of program-level learning outcomes is a key component of program reviews for all programs (Document 1 on the Chapter 4 Canvas site). Additionally, assessment of college-wide abilities is undertaken systematically by the Student Learning and Assessment Committee, comprised of faculty from across the disciplines (Document 2 on the Chapter 4 Canvas site).

Eligibility Requirement 23: Institutional Effectiveness

SCC participates in systematic evaluation and planning procedures. As demonstrated in various annual reports on collegewide initiatives (examples can be found in Documents 3 and 4 on the Chapter 4 Canvas site, and all key initiatives involve annual reporting), the College maintains its commitment to continuous improvement by developing responsive and widely-shared plans that use the results of assessment to effect institutional improvement. Data on internal and external conditions is made widely-available via [Data Central](#). Training on data resources is integrated into leadership meetings and offered via the Teaching and Learning Center (Documents 5, 6, 7, & 8). The College's institutional effectiveness planning (Document 9) and core theme planning (Document 10) demonstrate a data-informed approach. SCC's [core themes](#) and [strategic plan](#) framework are published on the College's website. The College's mission fulfillment scorecard is distributed at All-College Meetings, and [core theme dashboards](#) showing progress on all indicators are accessible to all college personnel.

STANDARDS 3B, 4A, & 4B: CORE THEME PLANNING, ASSESSMENT, & IMPROVEMENT

The College's core theme teams will play a key role in evaluating and assessing programs and services, resources and capacity, and assessment with respect to accomplishment of core theme objectives. This section includes information regarding planning, assessment, and improvement (Standards 3B, 4A, and 4B) for each core theme, as well as summary information for each standard.

- 3B1: Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives.**
- 3B2: Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.**
- 3B3: Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.**

In 2019, SCC adopted a two-year institutional effectiveness plan (Document 9). The role of core themes in this plan is critical, as is highlighted throughout the document (3B1, 3B2). [Core theme dashboards](#) clearly demonstrate indicators and metrics of value for guiding programs and services, and core theme teams make recommendations and resource requests that drive programs and services each year as a part of their data-driven annual reports (Documents 11 & 12) (3B2, 3B3). The Cabinet then responds, line-by-line, to each request in a subsequent report (Document 3) which is distributed to all teams (3B2, 3B3). Moreover, at SCC, three core themes are aligned to key College service areas (academic transfer, college readiness, and workforce development), which ensures that core theme planning is inherently connected to programs and services (3B1). Core themes also serve as the basis for unit plans (an example is found as Document 13) (3B2). As demonstrated on the [dashboards](#), goals are set for all objectives for all teams, and these goals are widely communicated at All College Meetings. These dashboards also demonstrate the central role data plays in core theme planning. All data is [defined](#) on definitions tabs on the dashboards (3B3). Teams analyze and evaluate this data at every meeting, requesting changes and additional data when necessary (3B3).

- 4A1: The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.**
- 4A2: The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.**
- 4A3: The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its**

educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4A4: The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4A5: The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4A6: The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4B1: Results of core theme assessments and results of assessments of programs and services are a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4B2: The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Quantitative and qualitative data are the basis for assessment efforts at SCC, and data is provided for all indicators/efforts at least annually (4A1, 4B1). Results are shared at least annually via progress reports and annual reports (4B1). Alignment among objectives across diverse initiatives is highlighted in the Institutional Effectiveness Plan (Document 9) (4A2). This plan serves as a holistic assessment of the integration of campus-wide initiatives with core theme (4A4) and related mission fulfillment efforts (4A5). As the plan indicates, the evaluation of the overall institutional effectiveness efforts is done biennially, serving as the basis for the adoption of a new Institutional Effectiveness Plan (4A4, 4A5, 4A6).

SCC evaluates student learning in several ways. Efforts to evaluate student learning are the responsibility of faculty (4A2). The Student Learning and Assessment Committee (SLAC) evaluates student artifacts (Document 14) related to collegewide abilities (4A3, 4B2). They also use data (for

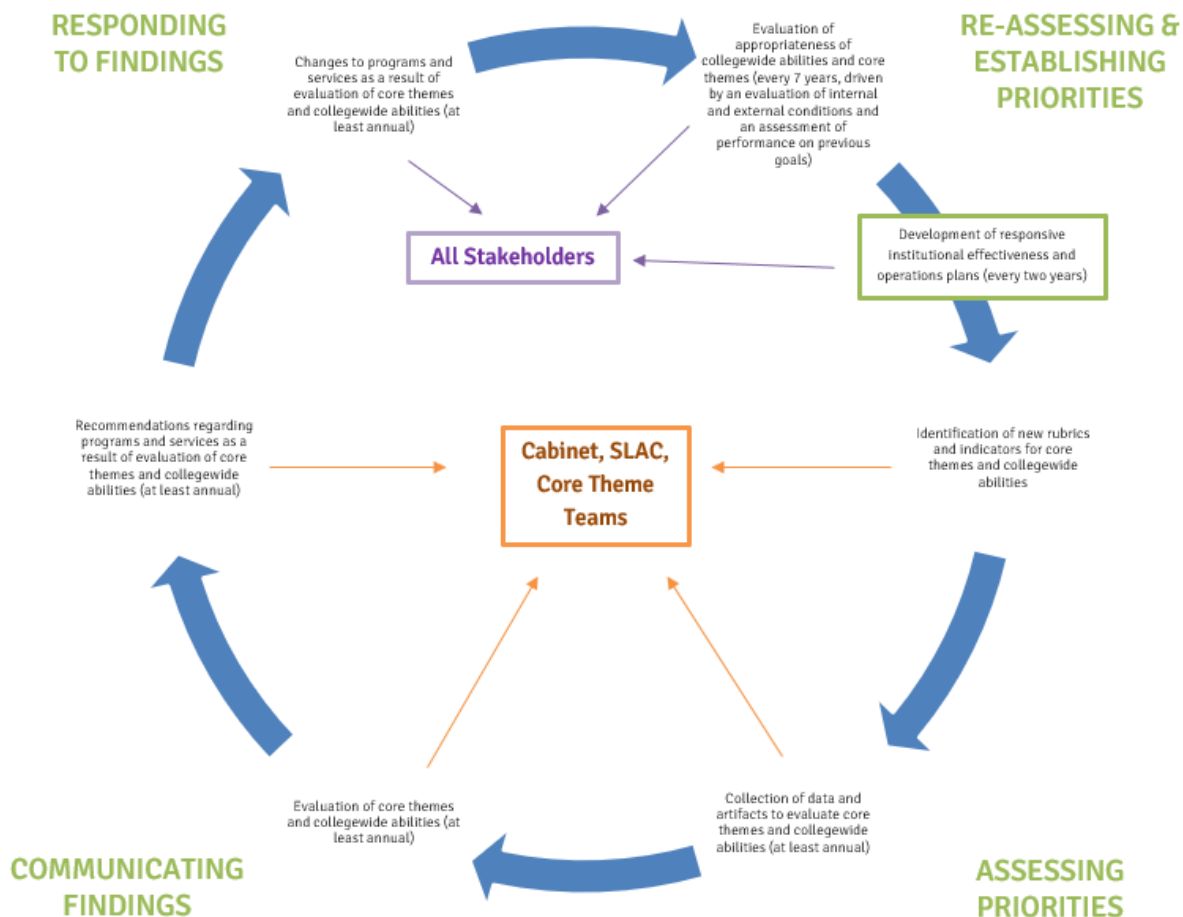
example, from the CCSSE, as seen in Document 15) and structural assessments of student learning (for example, reviews of the alignment of program learning outcomes and college-wide abilities, as seen in Document 16) to add depth to their findings. They publish reports (Document 17) highlighting their findings, share their work at Faculty Forums (Document 36), and develop professional development programming based on what they learned (Documents 18 & 19) (4B2). While SLAC realizes that reassessing after interventions (i.e., “closing the loop”) is critical to success, the Committee has recognized the need to revise the college-wide abilities based on their lack of measurability and continuing relevance to the curriculum, especially as Guided Pathways implementation progresses (4A6). These recommendations are detailed in their 2019-2020 Annual Reports (Document 37).

Evaluation of program-level student learning is also a key component of program reviews (4A2, 4A3, 4B2). As of 2019, SCC requires that all programs collaboratively evaluate at least one program-level learning outcome each year. A common form (Documents 20 & 21) is used to complete the assessment. Results are reviewed by deans and incorporated into unit planning. During program review, the VPI also reviews the data. Examples of student artifacts and assessments are available in Canvas (Documents 22-27). Efforts to raise capacity for program-level student learning outcomes assessment are evidenced by programming in the Teaching and Learning Center (Document 18). Training on these efforts is also provided at Faculty Forums (seen [here](#), starting at 32:45). Similarly, the results of these efforts result in additional events to support assessment in the Teaching and Learning Center (Documents 28-30).

Core theme teams, comprised primarily of faculty and deans (4A2), undertake similar efforts. The teams use quantitative and qualitative indicators to track institutional performance and mission fulfillment (4A1). They share their results in reports (Documents 11 & 12) and make recommendations to the Cabinet. Then, the next year, they assess the indicators again to note where change has occurred. The core theme objectives and indicators (Documents 10 & 31) drive all College operations. Progress is assessed at least annually on all measures by teams and the Cabinet (4B1). Areas of success and concern are highlighted by teams in annual reports, further evaluated by the Cabinet, and incorporated into planning for the following year. Additionally, SCC publishes a Mission Fulfillment Scorecard (Document 3) that demonstrates how key programs and services are tied to mission fulfillment needs and priorities (4B1).

Documentation of assessment and evaluation efforts is a key priority (4A3). These efforts are captured in and driven by the Institutional Effectiveness Plan (Document 9), which reflects the assessment and continuous improvement efforts undertaken by faculty and staff (and students, who are members of all core theme and assessment teams) in order to improve student outcomes. In addition, the College maintains an operational annual Assessment Plan (Document 32), the results of which are evaluated yearly in an Annual Assessment Report (Document 33) (4A6). Achievement indicators and outcomes are identified in all plans, from core themes to Guided Pathways (Document 34). Annual reports from initiatives are then used to develop operational plans for the next year. Evidence of this can be seen in the Annual 2018-2019 Assessment Plan (Document 15), subsequent Annual Report (Document 33), and 2019-2020 Assessment Plan (Document 32). Progress on these efforts is shared with the Board of Trustees.

In other words, assessment is a cycle of continuous improvement and evaluation at SCC. Closing the loop is important here, as is tracking progress on all initiatives. Communication is also key, and every effort is made to use All College Meetings (which are recorded and distributed) to update the campus on these efforts.



A description of SCC's planning, assessment, and improvement efforts by core theme follows. The process for each team is very similar, but the indicators and results differ across teams.

Core Theme 1: Academic Transfer

The Academic Transfer Core Theme Team recognizes academic transfer as a core function of the College. Under the direction of two co-chairs (one dean and one faculty member), this core theme team, comprised of faculty, uses data on key indicators (3B2, 4A1, 4A2, 4B1) of academic transfer to identify areas of strength and concern annually (3B1, 4A3). Additionally, the team identifies thresholds (minimal performance for mission fulfillment) and goals (ideal performance for mission fulfillment) for each indicator. The team then makes recommendations to the Cabinet regarding programs and services (3B2, 4A4, 4A5, 4B2) based on indicator and objective performance. The Cabinet responds to all recommendations and resource requests with information on how programs and services will be improved to better fulfill the mission (4B2). The data is shared with all college personnel via a core theme dashboard (3B3, 4A1) and at All College Meetings (3B3, 4B1). The Cabinet also meets with core theme teams and co-chairs each year to debrief on the procedural elements of the core theme team

process, as well as the meaningfulness of the process; procedures for the following year are improved based on feedback (4A6).

Strategic Objectives and Indicators (3B1)

The Academic Transfer Core Theme Team adopted the following statement of objectives: Students have access to relevant, affordable, and high-quality academic transfer programs. Students enroll in, progress through, and complete academic transfer programs efficiently. Students successfully transfer to baccalaureate colleges and universities.

This statement translates into four objective areas:

1. Access
2. Progression
3. Completion
4. Outcomes

Each of these areas is in direct alignment with the four CCS Strategic Goals: Student Success, Collaboration and Communication, Sustainability, and Innovation.

Indicators and Data (4A1, 3B3)

The most up-to-date data on indicators can be found on the dashboard. However, a snapshot of data is provided below. Additional detail about each of the indicators can also be found in the section on Standard 1B.

ACADEMIC TRANSFER: ACCESS

Academic Course FTEs - Overall						
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold
<i>Overall</i>	2,830.3	2,632.3	2,520.4	2,506.4	2,475.4	2,500.7
Academic Course FTEs - by Modality						
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold
<i>In Person</i>	1,702.1	1,357.3	1,120.9	923.4	776.0	940.1
<i>On-line</i>	734.0	799.0	858.3	896.3	1,012.4	922.4
<i>Hybrid</i>	371.4	455.7	454.8	566.3	592.8	538.0
<i>Interactive Television</i>	21.1	14.5	71.4	95.9	43.0	70.1
<i>Optional (In Person or On-line)</i>	1.8	5.8	14.9	24.4	51.2	30.2
Academic Course FTEs - by Academic Load						
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold
<i>Full-Time</i>	2,072.5	1,781.8	1,776.0	1,766.0	1,725.4	1,755.8
<i>Part-Time</i>	757.8	850.4	744.4	740.4	750.0	744.9
Application to Enrollment						
	2015-16	2016-17	2017-18	2018-19	2019-20	Threshold
<i>Enrolled in Term Applied</i>	31.0%	30.1%	35.2%	35.1%	27.0%	TBD
<i>Enrolled in or Post Term Applied</i>	41.8%	40.2%	41.9%	38.9%	27.6%	TBD

ACADEMIC TRANSFER: PROGRESSION

College-Level Credit Accumulation in the First Year						
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold
30+ Credits Earned	34.9%	33.3%	39.5%	43.7%	32.7%	38.6%
45+ Credits Earned	11.5%	8.8%	14.0%	17.4%	11.5%	14.3%
College Credit Completion						
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold
Completion Ratio	87.0%	87.4%	87.6%	87.5%	82.2%	85.8%
Gateway Course Completion in the First Year						
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold
Completed College-Level Math	12.2%	12.9%	13.8%	15.0%	13.5%	14.1%
College-Level Math Attempts Successful	80.5%	75.6%	81.2%	79.6%	76.1%	78.9%
Completed English 101	36.8%	43.9%	47.8%	48.9%	50.6%	49.1%
English 101 Attempts Successful	79.2%	82.0%	83.3%	81.1%	79.7%	81.4%
1st to 2nd Year Retention						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
1st to 2nd Year Retention	42.6%	42.1%	40.8%	46.2%	49.0%	45.4%

ACADEMIC TRANSFER: COMPLETION

Completion Rates - 100% Time						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
Completion Rates - 100% Time	9.7%	11.0%	8.6%	12.0%	13.2%	11.3%
Completion Rates - 150% Time						
	2012-13	2013-14	2014-15	2015-16	2016-17	Threshold
Completion Rates - 150% Time	17.5%	16.9%	19.0%	15.9%	21.5%	18.8%
Completion Rates - 200% Time						
	2011-12	2012-13	2013-14	2014-15	2015-16	Threshold
Completion Rates - 200% Time	20.7%	20.6%	20.9%	22.1%	21.1%	21.3%
AA/DTA Completions per 100 Academic FTE						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
AA/DTA Completions per 100 Academic FTE	18.2	16.7	21.6	20.4	21.1	21.0
Time to Credential (# of Quarters)						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
Time to Credential	9	8	9	7	6	7
Credits to Credential (Excludes Transfer-in Credits)						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
Credits to Credential	92.0	87.4	85.9	83.1	81.9	83.6

ACADEMIC TRANSFER: OUTCOMES

Transfer Rate to 4-Year Baccalaureate Institutions						
	2012-13	2013-14	2014-15	2015-16	2016-17	Threshold
Transferred	33.5%	28.7%	36.7%	41.3%	42.0%	40.0%
Success Rate at 4-Year Baccalaureate Institutions						
	2009-10	2010-11	2011-12	2012-13	2013-14	Threshold
EWU Success	54.2%	52.4%	60.2%	53.8%	39.5%	51.2%
WSU Success	50.0%	44.4%	57.1%	68.4%	27.3%	50.9%
Other 4-Year Success	48.1%	37.8%	40.3%	51.1%	31.4%	40.9%

Definitions (3B3)

Definitions for all indicators and thresholds for mission fulfillment can be found below.

Academic Transfer Objectives, Indicators, Definitions, Thresholds, and Goals		
Indicator	IHEP Metrics and Definition	Threshold and Goal
Objective 1: Access		
Annualized FTEs	12-month headcount including all students who enroll anytime during the calendar year	Rolling 3-year average (Goal: average or more)
Annualized FTEs by Modality	12-month headcount including all students who enroll anytime during the calendar year	Rolling 3-year average (Goal: average or more)
Annualized FTEs by Load	12-month headcount including all students who enroll anytime during the calendar year	Rolling 3-year average (Goal: average or more)
Equity Dashboard Performance	Access-related SAI performance	Performance on above metrics is same for all groups
Objective 2: Progression		
Program of Study Selection	The percentage of students in a cohort who demonstrate a program of study selection by taking 3 courses in a pathway in the first year	To be determined
College-Level Credit Accumulation in First-Year	The percentage of students earning sufficient credits toward on-time completion in their first year	Rolling 3-year average (Goal: 2% above rolling 3-year average)
College-Level Credit Completion Ratio	The number of credits completed, divided by the number of credits attempted by first-year students	Rolling 3-year average (Goal: none)
Gateway Course Completion	The percentage of students completing college-level, introductory math and English courses tracked separately in their first year	Rolling 3-year average (Goal: 1% above rolling 3-year average)
Retention Rate	The percentage of students in a cohort who are either enrolled at their initial institution or transfer to a longer program at the initial or subsequent institution, calculated annually up to 200% of program length	Rolling 3-year average (Goal: 1% above rolling 3-year average)
Equity Dashboard Performance	Progression-related SAI performance	Performance on above metrics is same for all groups
Objective 3: Completion		
Completion Rate	The percentage of students in a cohort who earn the credential sought at their initial institution, up to 200% of program length	100%: Rolling 3-year average (Goal: 1% above rolling 3-year average); 150%: Rolling 3-year average (Goal: 2% above rolling 3-year average); 200%: Rolling 3-year average (Goal: 3% above rolling 3-year average)
Completions per Student	The number of completions divided by the number of FTE students (based on 12-month enrollment) in a given year expressed as completions per 100 FTE	Rolling 3-year average (Goal: 1% above rolling 3-year average)
Time/Credits to Credential	The average time and credits accumulated from first date of entry to the institution to date of completion for all completers in a given year	Time: 7 (Goal: None); Credits: Rolling 3-year average (Goal: none)
Equity Dashboard Performance	Completion-related SAI performance	Performance on above metrics is same for all groups
Objective 4: Outcomes		
Employment Rate	The percentage of former students with any reported earnings at 1, 5, and 10 years after exit from the institution	To be determined
Four-Year College Enrollment	The percentage of students in a cohort who transfer into four-year programs or institutions, up to 200% of program length	Rolling 3-year average that excludes most recent year (Goal: 1% above rolling 3-year average)
Four-Year College Success	The percentage of students in a cohort who graduate from four-year programs or institutions, up to 200% of program length	Rolling 3-year average that excludes most recent year (Goal: 1% above rolling 3-year average)
Equity Dashboard Performance	Outcomes-related SAI performance	Performance on above metrics is same for all groups

*NOTE: Any thresholds/goals labeled "To be determined" are indicators for which the institution is in the process of obtaining data. |

Successes

The Academic Transfer Core Theme Team has had success in becoming, generally, more data literate, largely due to the fact that the Office of Institutional Research and Effectiveness has gained some stability in both staffing and access to reliable data. This particular core theme team's specific recommendations have been folded into the institution's Guided Pathways efforts and have therefore been carried forward as important priorities of the College, including:

- Prioritization of planning to ensure that students are able to complete their initial college-level math class during their first year of study,
- Improved rates of transfer for students who complete a transfer degree,
- Increased support for students who are struggling in key courses, particularly in Math and English,
- Reduction in the number of developmental courses offered on campus and replacement with co-requisite models, and
- Increased offerings and enrollment in online, hybrid, and FLEX modalities.

Concerns

The committee continues to be concerned with:

- Student success (or lack of success) in gateway courses as an obstacle to degree completion,
- A lack of information on students who do not complete transfer degrees, including why they leave and where they end up,
- Poor performance and outcomes for part-time students, and
- Poor performance and retention in online classes.

Plans for Improvement (3B3, 4A4, 4A6)

The Academic Transfer Core Theme Team is currently in the process of learning more about the various data dashboards available to assist them in their work. In addition to being made aware of the dashboards, the team is engaging in a year-long effort to learn more about what the data means, including how it can and can't be interpreted. The team is in particular looking forward to having more in-depth information regarding equity and student success in academic transfer programs.

Key Initiatives Tied to the Work of the Academic Transfer Core Theme Team (3B2, 4A4)

During the last seven years, several key initiatives resulted from core theme team work, including:

- Data sharing agreement with the Employment Security Department,
- Growth of the Hagan Center,
- Two College Spark grants to improve math transitions,
- An NSF grant to improve outcomes for STEM students,
- English and Math department engagement in efforts to improve student transition from Adult Basic Education to academic transfer pathways and into credit-level classes in general,
- English and Math department engagement in reducing the developmental education sequence as part of the ongoing Guided Pathways work,
- Examination of gateway courses (courses with low success rates where lack of student program prevents them from progressing in or completing a program) and identification of resources to improve learning and retention in those courses,
- Improved placement processes in Math and English, and
- Increased efforts to retain part-time and rural students.

Core Theme 2: College Readiness

The College Readiness Core Theme Team recognizes college readiness as a core function of the College. Under the direction of two co-chairs (one dean and one faculty member), this core theme team, comprised of faculty, uses data on key indicators (3B2, 4A1, 4A2, 4B1) of college readiness to identify areas of strength and concern annually (3B1, 4A3). Additionally, the team identifies thresholds (minimal performance for mission fulfillment) and goals (ideal performance for mission fulfillment) for each indicator. The team then makes recommendations to the Cabinet regarding programs and services (3B2, 4A4, 4A5, 4B2) based on indicator and objective performance. The Cabinet responds to all recommendations and resource requests with information on how programs and services will be improved to better fulfill the mission (4B2). The data is shared with all college personnel via a core theme dashboard (3B3, 4A1) and at All College Meetings (3B3, 4B1). The Cabinet also meets with core theme teams and co-chairs each year to debrief on the procedural elements of the core theme team process, as well as the meaningfulness of the process; procedures for the following year are improved based on feedback (4A6).

Strategic Objectives and Indicators (3B1)

The College Readiness Core Theme Team adopted the following statement of objectives: Students have access to relevant, affordable, and high-quality pre-college programs. Students enroll in, progress through, and complete pre-college programs efficiently. Students transition to the next level successfully.

This statement translates into four objective areas:

1. Access
2. Progression
3. Completion
4. Outcomes

Each of these areas is in direct alignment with the four CCS Strategic Goals: Student Success, Collaboration and Communication, Sustainability, and Innovation.

Indicators and Data (4A1, 3B3)

The most up-to-date data on indicators can be found on the dashboard. However, a snapshot of data is provided below. Additional detail about each of the indicators can also be found in the section on Standard 1B.

COLLEGE READINESS: ACCESS

Basic Skills FTEs						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
<i>Adult Basic Education</i>	869.7	937.7	1,182.2	1,027.5	972.2	800.0
<i>English as a Second Language</i>	730.1	751.7	879.6	962.2	928.4	880.0
<i>High School/GED/College Prep</i>	248.2	266.4	309.3	190.4	169.3	130.0
Developmental Education FTEs						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
<i>Dev Math</i>	375.5	340.5	281.1	203.9	179.4	165.0
<i>Dev English</i>	125.5	119.2	85.0	27.3	33.2	25.0

COLLEGE READINESS: PROGRESSION

Basic Skills Student Persistence						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
<i>Enrolled Next Quarter</i>	50.4%	52.8%	48.6%	50.4%	46.0%	52.0%
<i>Retained After One Year</i>	19.6%	19.2%	18.2%	21.3%	15.9%	20.0%
Developmental Math and English Success & Persistence						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
<i>Dev Math Success</i>	66.0%	70.2%	70.9%	76.4%	83.5%	76.0%
<i>Transitioned from Dev to College Math</i>	53.1%	55.7%	60.2%	63.5%	55.3%	50.0%
<i>Dev English Success</i>	74.9%	78.1%	76.3%	74.2%	73.1%	76.0%
<i>Transitioned from Dev to College English</i>	80.4%	79.9%	80.5%	85.5%	88.9%	82.0%
Former Dev Students Succeed in College Math and English						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
<i>College Math Success - Academic</i>	79.5%	83.2%	83.1%	81.1%	82.4%	80.0%
<i>College Math Success - Workforce</i>	87.4%	86.6%	84.0%	86.4%	83.3%	85.0%
<i>College English Success - Academic</i>	83.4%	83.5%	85.9%	82.3%	82.8%	82.0%
<i>College English Success - Workforce</i>	90.3%	85.8%	80.7%	76.5%	73.7%	82.0%

COLLEGE READINESS: COMPLETION

Basic Skills Students Transitioning to College						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
<i>Adult Basic Education (Level 1 - 4)</i>	16.4%	17.5%	21.8%	20.0%	15.8%	14.0%
<i>English as a Second Language (Level 1 - 6)</i>	9.1%	10.3%	8.1%	7.5%	5.2%	7.0%
<i>High School/GED/College-Prep</i>	29.0%	26.7%	30.8%	35.7%	35.0%	32.0%
<i>Basic Skills Students Overall</i>	17.0%	17.4%	19.8%	18.5%	15.3%	18.0%

COLLEGE READINESS: OUTCOMES

Former Pre-College Students Complete Undergraduate Program (2-Year)						
	2012-13	2013-14	2014-15	2015-16	2016-17	Threshold
<i>Former Basic Skills Students - without prior college</i>	26.4%	24.5%	24.4%	26.2%	23.3%	21.0%
<i>Former Basic Skills Students - with prior college</i>	27.8%	25.5%	27.6%	29.6%	27.5%	24.0%
<i>Former Developmental Education Students (SCC only)</i>	30.9%	29.6%	30.9%	24.6%	24.2%	29.0%

Definitions (3B3)

Definitions for all indicators and thresholds for mission fulfillment can be found below.

College Readiness Objectives, Indicators, Definitions, Thresholds, and Goals

Indicator	IHEP Metrics and Definition	Threshold and Goal
Objective 1: Access		
Basic Skills FTEs	Twelve-month headcount that includes all students who enroll at any point during the calendar year	ABE: 800 (Goal: 860); ESL: 880 (Goal: 910); HSC/GED: 130 (Goal: 150)
Developmental Education FTEs	Twelve-month headcount that includes all students who enroll at any point during the calendar year	Math: 165 (Goal: 15); English: 25 (Goal: 20)
Equity Dashboard Performance	Access-related SAI performance	Performance on above metrics is same for all groups
Objective 2: Progression		
Basic Skills Student Persistence	The percentage of students in a cohort remaining enrolled or earning a credential at their initial or subsequent institution, measured annually up to 200% of program length	Enrolled Next Quarter (e.g. fall to winter): 52% (Goal: 55%); Remained in Program after 1 year: 20% (Goal: 20%)
Developmental Math + English Persistence	The percentage of students who persist after taking development math and English	Dev Math Success: 76% (Goal: 83%); Transitioned to College-Level Math –overall: 50% (Goal: 55%); Dev Eng Success: 76% (Goal: 80%); Transitioned to College-Level Eng – Overall: 82% (Goal: 85%)
Former Developmental Education Students Succeed in College-Level Math + English	The percentage of students who complete college-level English after taking development math and English	College-level Math Success – Academic: 80% (Goal: 84%); College-level Math Success – Workforce: 85% (Goal: 88%); College-level English Success – Academic: 82% (Goal: 86%); College-level English Success – Workforce: 82% (Goal: 85%)
Equity Dashboard Performance	Progression-related SAI performance	Performance on above metrics is same for all groups
Objective 3: Completion		
Postsecondary Credentials Conferred to Basic Skills Students	The percentage of students in a cohort who earn the credential sought at their initial institution, up to 200% of program length	To be determined
Basic Skills Transition	The percentage of students who transfer from basic skills into college level each year	ABE Transition Rate: 14% (Goal: 20%); ESL Transition Rate: 7% (Goal: 10%); HSC/GED Transition Rate: 30-32% (Goal: 35%); Overall Transition Rate: 18% (Goal: 25%)
Equity Dashboard Performance	Completion-related SAI performance	Performance on above metrics is same for all groups
Objective 4: Outcomes		
Employment Rate	The percentage of former students with any reported earnings at one, five, and 10 years after exit from the institution	To be determined
Two- and Four-Year College Success	The percentage of students in a cohort who graduate from two and/or four-year programs or institutions	Undergraduate Program Completion (excludes prior college-level credits): 21% (Goal: 25%); Undergraduate Program Completion (includes prior college-level credits): 24% (Goal: 28%); Undergraduate Program Completion (former developmental ed students): 29% (Goal: 32%)
Equity Dashboard Performance	To be determined	Performance on above metrics is same for all groups

*NOTE: Any thresholds/goals labeled "To be determined" are indicators for which the institution is in the process of obtaining data. |

With specific attention to the last three academic years, the team noted the following successes, challenges, and plans.

Successes

- Upon the implementation of the math literacy pathway (AY 2014-2015), the percentage of successful completion of college-level math increased.
- Math and English put into place several initiatives in placement and acceleration, based in part on data used for core theme review. These initiatives include creation of I-BEST math courses, English directed self-placement, and development of a high school performance-based math placement tool. =
- The availability of the data to the core theme team has been increasing since 2017.
- The benchmarks for performance have been refined and are more meaningful.
- Developmental course enrollments are decreasing.
- Alternative course modalities have increased.
- Retention of basic skills students has improved.
- Transfer rates for former basic skills students improved.

Challenges/Concerns

- Additional measures for identifying successes in basic skills are needed.
- Additional measures for understanding student intent to transition from basic skills are needed.
- Basic skills enrollments are declining.
- The transition rate from basic skills to college-level is low.
- Access to GED data has changed, and additional efforts will need to be made in order to ensure its accuracy and availability.
- Additional information regarding outcomes post-program are needed.

Plans for Improvement (3B3, 4A4, 4A6)

- To further understand the success in developmental education, the team seeks additional data, as noted above.
- The team needs to understand the role of gatekeeper classes and whether they are good measures to point towards college readiness. For future examination, the groups will consider STEM vs. non-STEM math sequences. Additionally, the team wishes to gain more understanding of the number of classes in the sequences prior to college-level.
- The team will consider whether the student passing rate of GED or Accuplacer is an indication of college readiness.
- The ability to track indicators by demographics is needed. The team will look at WABERS data.
- The emphasis on transition from basic skills to college-level is an area of focus. In order to achieve the established benchmarks in transitioning ABE, ESL, and HS/GED to 20%, 10% and 35%, respectively, continued attention must be paid, and innovation should be encouraged to help increase this rate. Budget and resource requests were developed with this in mind. Additionally, ensuring connection with other core theme team's work, Guided Pathways, and future student success initiatives is one way to connect this work to the whole college.
- The team will attempt to ensure diverse membership – at least two stakeholders from all departments.
- The team will schedule the full year of committee meetings. Consistency and advance notice increased committee participation.

Key Initiatives Tied to the Work of the College Readiness Core Theme Team (3B2, 4A4)

Over the last seven years, several key initiatives resulted from core theme team work, including:

- A summit facilitated by the State Board to examine articulation from Adult Basic Education to Developmental Education,
- The streamlining of several math pathways, the revision of math placement requirements, and the development of I-BEST math courses, and
- The creation of the [ABE data dashboard](#), and
- The formation of two Guided Pathways sub-groups: ABE Transitions and English and Math in the first year.

Core Theme 3: Student Success

The Student Success Core Theme Team recognizes academic transfer as a core function of the College. Under the direction of two co-chairs (one dean and one faculty member), this core theme team, comprised of faculty, uses data on key indicators (3B2, 4A1, 4A2, 4B1) of student success to identify areas of strength and concern annually (3B1, 4A3). Additionally, the team identifies thresholds (minimal performance for mission fulfillment) and goals (ideal performance for mission fulfillment) for each indicator. The team then makes recommendations to the Cabinet regarding programs and services (3B2, 4A4, 4A5, 4B2) based on indicator and objective performance. The Cabinet responds to all recommendations and resource requests with information on how programs and services will be improved to better fulfill the mission (4B2). The data is shared with all college personnel via a core theme dashboard (3B3, 4A1) and at All College Meetings (3B3, 4B1). The Cabinet also meets with core theme teams and co-chairs each year to debrief on the procedural elements of the core theme team process, as well as the meaningfulness of the process; procedures for the following year are improved based on feedback (4A6).

Strategic Objectives and Indicators (3B1)

The Student Success Core Theme Team adopted the following statement of objectives: Institutional efforts to measure and improve student success in the areas of access, progression, completion and outcomes are comprehensive, synchronized, effective, financially viable, and responsive.

This statement translates into four objective areas:

1. Access
2. Progression
3. Completion
4. Outcomes

Each of these areas is in direct alignment with the four CCS Strategic Goals: Student Success, Collaboration and Communication, Sustainability, and Innovation.

Indicators and Data (4A1, 3B3)

The most up-to-date data on indicators can be found on the dashboard. However, a snapshot of data is provided below. Additional detail about each of the indicators can also be found in the section on Standard 1B.

STUDENT SUCCESS: ACCESS

Application to Enrollment						
	2015-16	2016-17	2017-18	2018-19	2019-20	Threshold
Enrolled Overall - Term Applied	32.2%	29.0%	32.8%	31.8%	26.2%	31.8%
Enrolled Overall - Term Applied or After	43.6%	39.3%	39.4%	36.2%	27.0%	36.2%
Academic Intent Enrolled - Term Applied	31.1%	30.2%	35.1%	35.2%	28.0%	35.2%
Academic Intent Enrolled - Term Applied or After	41.9%	40.3%	41.8%	39.1%	28.6%	39.1%
Prof/Tech Intent Enrolled - Term Applied	33.8%	27.8%	30.0%	27.7%	23.6%	27.7%
Prof/Tech Intent Enrolled - Term Applied or After	45.8%	38.2%	36.7%	32.7%	24.8%	32.7%
Baccalaureate Intent Enrolled - Term Applied			13.2%	14.5%	17.1%	14.5%
Baccalaureate Intent Enrolled - Term Applied or After			21.1%	21.8%	17.1%	21.8%

STUDENT SUCCESS: PROGRESSION

1st to 2nd Year Retention								
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold		
1st to 2nd Year Retention	44.9%	43.9%	42.8%	47.1%	49.9%	45.7%		
College Success Course Pass & Success Rates								
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold		
Overall Pass Rate	89.5%	86.4%	85.8%	84.5%	81.7%	84.0%		
Overall Success Rate	78.9%	82.5%	78.9%	80.0%	76.8%	78.6%		
GUID 102 Pass Rate	87.3%	87.1%	89.2%	83.6%	79.8%	84.2%		
GUID 102 Success Rate	78.2%	83.3%	82.2%	79.6%	74.6%	78.8%		
BT 152 Pass Rate		84.2%	84.2%	86.4%	86.5%	85.7%		
BT 152 Success Rate		80.3%	77.4%	80.3%	82.8%	80.1%		
HED 103 Pass Rate	92.5%		65.0%	100.0%	78.6%	81.2%		
HED 103 Success Rate	80.0%		60.0%	100.0%	71.4%	77.1%		
Bottom Five Courses with Lowest Success Rates				Lowest Success Rates - 3+ Years				
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold		
Academic	1.) OCEA 101 44.8%	1.) MATH 108 52.7%	1.) OCEA 101 49.2%	1.) ASTR 101 50.0%	1.) HIST 106 38.1%	Academic	OCEA 101	49.1%
	2.) MATH 030 50.0%	2.) MATH 021 54.2%	2.) ACCT 201 52.7%	2.) OCEA 101 53.5%	2.) ACCT 201 48.9%		MATH 108	54.2%
	3.) MATH 108 50.0%	3.) ENGL 278 54.5%	3.) ACCT 202 55.7%	3.) POLS 203 55.9%	3.) OCEA 101 49.0%			
	4.) MATH 091 51.4%	4.) GEOL 100 54.9%	4.) MATH 108 56.3%	4.) MATH 108 57.7%	4.) MUSC 124 50.0%			
	5.) ENGL 113 53.8%	5.) ECON 100 55.6%	5.) MATH 096 58.7%	5.) PE 186 58.3%	5.) ENVS 110 50.0%			
Workforce	1.) NATRS 202 42.1%	1.) MATH 100 50.0%	1.) NATRS 202 30.3%	1.) NATRS 202 43.3%	1.) CIS 217 33.3%	Workforce	NATRS 202	41.6%
	2.) AGHRT 101 44.4%	2.) NATRS 201 50.0%	2.) CIS 259 42.9%	2.) CIS 108 47.6%	2.) NATRS 201 34.6%		MATH 100	49.4%
	3.) AGHRT 112 45.5%	3.) NATRS 202 50.0%	3.) ARCHT 114 45.5%	3.) MATH 100 50.0%	3.) CIS 108 39.6%			
	4.) MATH 100 48.2%	4.) AGHRT 110 52.8%	4.) CIS 219 46.2%	4.) CIS 130 53.7%	4.) AGHRT 101 41.7%			
	5.) WATER 120 51.9%	5.) VASC 123 53.3%	5.) LSEC 236 50.0%	5.) ELECT 113 54.2%	5.) NATRS 202 42.1%			
College-Level Math & English Completions in First Year								
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold		
Completed College-Level Math - Academic	12.2%	12.9%	13.8%	15.0%	13.5%	14.1%		
Completed College-Level Math - Workforce	27.8%	32.2%	38.1%	36.5%	33.7%	36.1%		
Completed College-Level English - Academic	44.5%	50.3%	55.6%	55.3%	55.8%	55.6%		
Completed College-Level English - Workforce	29.7%	27.7%	30.5%	33.7%	27.6%	30.6%		

STUDENT SUCCESS: COMPLETION

100% Time Completion						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
100% Time Completion	12.3%	12.9%	12.9%	18.0%	19.9%	15.9%
100% Time Completion - Pell Eligible	9.4%	12.9%	10.3%	15.6%	16.9%	13.9%
150% Time Completion						
	2012-13	2013-14	2014-15	2015-16	2016-17	Threshold
150% Time Completion	22.6%	20.8%	22.3%	21.2%	28.3%	23.1%
150% Time Completion - Pell Eligible	16.0%	24.7%	25.2%	19.1%	27.7%	24.2%
200% Time Completion						
	2011-12	2012-13	2013-14	2014-15	2015-16	Threshold
200% Time Completion	25.9%	26.7%	25.7%	25.9%	26.2%	26.1%
200% Time Completion - Pell Eligible	19.4%	27.7%	33.6%	30.3%	26.8%	29.6%
Time to Credential - # of Quarters						
	2012-13	2013-14	2014-15	2015-16	2016-17	Threshold
Time to Credential	8	9	9	8	6	8

STUDENT SUCCESS: OUTCOMES

Basic Skills Students Transitioning to College						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
<i>Adult Basic Education (Level 1 - 4)</i>	16.4%	17.5%	21.8%	20.0%	15.8%	TBD
<i>English as a Second Language (Level 1 - 6)</i>	9.1%	10.3%	8.1%	7.5%	5.2%	TBD
<i>High School/GED/College-Prep</i>	29.0%	26.7%	30.8%	35.7%	35.0%	TBD
<i>Basic Skills Students Overall</i>	17.0%	17.4%	19.8%	18.5%	15.3%	TBD
Transfer Rate to 4-Year Baccalaureate Institutions						
	2012-13	2013-14	2014-15	2015-16	2016-17	Threshold
<i>Transferred</i>	33.5%	28.7%	36.7%	41.4%	41.9%	25.0%
Success Rate at 4-Year Baccalaureate Institutions						
	2009-10	2010-11	2011-12	2012-13	2013-14	Threshold
<i>EWU Success</i>	54.2%	52.4%	60.2%	53.8%	39.5%	50.0%
<i>WSU Success</i>	50.0%	44.4%	57.1%	68.4%	27.3%	50.0%
<i>Other 4-Year Success</i>	48.1%	37.8%	40.3%	51.1%	31.4%	50.0%

STUDENT SUCCESS: ADDITIONAL INDICATORS

Some indicators are not included on the dashboards. These indicators are highlighted below.

- **Equity Indicators:** The college's equity dashboard includes data regarding the following indicators, disaggregated by specific student groups to assist in identifying potential equity gaps: 1st to 2nd quarter persistence; 1st to 2nd year retention; 100% time completion; and 150% time completion. The Student Success Core Theme Team has incorporated this data into their work this academic year.
- **ABE Transitions Data/Dashboard:** The Student Success Core Theme Team reviewed data from the ABE Transitions dashboard in assessing mission fulfillment. Additionally, the team drew from the ABE Transitions Core Theme Team's goals and benchmarks in setting these metrics for indicators that overlap between the two groups. This was done to enhance consistency across the teams.
- **CCSSE Data:** The Student Success Core Theme Team has reviewed data from this survey as part of its evaluation of mission fulfillment.

Indicators Under Review: Occasionally, a core theme team wants to assess something that its unsure how to measure. In this scenario, the Institutional Effectiveness, Planning, and Initiatives Office engages in efforts to identify possible indicators. In the meantime, the team notes the potential indicator as a priority. This team has reviewed Indicator 2.3 Students Select an Educational Plan in their First Term/Year of Enrollment. Initially, data for this indicator was based off students selecting an academic plan upon application. However, since all applicants are required to select a plan at application, this was determined to not be meaningful. The data for this indicator was attempted to be revised. However, efforts to identify another metric were challenging. Students who are required to take student success courses such as GUID 102, BT 152, and HED 103 may input quarterly education plans into My Planner, an electronic tool in ctcLink, which IR is able to analyze. Students in cohort based professional technical programs are not required to develop an academic plan in My Planner because their curriculum is a lock step plan already. The Student Success Core Theme Team is planning to recommend that this indicator be put on hold with a priority placed on identifying an appropriate measure.

Definitions (3B3)

Definitions for all indicators and thresholds for mission fulfillment can be found below.

Student Success Objectives, Indicators, Definitions, Thresholds, and Goals

Indicator	IHEP Metrics and Definition	Threshold and Goal
Objective 1: Access		
Application to Enrollment by Program Intent	The number and ratio of applicants to matriculators	Increase from previous year (Goal: 2% increase from previous year for Any Term/Post Application Data and 5% increase for Term Applied)
Equity Dashboard Performance	Access-related SAI performance for all programs	Performance is same for all groups
Objective 2: Progression		
Retention Rate	The percentage of first-time, full-time, degree-seeking students in a cohort who complete one year and attend the subsequent quarter	Rolling five-year average (Goal: 2% increase from previous year)
College Success Course Pass + Success Rates	The percentage of students completing college success courses in the first year	Rolling three-year average (Goal: none)
High Failure Course Improvements	The percentage of courses each year with failure rates above 65%	To be determined
College-Level ENGL and MATH Completions in 1st Year	The percentage of students who 1) enroll in and 2) complete college-level math and English courses in the first year	Academic: WA State CTC Average (Goal: none); Workforce: Rolling three-year average (Goal: none)
Academic Plan Selected in 1st Year	The percentage of students with a completed academic plan in their first year	To be determined
Equity Dashboard Performance	Progression-related SAI performance	Performance on above metrics is same for all groups
Objective 3: Completion		
Completion Rate	The percentage of first-time, full-time, degree-seeking students who complete within three years	Rolling four-year average (Goal: none)
Pell-Eligible Completion Rate	The percentage of Pell-eligible students in a cohort who earn the credential sought at their initial institution, up to 200% of program length	Rolling four-year average of total completion rate (Goal: none)
Time to Credential	The average credits accumulated from first date of entry to the institution to date of completion for all completers in a given year	Rolling four-year average (Goal: none)
Equity Dashboard Performance	Completion-related SAI performance	Performance on above metrics is same for all groups
Objective 4: Outcomes		
Employment Rate	The percentage of all former students with any reported earnings at one, five, and 10 years after exit from the institution	To be determined
Four-Year College Enrollment	The percentage of all students in a cohort who enroll in four-year programs or institutions, up to 200% of program length	25% (Goal: none)
Four-Year College Success	The percentage of all students in a cohort who graduate from four-year programs or institutions, up to 200% of program length	50% (Goal: none)
College-wide Abilities	Assessment of student work showing competency in one college-wide ability/year	SLAC report available for team review
Equity Dashboard Performance	Outcomes-related SAI performance	Performance on above metrics is same for all groups

*NOTE: Any thresholds/goals labeled "To be determined" are indicators for which the institution is in the process of obtaining data. |

Successes

The Student Success Core Theme team has identified overall improvements for most indicators over the last three to five years. Additionally, the team has identified thresholds and goals for all indicators to assist with evaluating mission fulfillment over the coming years. Specific successes include the following:

- Overall, all indicators show a general increase in FTEs from year to year over all populations.
- Overall, college success course pass and success rates have been steady to increasing with a slight dip in success rates for GUID 102 in 2017 when the course became mandatory.
- The team identified successes in indicator 2.4 and 2.5 for courses that had low success rates in the past, but have improved in more recent years (e.g., Math 91). The team discussed how this may be due to departmental initiatives on placement and math pathways.
- Indicator 2.6 has overall upward trends in students transitioning into college level math and English. This reflects departmental efforts on placement, co-requisites, and pathways.
- Indicators 3.1 and 3.2 show overall upward trends. The team discussed how this may be due to student success initiatives such as increased IBEST programs, Title III efforts, college success courses, and departmental innovations.
- Indicator 4.1 shows overall upward trends in transfer rates, reflecting improvements in coding and tracking students as well as improvements in planning and counseling services to help facilitate smooth transfer.
- The team identified numbers in indicators 4.3 and 4.4 as indicative of success as students in both these populations are typically at greater risk/experience more challenges than the average SCC student.
- As part of the college's Guided Pathways work, efforts are underway to implement several of the recommendations put forward by the Student Success Core Theme Team at the end of last academic year. Specifically, there is a work group focused on implementing mandatory advising and addressing the need for early career/program pathway counseling early in the student's time at the college. A work group focused on holistic student supports is identifying mechanisms to communicate to all stakeholders student success programming, resources, and initiatives. The college has already implemented a link in all Canvas courses highlighting essential campus resources.

Concerns

The Student Success Core Theme Team has undergone a few revisions over the course of the last seven years, resulting in work that, while at times helpful and informative, was not always tied to core theme team efforts. Specifically, the Student Success Core Theme Team did not meet for 2015-17 time period during the implementation of People Soft/ctcLink while data was not available for analysis. Rather, the college focused on First Year Experience efforts during this time. In addition, for the 2017-18 academic year, the Student Success Core Theme Team was combined with the college's Students First Taskforce. This group focused on several elements, with a main effort on mapping the student life cycle to identify opportunities for intervention/change. As a result, evaluation of mission fulfillment was not a focus during this time.

Since 2018-19, the Student Success Core Theme Team has convened as a distinct group to evaluate mission fulfillment and propose recommendations to the SCC Cabinet. Specific concerns are as follows:

- The team identified indicator 1.1 numbers for 2013-14 may be low due to IEL FTEs going to SFCC rather than SCC.
- Discussion identified that indicator 1.2 numbers for specific sub-populations are not showing as great of gains (i.e., Adult Basic Education and ESL). The team discussed how this may be due to

students still being in progress with basic skills as well as some students having a goal of gaining enough skills to obtain entry level employment.

- The team identified lower numbers in indicator 1.3 may be due in part to many career technical programs not requiring college level math and English courses.
- Indicator 1.4's low numbers of applicants matriculating may be due to having no application fee and open enrollment, so many students may apply without the intent to enroll. Limited program start dates, the need for pre-requisites, challenges with securing funding/financial aid, testing requirements and lack of space in programs may also impact student matriculation.
- The team identified challenges with indicator 2.3 and recommended that this indicator be significantly revised. Initially, data for this indicator was based off students selecting an academic plan upon application. However, since all applicants are required to select a plan at application, this was determined to not be meaningful. The data for this indicator was attempted to be revised. However, efforts to identify another metric were challenging. Students who are required to take student success courses such as GUID 102, BT 152, and HED 103 may input quarterly education plans into My Planner, an electronic tool in ctcLink, which IR is able to analyze. Students in cohort based professional technical programs are not required to develop an academic plan in My Planner because their curriculum is a lock step plan already. The team recommends developing two sub-indicators for this measure to capture both student populations: a cohort based professional technical sub-indicator for programs with a built in plan; and a sub-indicator for the non-cohort based professional technical, allied health, and transfer students who take college success courses and input plans into My Planner. This will allow IR to gather data and report out the percentage of students with quarterly education plans of the classes they intend to take for both these segments of our diverse student population.
- Discussion around low success rates in specific academic and CTE classes suggested that a deeper dive into program requirements related to the course(s), number of students typically taking the course(s), and existing supports available for the course(s) would be essential before attempting to target specific courses for additional support.
- The team discussed the value of gathering data regarding why students leave SCC as well as if data for retention and completion is different for students who are on Academic Probation or Academic Warning.
- The team discussed how indicator 3.2 may be impacted by students being unaware of the need to petition to graduate as well as many career technical students gaining employment in their field before graduation.
- Indicator 3.3 raised some concerns for the team as numbers overall are quite low. Discussion centered on how low-income students are typically in a more fragile position and the team hypothesized that completion rates may be financially motivated. Some questioned if this indicator is still relevant as we have the highest percentage of Pell-Eligible students in WA State and we are capturing similar data through other indicators.
- The team identified challenges in gathering data from 4-year baccalaureates and the general lag in time it takes for the data to mature.
- In 2019-20, the Student Success Core Theme team noted concerns regarding opportunity gaps as revealed in the college's Equity Dashboard. Specifically, part-time and historically under-represented student populations show lower rates of progression and completion. The team also recognizes that many of our students belong to more than one population experiencing opportunity gaps. Specifically, the intersectionality between historically underrepresented and rural students and between part time and Pell eligible also impact our students profoundly. Our

current Equity Dashboard allows for students to be duplicated across multiple student groups and makes it challenging to identify and analyze these areas of overlap.

Plans for Improvement (3B3, 4A4, 4A6)

The Student Success Core Theme Team proposed the following recommendations to the SCC Cabinet at the end of academic year 2018/2019:

1. Push out student success related information to students through multiple communication channels in “bite size chunks.” Examples may include a common Canvas class, SCC app, podcasts, classroom presentations, etc. Consider having Student Services contacts available in Canvas messaging as well.
2. Scale college success classes to include part time students. Also, continue efforts to scale the integration of shared college success learning outcomes into professional technical programs’ existing classes and/or IBEST support class.
3. Connect undecided students with career counseling before first quarter registration. Develop methods to identify undecided students and create specific career counseling interventions and outreach prior to first quarter enrollment.
4. Implement mandatory advising. The team recommends defining the frequency of mandatory advising based upon evidence supported best practices.
5. Hire additional counselors to assist with the implementation of mandatory advising. The team recognizes that our current student to counselor ratio would not lend itself to a mandatory advising model. Thus, the team recommends additional counselors be hired to bring SCC closer to the recently recommended Washington state ratio of 900:1 cited in HB 1355. As a related component, the team recommends hiring additional staff to assist with implementing mandatory advising. While advising is a faculty function best filled by counselors, the mechanics of making it mandatory (e.g., assigning holds, tracking student data, etc.) will necessitate additional staff to function smoothly.
6. Recommend the utilization of My Planner in all student success courses. IR is able to gather data on if students have entered education plans into My Planner, assisting with assessing indicator 2.3. Additionally, students’ plans in My Planner can be compared to their enrollment to analyze if students are staying on the path they’ve laid out in their plans. This provides an opportunity to flag students for intervention who are not following their plans, which is a key component of pathways-oriented counseling/advising work.
7. Track SCC graduates’ employment data in addition to the transfer data currently compiled. The team recommends maximizing recently approved data sharing agreements as well as program specific employment related data (e.g., licensure pass rates and employment data gathered for program specific accreditation).
8. Communicate and connect all stakeholders to relevant student success programming, resources, and initiatives. Develop a common language and understanding across the campus. The team noted gaps in knowledge and familiarity with resources and services available to help students succeed. Such gaps in employee knowledge directly leads to gaps in students maximizing these opportunities.
9. Expand student resources addressing financial barriers, housing and food insecurities, childcare, transportation, and other barriers to success. The team repeatedly noted that financial barriers are often a significant factor in keeping students from being successful. Data in the team’s dashboard supported this view, showing challenges for Pell eligible students. The team strongly recommends the devotion of significant financial allocations to develop additional resources that speak to these barriers.

The team has also identified the following recommendations for the 2019-20 academic year:

1. Implement a minimum number of credits required for students with transferred in credits to be exempted from New Student Orientation. Currently, students with as little as 1 credit of transferred in coursework do not have to participate in orientation.

Key Initiatives Tied to the Work of the Student Success Core Theme Team (3B2, 4A4)

During the last seven years, several key initiatives resulted from core theme team work, including:

- Data sharing agreement with the Employment Security Department
- Enhanced signage on campus and in the Student Services building
- Increased faculty utilization of Canvas
- District wide work to adopt a Customer Relationship Manager (CRM)
- Convening student focus groups
- Increasing faculty professional development opportunities
- Title III EPIC initiatives related to college success classes, tutoring, and the establishment of a Teaching and Learning Center.

Core Theme 4: Workforce Development

The Workforce Development Core Theme Team recognizes workforce development as a core function of the College. Under the direction of two co-chairs (one dean and one faculty member), this core theme team, comprised of faculty, uses data on key indicators (3B2, 4A1, 4A2, 4B1) of academic transfer to identify areas of strength and concern annually (3B1, 4A3). Additionally, the team identifies thresholds (minimal performance for mission fulfillment) and goals (ideal performance for mission fulfillment) for each indicator. The team then makes recommendations to the Cabinet regarding programs and services (3B2, 4A4, 4A5, 4B2) based on indicator and objective performance. The Cabinet responds to all recommendations and resource requests with information on how programs and services will be improved to better fulfill the mission (4B2). The data is shared with all college personnel via a core theme dashboard (3B3, 4A1) and at All College Meetings (3B3, 4B1). The Cabinet also meets with core theme teams and co-chairs each year to debrief on the procedural elements of the core theme team process, as well as the meaningfulness of the process; procedures for the following year are improved based on feedback (4A6).

Strategic Objectives and Indicators (3B1)

The Workforce Development Core Theme Team adopted the following statement of objectives:

Students have access to relevant, affordable, and high-quality workforce programs. Students enroll in, progress through, and complete workforce programs efficiently. Students successfully transition into the workforce and/or additional education.

This statement translates into four objective areas:

1. Access
2. Progression
3. Completion
4. Outcomes

Each of these areas is in direct alignment with the four CCS Strategic Goals: Student Success, Collaboration and Communication, Sustainability, and Innovation.

Indicators and Data (4A1, 3B3)

The most up-to-date data on indicators can be found on the dashboard. However, a snapshot of data is provided below. Additional detail about each of the indicators can also be found in the section on Standard 1B.

WORKFORCE DEVELOPMENT: ACCESS

Workforce Course FTEs - Overall						
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold
Overall	3,309.7	2,991.2	2,864.3	2,973.3	3,016.5	2,951.4
Workforce Course FTEs - by Modality						
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold
In Person	2,327.0	2,104.0	2,037.7	2,062.9	2,031.1	2,043.9
On-line	471.0	418.6	363.9	413.7	506.4	428.0
Hybrid	500.1	419.1	370.3	372.2	375.7	372.7
Interactive Television	2.9		7.4	15.9	1.2	8.2
Optional (In Person or On-line)	8.7	49.4	85.0	108.7	102.1	98.6
Workforce Course FTEs - by Academic Load						
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold
Full-Time	2,880.5	2,571.7	2,551.3	2,641.8	2,688.9	2,627.4
Part-Time	429.2	419.5	313.0	331.5	327.6	324.0

WORKFORCE DEVELOPMENT: PROGRESSION

College-Level Credit Accumulation in the First Year						
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold
30+ Credits Earned	46.7%	48.4%	54.3%	59.3%	43.4%	52.4%
45+ Credits Earned	28.0%	31.3%	36.3%	33.3%	19.3%	29.6%
College Credit Completion						
	2014-15	2015-16	2016-17	2017-18	2018-19	Threshold
Completion Ratio	89.6%	89.8%	89.6%	89.8%	86.4%	88.6%

WORKFORCE DEVELOPMENT: COMPLETION

Completion Rates - 100% Time						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
Completion Rates - 100% Time	14.9%	15.0%	17.3%	24.8%	28.4%	23.5%
Completion Rates - 150% Time						
	2012-13	2013-14	2014-15	2015-16	2016-17	Threshold
Completion Rates - 150% Time	27.0%	24.7%	25.9%	26.4%	36.9%	29.7%
Completion Rates - 200% Time						
	2011-12	2012-13	2013-14	2014-15	2015-16	Threshold
Completion Rates - 200% Time	30.3%	31.8%	30.5%	30.0%	31.4%	30.6%
Prof/Tech Credentials Conferred						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
2-Year Degrees	69.9%	73.5%	73.5%	62.0%	62.3%	TBD
Certificates (C01, C20, C45)	30.1%	26.5%	26.5%	38.0%	37.7%	TBD
Prof/Tech Completions per 100 Workforce FTE						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
Prof/Tech Completions per 100 Academic FTE	43.4	45.2	43.7	46.6	48.5	46.3
Time to Credential (# of Quarters)						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
Time to Credential	9	9	8	6	5	7
Credits to Credential (Excludes Transfer-in Credits)						
	2013-14	2014-15	2015-16	2016-17	2017-18	Threshold
Credits to Credential	101.6	100.6	97.0	85.4	80.7	87.7

WORKFORCE DEVELOPMENT: OUTCOMES

Transfer Rate to 4-Year Baccalaureate Institutions						
	2012-13	2013-14	2014-15	2015-16	2016-17	Threshold
<i>Transferred</i>	14.5%	11.6%	12.9%	8.2%	6.8%	9.3%
Success Rate at 4-Year Baccalaureate Institutions						
	2009-10	2010-11	2011-12	2012-13	2013-14	Threshold
<i>EWU Success</i>	42.9%	36.1%	41.5%	39.2%	22.5%	34.4%
<i>WSU Success</i>	50.0%	75.0%	63.6%	62.5%	38.9%	55.0%
<i>Other 4-Year Success</i>	40.5%	39.0%	37.5%	40.3%	22.2%	33.3%

Definitions (3B3)

Definitions for all indicators and thresholds for mission fulfillment can be found below.

Workforce Development Objectives, Indicators, Definitions, Thresholds, and Goals		
Indicator	IHEP Metrics and Definition	Threshold and Goal
Objective 1: Access		
Annualized FTEs	12-month headcount including all students who enroll anytime during the calendar year	Rolling 3-year average (Goal: average or more)
Annualized FTEs by Modality	12-month headcount including all students who enroll anytime during the calendar year	Rolling 3-year average (Goal: average or more)
Annualized FTEs by Load	12-month headcount including all students who enroll anytime during the calendar year	Rolling 3-year average (Goal: average or more)
Equity Dashboard Performance	Access-related SAI performance	Performance on above metrics is same for all groups
Objective 2: Progression		
Program of Study Selection	The percentage of students in a cohort who demonstrate a program of study selection by taking 3 courses in a pathway in the first year	To be determined
College-Level Credit Accumulation in First-Year	The percentage of students earning sufficient credits toward on-time completion in their first year	Rolling 3-year average (Goal: 2% above rolling 3-year average)
College-Level Credit Completion Ratio	The number of credits completed, divided by the number of credits attempted by first-year students	Rolling 3-year average (Goal: none)
Gateway Course Completion	The percentage of students completing college-level, introductory math and English courses tracked separately in their first year	Rolling 3-year average (Goal: 1% above rolling 3-year average)
Retention Rate	The percentage of students in a cohort who are either enrolled at their initial institution or transfer to a longer program at the initial or subsequent institution	Rolling 3-year average (Goal: 1% above rolling 3-year average)
Equity Dashboard Performance	Progression-related SAI performance	Performance on above metrics is same for all groups
Objective 3: Completion		
Completion Rate	The percentage of students in a cohort who earn the credential sought at their initial institution, up to 200% of program length	100%: Rolling 3-year average (Goal: 1% above rolling 3-year average); 150%: Rolling 3-year average (Goal: 2% above rolling 3-year average); 200%: Rolling 3-year average (Goal: 3% above rolling 3-year average)
Completions per Student	The number of completions divided by the number of FTE students (based on 12-month enrollment) in a year expressed as completions per 100 FTE	Rolling 3-year average (Goal: 1% above rolling 3-year average)
Time/Credits to Credential	The average time and credits accumulated from first date of entry to the institution to date of completion for all completers in a given year	Time: 7 (Goal: None); Credits: Rolling 3-year average (Goal: none)
Equity Dashboard Performance	Completion-related SAI performance	Performance on above metrics is same for all groups
Objective 4: Outcomes		
Employment Rate	The percentage of former students with any reported earnings at 1, 5, and 10 years after exit from the institution	To be determined
Four-Year College Enrollment	The percentage of students in a cohort who transfer into four-year programs or institutions, up to 200% of program length	Rolling 3-year average that excludes most recent year (Goal: 1% above rolling 3-year average)
Licensure Pass Rate by Program	% of students passing licensure exams	80% (Goal: 90%)
Equity Dashboard Performance	Outcomes-related SAI performance	Performance on above metrics is same for all groups

*NOTE: Any thresholds/goals labeled "To be determined" are indicators for which the institution is in the process of obtaining data. |

Successes

The team noted several successes in recent years, including:

- New data dashboards,
- Updated data available in the dashboards,
- Improvements to meeting organization and objectives, and
- Increases in student retention (attributable, in part, to student success classes and Title III).

Concerns

The team identified several challenges, including:

- Continuing needs for more data, especially for outcomes and employment,
- Better information on why students don't complete,
- More appropriate indicators are needed for part-time students,
- Standard definitions for part-time students are needed,
- The diversity of programs within the umbrella of "workforce development," and
- Measuring cohort vs. non-cohort program retention.

Plans for Improvement (3B3, 4A4, 4A6)

As the team continues its work, it plans to:

- Evaluate new data from the Employment Security Division dataset,
- Implement and measure new student success courses/requirements,
- Identify what happens to students who do not get into high demand programs,
- Follow-up qualitatively with students, and
- Explore intrusive advising and options for increasing advisors.

Key Initiatives Tied to the Work of the Workforce Development Core Theme Team (3B2, 4A4)

During the last seven years, several key initiatives resulted from core theme team work, including:

- Data sharing agreement with the Employment Security Department,
- Overhaul of indicators and objectives, and
- Identifications of new funding opportunities related to Perkins dollars and tech fee funds.

Mission Fulfillment, Adaptation and Sustainability



GREAT CAREERS BEGIN AT SCC



CHAPTER FIVE: MISSION FULFILLMENT, ADAPTATION, SUSTAINABILITY

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENT 24

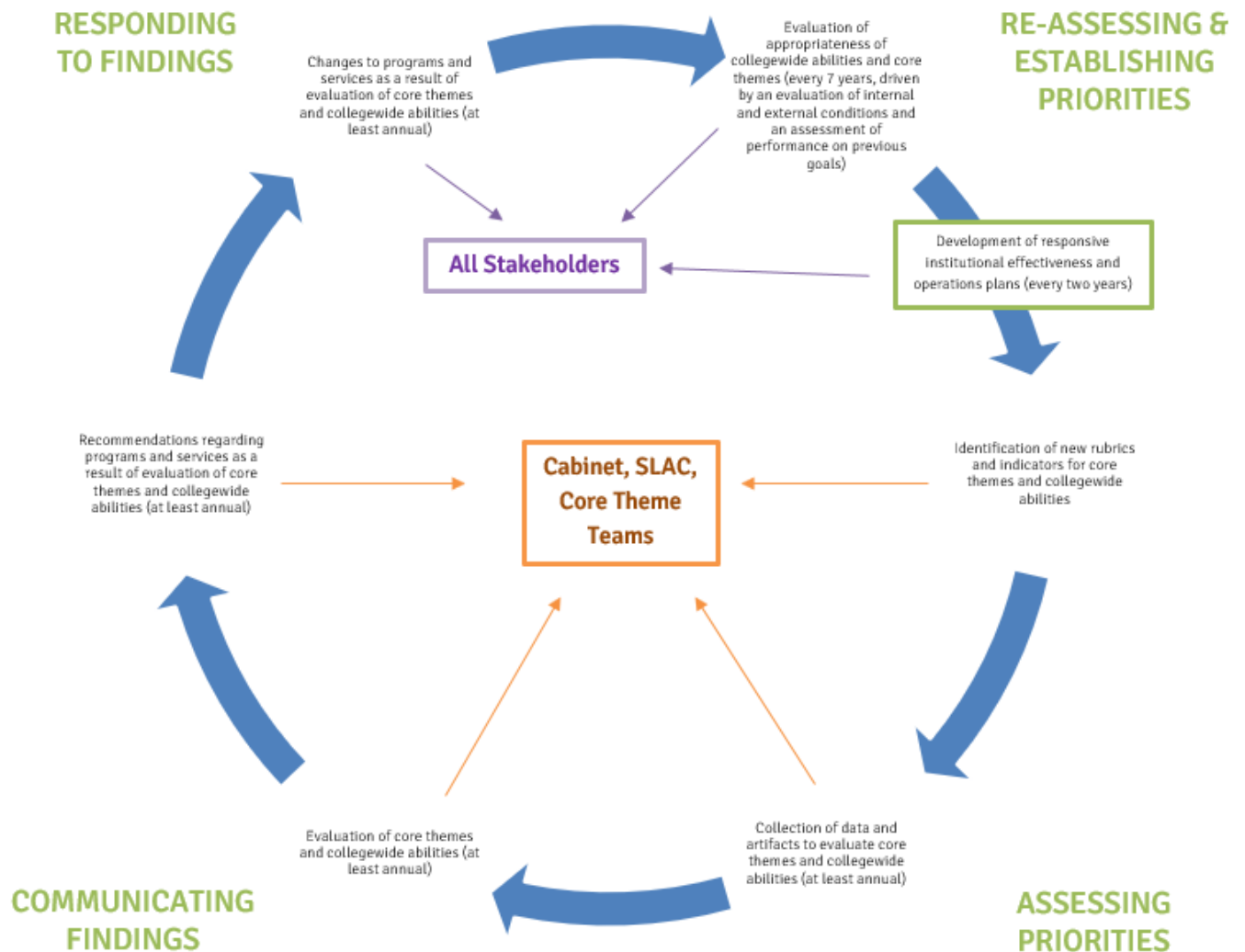
Eligibility Requirement 24: Scale and Sustainability

SCC has sufficient resources, capacities, and infrastructure to fulfill and sustain its mission and achieve its core themes, both in the short-term and into the foreseeable future. Progress is evaluated regularly via core theme teams and is published on an institutional scorecard. The College benefits from its affiliation with the CCS District, where it gains budgetary, IT, instructional, and human resources support.

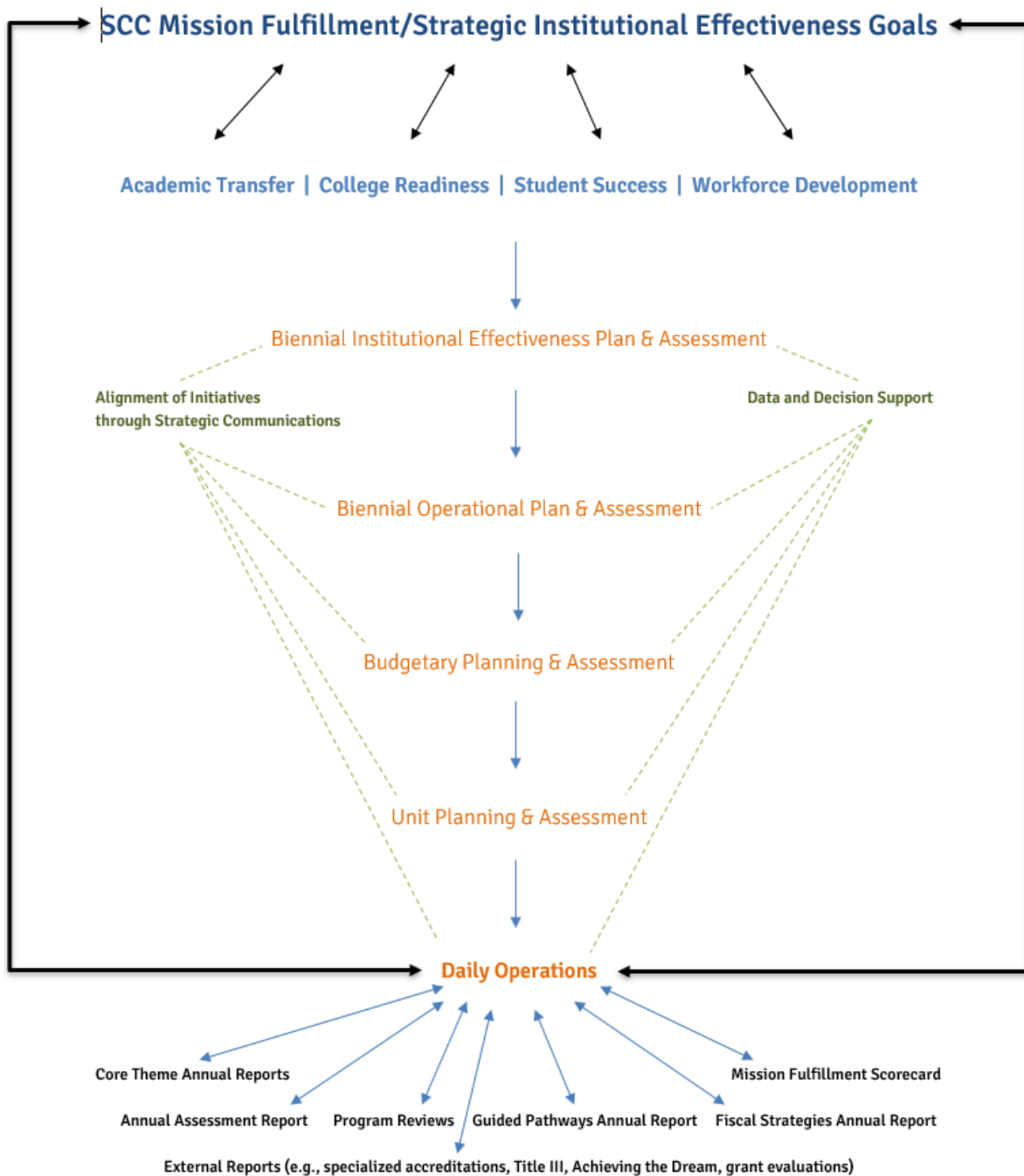
STANDARD 5A: MISSION FULFILLMENT

5A1: The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

Although mission fulfillment is demonstrated primarily through measures of core theme success (discussed below), SCC makes regular, systematic, inclusive, self-reflective, and evidence-based assessments of its initiatives and operations at every level. The structures and cycles for broad-based core theme and college-wide abilities assessments and planning are represented in the diagram below:



In addition, SCC uses the following institutional effectiveness and planning diagram to demonstrate the ways that our different levels of initiatives and planning work together in a systematic way to demonstrate institutional effectiveness, planning, and mission fulfillment efforts:



A comprehensive list of specific assessments appears below with links to appropriate documentation:

Assessment Activity	Leadership	Groups Involved	Assessment Frequency	Follow-Up	Evidence Used	Communication Venues
Program Review— Instruction (Documents 1-6)	VPI	All instructional faculty and deans	Every five years	Annual follow-up required for all programs	Specific data points required for each program, as seen in the template	Deans Meetings, Faculty Forums, TLC Workshops
Program Review—Student Services (Documents 7 & 8)	VPSS	All student services faculty, staff, deans, and directors	Every three years	Every three years	Differs by program, as seen in examples	Leadership meetings, Student Services meetings
Student Learning Outcomes Assessment— Program Learning Outcomes (Documents 9-17)	VPI	All faculty and deans	Every year but evaluated by VPI every five years during program review	Follow-ups included in program review follow-ups	Specific template required	Deans Meetings, Faculty Forums, TLC Workshops
Student Learning Outcomes Assessment— College-wide Learning Outcomes (Documents 18-20)	VPI	Student Learning and Assessment Committee comprised of faculty and deans	One outcome per year	Comprehensive report after cycle is completed	Varies, but data/evidence always required	Faculty Forums, All-College Meetings, TLC Workshops
Guided Pathways (Document 21)	1 Dean, 1 Faculty Member, Sr. Director of Institutional Effectiveness	Steering Committee comprised of faculty, staff, and deans; six subgroups open to all college stakeholders	Every year	Every year	Data Central	All-College Meetings, BOT Meetings
Title III (Documents 22-25)	Sr. Director of Institutional Effectiveness	Counselors (faculty), Teaching and Learning Center Manager (faculty), Tutoring Manager (staff)	Annual reports required by DOE; institutional reports done according to evaluation plan within grant	Every year as a part of annual DOE reporting	Relies upon data points in grant; data always used for internal reports	All-College Meetings

Achieving the Dream (Document 26)	President	Subcommittees comprised of faculty, staff, and deans	Annual reports required by AtD	Every year as a part of AtD reporting	Data specific to AtD goals	All-College Meetings
Assessment Planning (Documents 27-29)	SDIE	Assessment Leadership Team comprised of faculty, staff, and administrators	Every year in annual plans	Every year in end-of-year reports	Tasks are tracked from year to year and evaluated for completion in end-of-year reports	Deans Meetings, Faculty Forums
Unit Planning	All Deans and Directors	All faculty, staff, and deans	Varies	Varies	Varies	Leadership meetings
Core Theme Assessment / Mission Fulfillment (Documents 31-34)	SDIE	Core theme teams comprised of faculty, staff, and administrators	Every year in annual plans and handbooks	Every year in annual reports, mission fulfillment scorecard	Data dashboards that include indicators, progress, and objectives	All-College Meetings, Faculty Forums, Core Theme Kick-off Meetings
Fiscal Strategies	President	Fiscal Strategies Committee comprised of faculty, staff, and administrators	Every year	Every year	District Budget documents approved by Board and College Level Budgets	All-College Meetings, Faculty Forums, Leadership Meetings
Specialized Accreditations (Documents 35 & 36)	VPI	Deans and faculty from appropriate units	Varies (examples)	Varies (examples)	Varies (examples)	Varies, usually at division level and BOT meetings as well as website
Overall Institutional Planning (Document 37)	President	Presidential Cabinet (VPI, VPSS, SDIE, President)	At least biennially in institutional plan	Every year in progress report	Data related to institutional outcomes and indicators	All College Meetings, Leadership Meetings, Faculty Forums
Strategic Planning—District (Document 38)	Chancellor	All stakeholders	In process, TBD	In process, TBD	In process, TBD	In process, TBD

Although SCC relies heavily on planning, the institution understands that the best laid plans always (or, at least, *often*). In fact, over the last seven years, the institution has dealt with its fair share of curveballs. Like an institution, SCC has done its best to accommodate these surprises and challenges, attempting to learn every step of the way. In other words, an institution can plan to learn from its mistakes and challenges, but the real test of our institution has been in our ability to respond when things don't go as planned.

Outlined below are a list of the challenges to planning SCC has faced over the last seven years as well as a corresponding list of actions taken in response. The institution hopes to show, through this list, that it is capable of evaluating, assessing, and learning even when plans go awry.

- **ctcLink Implementation:** In 2015, SCC served as one of three pilot schools for a new statewide and state-run ERP, ctcLink. Implementation was a failure, with many short-term negative effects for students, staff, and faculty. Business processes were interrupted, and budgets were inaccessible. Data structures were completely revised, making institutional research efforts difficult. With the support of the State Board for Community and Technical Colleges, SCC has now fully implemented ctcLink, with other colleges in the state coming on-board every year. Although the initial implementation was difficult, SCC is now viewed as a statewide leader in using the software. These challenges, however, set the College back in many ways for several years.
 - Subsequent continuous improvement efforts: Development of a Fiscal Strategies Committee; Hiring of additional budget personnel at institution and District; Hiring of a consultant to manage the project; Crosswalks of old core theme indicators to new data
- **Executive Turnover:** During the last seven years, SCC has had three Presidents and two Vice Presidents of Instruction. While this turnover is not excessive, it represented special challenges to SCC during the tumultuous implementation of ctcLink. While the College was intently focused on implementing the new ERP and dealing with the unexpected challenges it brought, they delayed some key tasks for a few years. For example, program-level student learning assessments were not analyzed at the executive level for several years. Additionally, institutional and unit planning slowed, with little evidence of activity during the transition between leadership teams. Mission fulfillment scorecards were not developed during these years. As a result, the current President and Vice President of Instruction sought to codify more aspects of institutional planning for posterity.
 - Subsequent continuous improvement efforts: Development of institutional planning strategies; Hiring of planning staff; Improvements to archiving rules for key documents; Improvements to program review processes in instruction; Implementation of program-level learning outcomes assessment requirements for all programs; Completion of curriculum maps for all programs

5A2: Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

While many initiatives contribute toward the institution's assessment of its quality and effectiveness (please see the comprehensive chart in 5A1), assessments about mission fulfillment at SCC are ultimately guided by progress on the College's four core themes. These determinations are made at

every level: faculty and staff, administrators, executives, and the Board of Trustees. Results are published on a Mission Fulfillment Scorecard. Relevant figures from the scorecard appear below:

Percent of Indicators above Threshold and/or Goal	0-49%	50-74%	75-100%
Scorecard Evaluation	Needs Attention	Acceptable	Outstanding

2018-2019 Overall Performance on Objectives	
Access	57%
Progression	34%
Completion	61%
Outcomes	21%**

**Interpret this data with caution, as a lag in data from the National Student Clearinghouse presents a percentage that is likely to improve over time. The best understanding for this objective can be obtained by viewing the data dashboards.

	Academic Transfer	College Readiness	Student Success	Workforce Development
Access	50%	100%	14%	75%
Progression	33%	50%	22%	25%
Completion	50%	50%	71%	67%
Outcomes	**	67%	**	**

**Performance on these measures is still being determined, based on a lag in data from the National Student Clearinghouse. For more information, please see the data dashboards.

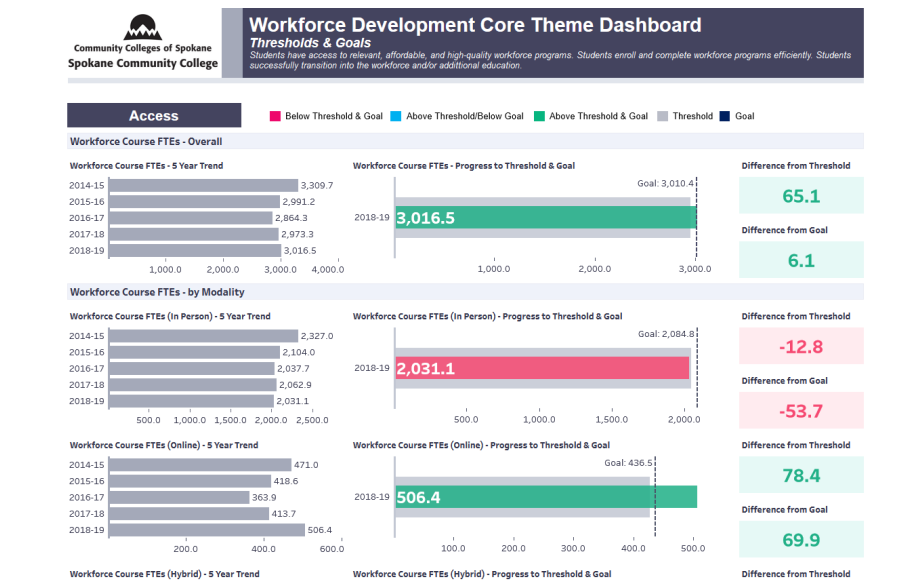
Also included on the scorecard are a list of commitments from the Presidential Cabinet to specific projects, requests, and resources that support mission fulfillment. These are distributed at Convocation each year, presented to the BOT, and discussed at core theme team meetings. Core theme teams develop requests and recommendations related to the core theme team indicators and data each year; these requests drive the Cabinet responses.

SCC currently defines mission fulfillment as performance at 50% or higher on aggregated data for the four objective areas that are common to all core themes: Access, Progression, Completion, and Outcomes. While 50% may seem like a low threshold, the institution believes that it is appropriate for several reasons:

1. The data resulting in this figure are aggregated, which could allow for an outlier (e.g. one core theme) to bring the overall percentage down.
2. The data are meaningful in aggregate but are just as meaningful when evaluated at the team-level. Teams set thresholds and goals for mission fulfillment, and performance at the team-level can show where the institution is weak and strong. In other words, the mission fulfillment scorecard is designed to provide an overall picture, but actual change and understanding is possible by drilling down.
3. The current process of evaluating mission fulfillment is new. (In fact, the College already plans to make some tweaks, which will be discussed below.) As a part of its commitment to continuous

improvement, the College recognizes that the 50% threshold is appropriate, given that this is an evolving evaluation strategy for mission fulfillment.

4. Evaluations are also made at the level of each core theme on the core theme [dashboards](#). As the figure below shows, all stakeholders can see how the College is performing on various metrics. The teams themselves set the thresholds and goals based on previous institutional performance, statewide performance, and/or institutional priorities. (A list of thresholds and goals for each core theme can be found in the handbook (Document 33) and on the documentation tab on the dashboards.








This level of transparency combined with the nature of aggregation and the newness of the evaluation strategy makes the College confident that the 50% threshold is currently meaningful for purposes of determining mission fulfillment.

In particular, SCC recognizes that it needs improved data in order to evaluate indicators related to its Outcomes objectives. Currently, the primary source of data for these indicators is transfer to four-year institutions. In order to remedy this issue, the College signed a data sharing agreement in 2019 with the Washington Employment Security Division that would allow us access to employment information. For this reason, the Outcomes objective (as indicated) must currently be interpreted (especially in aggregate) with much caution.

As mentioned in the section above, the process of core theme evaluation and mission fulfillment determination is relatively new. (Core theme indicators were revised slightly due to ctLink implementation in 2016-2017, and the new mission fulfillment scorecard structure was implemented in 2018-2019.) Previously, mission fulfillment was determined according to a different evaluation strategy, demonstrated in the image below:

Academic Transfer Core Theme
2013-14 Results

Objective	Indicators of Achievement	Importance Rating	2012-13 Baseline	2019-20 Target	2013-14 Results	Results by Objective
1. Students enrolled in transfer programs are retained.	1.1 Percentage of students retained from 1 st quarter to 2 nd quarter	Very Important	76%	80%	79%	88% 
	1.2 Percentage of students retained from 1st year to 2nd year	Critical	43%	45%	43%	
	1.3 Percentage of students whose first math course was math 97 or higher successfully complete college-level math within 1st year of enrollment	Critical	54%	57%	50%	
	1.4 Percentage of students who complete English 101 within 1st year of enrollment	Critical	82%	85%	78%	
2. Students enrolled in transfer programs are prepared to transfer.	2.1 Students demonstrate mastery of college-wide student abilities	Important	TBD	TBD	TBD	80% 
	2.2 Students demonstrate mastery of distribution area outcomes	Important	TBD	TBD	TBD	
	2.3 Percentage of full-time students with intent to transfer complete a degree within four years (200% of completion time)	Critical	24%	27%	22%	
3. Students enrolled in transfer programs continue their education at four-year baccalaureates.	3.1 Percentage of transfer students who enroll at a four-year baccalaureate within four years of enrolling at SCC	Very Important	47%	52%	48%	86% 
	3.2 Percentage of transfer graduates who enroll at four-years within two years of graduating from SCC.	Very Important	61%	62%	59%	
4. Students are successful as they transfer to baccalaureates.	4.1 Percentage of transfer graduates who transfer to EWU and WSU successfully matriculate as juniors.	Very Important	93%	TBD	83%	90% 
	4.2 SCC transfer students at EWU and WSU perform at par or better in their first quarter than other CC transfer or native students.	Very Important	X ₂ =0	X ₂ =0	0.09	

Overall Core Theme Achievement: 86% 

Unfortunately, when the College transitioned to a new ERP, we lost our ability to replicate the data used in the previous evaluation system. During this period (2015-2017), the College undertook an effort to rebuild data reports in more meaningful ways; the College also gained a new President. By 2018, the College had developed a comprehensive set of dashboards which reflected all indicators and were used by core theme teams. These events precipitated the change to the current system, and we expect that additional continuous improvement efforts will continue to make our processes stronger.

STANDARD 5B: ADAPTATION AND SUSTAINABILITY

5B1: Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

5B2: The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

SCC uses several strategies to evaluate regularly the adequacy of resources, capacity, and effectiveness of operations in its pursuit of mission fulfillment and institutional goals. A chart of evaluations and their corresponding details can be found in the information for Standard 5A1. These efforts are documented in a biennial Institutional Effectiveness Plan (Document 37).

Currently, SCC is beginning the process of re-evaluating its core themes and collegewide abilities. Having completed almost a decade of assessments related to the core themes and collegewide abilities in their current state, the College has made several key observations:

1. CCS District strategic planning efforts are in process. SCC's collegewide abilities and core themes should be responsive to these priorities, and alignment will need to be assessed once the planning process is complete.
2. SCC will complete its 2019-2021 Institutional Plan in one year, at which time the College will be well-positioned to implement any changes to core themes and collegewide abilities.
3. Guided Pathways efforts are assuming an ever-growing proportion of the College's bandwidth. While aligned with strategic goals and core themes, Guided Pathways efforts stand to reshape the way that the College serves students. This fundamental shift may require an explicit rearticulation of what mission fulfillment means.
4. The current core themes are somewhat outmoded. Instead of reflecting "themes" (e.g., equity, sustainability, access), they currently reflect our areas of service (e.g., workforce development, transfer). The College is poised to refocus its attention on specific goals, and updated core themes would solidify these commitments.
5. As SCC's programs continue to grow and diversify, our collegewide abilities need to shift. A recent analysis (Document 20) by the Student Learning and Assessment Committee noted the absence of one of the collegewide abilities (global awareness) in the program learning outcomes for many programs. SCC has concluded, through discussions with leadership and faculty, that the abilities themselves need some attention in order to be relevant for all programs and students.
6. NWCCU standards are changing, and the institution seeks to be responsive to accreditation requirements.

SCC is committed to meaningful alignment of its initiatives, resources, and goals. For these reasons, the time is right to reconsider the ways we communicate what mission fulfillment means.

5B3: The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system, it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

SCC monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through the joint resources of SCC, SFCC, and CCS, regular environmental scans are conducted and updated (last comprehensive scan occurred in 2019 in combination with planning for the new strategic plan (Document 38). Drawing on numerous data sources and existing research of trends and issues in higher education, the workforce, and the economy, the researchers involved in these

external scans explore demographics, student characteristics, regional industrial and workforce trends, the special needs and challenges of particular colleges and groups of students, and current employees' impressions of CCS's effectiveness. These scans are intended to provide an overview of internal and external factors and issues that are likely to affect CCS as it attempts to adapt to changing community conditions and needs. These environmental scans help focus discussion, raise previously unexplored issues, and provide both context and empirical data to aid in ongoing planning and implementation.

CONCLUSION

Spokane Community College takes great pride in its students, faculty, staff, facilities, and community partnerships. We value self-assessment, growth, and innovation. Our people are truly our greatest asset, and we are confident in quality of the strong contributions that our institution makes to the community and state. As an institution, we are eager to realign our efforts with the new NWCCU standards and to move through the current tumultuous period in order to achieve an even better future for our students and community.

