Spokane Community College
Mid-Cycle Self-Evaluation Report

Presented to the Northwest Commission on Colleges and Universities

September 12, 2023

Community Colleges of Spokane

Spokane Community College

Table of Contents

Mission Fulfillment: Executive Summary

About Spokane Community College

Spokane Community College (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. We are one of two comprehensive community colleges within the Community Colleges of Spokane (CCS) District. We, along with our partner institution, Spokane Falls Community College (SFCC), serve a large urban and suburban population in greater Spokane. In addition, we provide educational services to rural communities throughout a 12,302 square-mile region in Eastern Washington. This region includes all of Spokane, Stevens, Whitman, Ferry, and Pend Oreille counties, and portions of Lincoln County. Both SCC and SFCC are independently accredited by the Northwest Commission on Colleges and Universities and governed by the Washington State Board of Community and Technical Colleges.

As a public institution offering two- and four-year degrees, certificates, Adult Basic Education, and continuing education opportunities, we served 13,372 students in the 2021-2022 academic year. In the 2021-2022 academic year, approximately 52% of college-level SCC students pursued workforce education (career technical, professional/technical, or vocational education). Our next largest population of students, approximately 24%, prepared for transfer to a four-year college or university. Our Adult Basic Education, high school completion, English language learning, and college preparation offerings served 19% of our students, with the remaining 5% participating in non-credit and continuing education programs.

Adapting to Change

Since our Fall 2020 Mission Fulfillment and Sustainability evaluation, SCC, in conjunction with CCS, made some significant changes to our strategic plan and adopted new goals and outcomes.

New District Strategic Plan

In July 2021, CCS implemented a new, four-year strategic plan that included a new mission statement, values, vision, and strategic priorities.

CCS Mission Statement: "To provide all students an excellent education which transforms their lives and expands their opportunities."[1] SCC uses this mission statement to guide our work and to meet NWCCU Standard 1.A.1.

CCS Values: "Students First, Equity, Access, Excellence, Integrity, Leadership, Responsive, Stewardship"

Strategic Priorities:

Student Success: Expanding the recruitment, enrollment, retention and academic achievement of a changing student population through consistently high-quality academic programming and innovative student support models that best serve the needs of tomorrow's regional workforce.

Operational Excellence: Ensuring the continuous improvement of our financial sustainability through ongoing academic and student service innovation, consistent data-informed decision-making and the constant pursuit of organizational efficiencies that make us quick to respond to student needs and external opportunities.

Employee Success and Excellence: Advancing the engagement and change management capacity of a high-quality faculty and staff through purposeful recruitment, development and retention, consistent standards of performance and accountability, and the relevant, timely and transparent internal communication needed to best serve our students.

SCC's Goals and Alignment with the CCS Strategic Plan

In August 2021, SCC's College Leadership and Planning Committee recommended modifying our four core themes into visionary goals that are student-focused, align with the CCS Strategic Plan and meet NWCCU's 2020 standards.

Academic Transfer: We prepare students for successful transfer to the next step of their educational journey.

[1] Community Colleges of Spokane 2021-2025 Strategic Plan. Available at https://ccs.spokane.edu/About-Us/Leadership/Vision

Adult Basic Education: We prepare students for college-level courses by guiding, supporting, and providing the tools necessary to achieve their academic, personal, and professional goals.

Career and Technical Education: We prepare students to enter the workforce in a timely manner, supporting our community needs in available and sustainable careers with a focus on future industries.

Student Success: We provide the services and resources needed for our students to be successful.

With these goals in mind, SCC uses its shared governance model to continually improve our performance, plan our future, and allocate resources. The report begins by providing examples and results of our work regarding student achievement, program review and assessment, and other notable efforts. Following that, we address two recommendations from our Fall 2020 Mission Fulfillment and Sustainability (Year 7) evaluation. Finally, our appendix provides additional examples of our work.

Student Achievement

Goals, Objectives, and Strategies

As mentioned in the previous section, our goals for Academic Transfer, Adult Basic Education, Career and Technical education, and Student Success are designed to be visionary: they provide each SCC employee a focus for their work. Because these goals are visionary and not directly measurable, we measure our impact on student achievement using these objectives:

Objective 1: Basic Education for Adults (BEdA) Transitions: By June 30, 2025, increase the number of BEdA students transitioning into workforce or transfer programs within one year of start from 14% (2019-20 cohort) to 28%.

We use our Basic Skills to College Transitions Dashboard to measure our progress with this objective, and we are making significant progress: 22% of students beginning in our basic skills programs in the 2021-22 academic year transitioned into workforce or transfer programs within their first year.

Objective 2: Improving Student Completions: By June 30, 2025, increase the number of full-time students completing their program of study within 150% time from 31.8% (2018-19 cohort) to 42%.

We use our Retention and Completion Rates Dashboard to measure our progress with this objective, and we are making good progress. For students in the 2020-21 cohort, 35.3% have graduated within 150% time.

Objective 3: Closing Equity Gaps: Each year, continue closing equity gaps for Female students, Historically Underserved Minority students, Disability Access Services (DAS) students, Pell Eligible students, and First Generation students in all Student Achievement Initiative (SAI)-related metrics.

We use our Equity Suite to measure our progress with this objective using Hao's (et al, 2002) Equity Index[2]. With five student groups and 14 different SAI metrics, there are too many results to list in this report, but there are some highlights and areas to improve:

[2] Hao, L. (2002). *The Equity Index: A method to measure equity in educational outcomes for minority students.* Poster presented at the annual meeting of the Association for the Study of Higher Education, Sacramento, CA.

Our Female students in the 2020-21 cohort are near or at equity in many areas and perform better than the rest of the population with retention and completion. However, our Female students are not completing college-level math within the first year at a comparable rate to the population.

Our Historically Underserved Minority students in the 2020-21 cohort (as defined by the Washington State Board of Community and Technical Colleges) are below equity in all SAI metrics when compared with the population.

Our DAS students in the 2020-21 cohort perform better than the population in almost all SAI metrics, especially with second-year retention. There is still a small gap in the number of DAS students completing college-level English in the first year.

Our Pell Eligible students in the 2020-21 cohort are below equity in all SAI metrics when compared with the population.

Our First Generation students in the 2020-21 cohort performed better than the population with college-level English in the first year, first-year retention, and 100% completion, but are below equity in other SAI metrics when compared with the population.

Comparative Data

In early 2023, we reviewed and selected seven community colleges with which to compare our student success performance. We selected these colleges based upon their comparable metropolitan areas, student enrollment and curricular offerings:

- Bellevue College, Bellevue, WA
- Fayetteville Technical Community College, Fayetteville, NC
- Tacoma Community College, Tacoma WA
- Tidewater Community College, South Hampton Roads, VA
- Trident Technical College, Charleston, SC
- Virginia Peninsula Community College, Hampton, VA
- Virginia Western Community College, Roanoke, VA

To help compare data, we gathered statistics from the Integrated Postsecondary Education Data System (IPEDS) and developed a Benchmarking for Equity dashboard[3]

[3] Data and corresponding tables revised October 25, 2023

that allows us to compare our student performance against those colleges as a peer group. The dashboard can also display IPEDS data from any other institution as well.

Comparing Persistence Rates

During the 2021 IPEDS reporting year, our 1-year persistence rate for full-time students was 53.9%, which was 5.1 percentage points lower than the average rate for full-time students at our peer institutions (59.0%). The 1-year persistence rate for our part-time students was 36.0%, which was 0.8 percentage points lower than the average rate for part-time students at our peer institutions (36.8%). Table 1 shows these comparisons.

Table 1

1-Year Persistence Rates for the 2021-22 Academic Year

Demographic	SCC	SCC's Peer Institutions	% Difference
Full-Time	53.9%	59.0%	-5.1%
Part-Time	36.0%	36.8%	-0.8%

Comparing Completion Rates

After the 2021 IPEDS reporting year, our 150% time to completion rate was 32.2% for female students, which was 3.2 percentage points higher than the average 150% time to completion rate for female students at our peer institutions (29.0%). The 150% time to completion rate for our male students was 32.6%, which was 7.3 percentage points higher than the average 150% time to completion rate for male students at our peer institutions (25.3%). For race/ethnicity, looking at the two largest percentage differences, our 150% time to completion rate was 36.3% for White students, which was 4.3 percentage points higher than the average 150% time to completion rate for White students at our peer institutions (32.0%). The 150% time to completion rate for our Asian students was 35.7%, which was 2.4 percentage points higher than the average 150% time to completion rate for Asian students at our peer institutions (33.3%). Please refer to Table 2 on the following page for more information.

For socioeconomic status (SES), our 150% time to completion rate for our Pell Grant recipients earning any award was 28.7%, which was 6.6 percentage points higher than the average 150% time to completion rate for Pell Grant recipients at our peer institutions (22.1%). Our 150% time to completion rate for our Stafford Loan recipients earning any award was 42.9%, which was 14.0 percentage points higher than the

average 150% time to completion rate for Stafford Loan recipients at our peer institutions (28.9%). Please refer to Table 3 for more information.

Table 2

150% Time to Completion Rates for the 2021-22 Academic Year

Demographic	SCC	SCC's Peer Institutions	% Difference
Female	32.2%	29.0%	3.2%
Male	32.6%	25.3%	7.3%
American Indian/Alaska Native	12.5%	19.0%	-6.5%
Asian	35.7%	33.3%	2.4%
Black/African American	18.2%	15.6%	2.6%
Hispanic/Latino	15.9%	24.4%	-8.5%
Multiracial	22.8%	27.5%	-4.7%
Native Hawaiian/Other Pacific Islander	****	N/A	N/A
Non-Resident Alien	15.8%	34.4%	-18.6%
Unknown	29.2%	35.9%	-6.7%
White	36.3%	32.0%	4.3%

**** n < 10

Table 3

150% Time to Completion Rates for the 2021 IPEDS Reporting Year (2015 Cohort) by Socioeconomic Status (SES) and Type of Award

SES Category/Type of Award	SCC	SCC's Peer Institutions	% Difference
Pell Grant Recipient			
Bachelor's Awarded	0.0%	0.0%	N/A
Less than Bachelor's Awarded	28.7%	22.1%	6.6%
Total Awarded	28.7%	22.1%	6.6%
Stafford Loan Recipient			
Bachelor's Awarded	0.0%	0.0%	NA
Less than Bachelor's Awarded	42.9%	28.9%	14.0%
Total Awarded	42.9%	28.9%	14.0%

Completion and the Equity Index

The Equity Index is a "useful tool for quantifying the equity gap and can be useful for institutional researchers and policy analysts. . . . It also serves as a process of internal benchmarking or a point from which to judge improving performance standards" (Gandara et al, pg. 151)[4]. An Equity Index of 1.00 or greater means that our students in those demographics performed better than students in the same demographic at our peer institutions, while an Equity Index of less than 1.00 means that our students in those demographics performed worse than students in the same demographic at our peer institutions.

Looking at 150% time to completion rates through the lens of the Equity Index, after the 2021-22 academic year our students had an Equity Index of 1.00 or greater for five out of the eleven measured demographics shown in Table 4: Female, Male, Asian, Black/African American, and White students.

Table 4

150% Time to Completion Rates Through the Lens of the Equity Index

Demographic	Equity Index		
	2019-20	2020-21	2021-22
Female	0.80	0.96	1.11
Male	1.38	1.42	1.29
American Indian/Alaska Native	****	0.49	0.66
Asian	****	0.54	1.07
Black/African American	0.68	****	1.16
Hispanic/Latino	1.48	1.54	0.65
Multiracial	0.52	1.35	0.83
Native Hawaiian/Other Pacific Islander	****	****	****
Non-Resident Alien	****	****	0.46
Unknown	1.46	1.04	0.81
White	0.90	1.00	1.14

**** n < 10

Equity Levels:
>= 1.00: At or Above Equity
0.85 - 0.99: Almost at Equity
0.70 - 0.84: Below Equity
<= 0.69: Not at Equity

[4] Gandara, P. C., et al. *Expanding Opportunity in Higher Education: Leveraging Promise*. State University of New York Press, 2006.

In contrast, we had an Equity Index below 1.00 for five out of the eleven measured demographics shown in Table 4: American Indian/Alaska Native, Hispanic/Latino, Multiracial, Non-resident Alien, and Unknown race students.

Looking at our Equity Index from the 2019-20 to 2021-22 academic years, we saw increases in equity for Female, Asian, Black/African American, and White students and decreases in equity for Male, Hispanic/Latino, and Unknown race students.

Continually Improving Student Achievement

As the transition, completion, and equity data show, we are making significant progress in achieving our objectives, but our work in closing equity gaps must continue. As we continue improving our teaching and learning, our Guided Pathways practices, our Equity, Diversity, and Inclusion (EDI) efforts, and our strategic enrollment management efforts, we expect to see improvements in these important student performance metrics.

By collecting and sharing this data, we are demonstrating compliance with NWCCU Eligibility Requirement 6 (Student Achievement), and Standards 1.B.2, 1.B.4, 1.D.2, 1.D.3, and 1.D.4. For information about how we use this information for continuous improvement, planning, and resource allocation (Eligibility Requirement 4 [Institutional Effectiveness] and Standards 1.B.1 and 1.B.3), please refer to the Addendums section of this report.

Programmatic Assessment

Spokane Community College requires each of its academic programs and departments to complete a comprehensive review every five years. The program review process is systematic but also allows program faculty to identify the strengths of their programs and their opportunities for growth. The process is also very transparent and focused on continuous improvement. The following section comes from our most recent program review template, which SCC shares with each department completing a program review.

Program Review

What is a Program Review process?

Program review is a reflective process that focuses on continuous improvement of instruction and learning. A systematic program review process provides faculty and administration an opportunity to engage in a collegial dialog about the program's quality, current state, and future direction.

What is the purpose of a Program Review process?

Program review provides a department-wide discussion for faculty to analyze the quality of their program as a whole, to affirm ways that the program is working well, and to implement improvements. It also helps inform and justify decisions about allocating resources including space, equipment and materials, and faculty positions.

Program review is intended to:

- Improve the quality of the instructional programs offered by SCC
- Guide changes in curriculum, pedagogy, and faculty development to meet the needs of students and the community

Program review is NOT:

- Used to evaluate faculty performance
- Used to eliminate programs/departments

Throughout the program review process, department chairs and faculty receive support from SCC's Office of Institutional Research. At the kickoff meeting for department chairs and faculty, SCC's Vice President of Instruction and Lead Data Analyst walk the

participants through the Instructional Program Review Suite, a one-stop location for the data faculty need to complete their program review. The data include:

- Program Enrollments
- Program Capacity
- Consistent Success (in courses of different modalities)
- Student Success (grades earned)
- Program Completions
- Employment Outcomes (for workforce programs)
- Academic Transfer Outcomes (for transfer programs)

After the initial meeting, SCC's Lead Data Analyst is available for one-to-one consultations regarding the data, ensuring that the program review participants get high-quality, data-informed insights regarding their programs.

On the day of the program review, SCC's Vice President of Instruction meets with the department chair and the participating faculty to discuss the strengths of the program and opportunities for improvement. As stated in the program review template, the meeting is designed to focus on continuous improvement. At the end of each meeting, the department receives a list of after-action items, which the chairs are expected to address before the next scheduled program review.

Assessing Outcomes

Part of the Program Review process involves assessing student learning outcomes (SLOs). During the review, each department assesses a specific program learning outcome, explains the results, and describes what actions they will take based on the results.

Our Student Learning and Assessment Committee (SLAC) and our Teaching and Learning Center (TLC) promote and support effective learning outcome assessment. SLAC's bylaws describe their purpose, charge, duties, and responsibilities concerning assessment:

> **Article II Purpose and Charge**
>
> A. General Purpose: Develop a faculty driven assessment culture that clearly communicates and demonstrates student learning
>
> B. Charge: Develop, implement and oversee a college-wide

comprehensive process to assess student learning at the course-, program-, and degree-level that is purposeful, systematic, and faculty driven

Article III Duties and Responsibilities

The duties and responsibilities of the Committee include, but are not limited to, the following:

A. Champion an assessment environment that is supportive, concrete and value-added

B. Coordinate and guide college-wide assessment efforts

C. Develop by-laws and working documents for the committee including meeting schedules

D. Provide tools and resources to assist faculty/departments/programs in developing and implementing their assessment plans

E. In collaboration with the curriculum committee, align assessment efforts and documentation with the curriculum process

F. Collect and analyze assessment results from all areas and ensure results are communicated college-wide

G. Implement the assessment of the SCC abilities as recommended by the Student Outcomes Taskforce

H. Advise the Vice President of Instruction on resource allocation related to assessment and continuous improvement

Our Director of the TLC explains how the center develops a culture of authentic assessment and how the center supports our assessment efforts:

> "We can teach all we want, but if we can't assess learning and do it frequently and well, we're probably not teaching a class. We're just sharing a lovely hobby in our own personal passions with other students. We have five core practices, and one of them has to do with assessing student learning. If we can't have that as an essential component of what effective faculty skills are, then we are going to be teaching a lot and assessing very little. And it really is useless in many ways to just think about teaching as a performance, as opposed to something that has a consequence. *Assessment literacy* might be a good way of thinking about that. For example, we spent a lot of time talking about working with students to give them the student learning outcome and helping them help you (the faculty) either design the assessment around it or design something that would make sure that you can prove learning in these areas, like having them co-create rubrics and grading guidelines.

> "[Our] ideas at collaborations have focused on the outcomes series. We make sure that we're running through this whole series about everything from why outcomes matter and how we build them at the course level to the sort of broader specificities for curriculum committee process and, even more generally, to supporting faculty working on program review. I definitely believe that having one of our coordinators on the TLC committee helps raise awareness about assessment as a key part of what faculty development should focus on and as part of their core practices."

Our TLC Director also explained how we ingrain our Equity, Diversity, and Inclusion efforts and culture into grading and assessment:

> "We also held an *equitable grading* event where we had an opportunity to talk about some equity focused strategies around student assessment. There's just no way to talk about grading for equity without talking about general assessment strategies, authentic [assessment], un-grading practices, non-traditional grading practices, or formative versus summative assessments. All of those basic foundations about what makes for authentic, useful assessment end up being part of multiple conversations all the time. I'm able to take some of that good information that we put together on outcomes information, as well as the sort of parts and pieces that are related to it, and give it to new faculty and people focusing on equity."

As evidence of our program review and assessment efforts, the appendix of this report includes:

- Program review reports and action plans for our Medical Office Specialist program and Non-Transfer Math program
- The program review five-year schedule
- The most recent program review template and curriculum map (for assessment)
- Information about presentations and workshops hosted by SCC's SLAC and TLC

The evidence provided in the appendix demonstrates SCC's compliance with NWCCU Eligibility Requirement 5 (Student Learning), Eligibility Requirement 13 (Educational Programs), and Standards 1.C.1, 1.C.2, 1.C.5, and 1.C.7.

Moving Forward

Along with the work we are completing with student achievement and program assessment, we would also like to share information about other efforts we are undertaking to help our students.

Enhancing Strategic Enrollment Management and Student Engagement

Over the past two years, we have continually refined the strategies, processes, and tools we use to communicate with students as they apply and register for classes. In 2020, our District office worked with us and SFCC to implement and populate a new customer relationship management (CRM) application, TargetX by Liaison. TargetX was one of the first major system implementations we initiated since transitioning to ctcLink in 2015.

TargetX is designed to provide us an easier way of communicating with students, but we also realized that it would be very difficult to implement the recruitment suite, retention suite, and the business intelligence applications all at once. Our Director of Admissions and Registration, an essential member of our CRM implementation team, explains the initial thoughts and decisions to phase in TargetX implementation one suite at a time, starting with the recruitment suite:

> "We decided to launch with just that suite instead of launching a complete product having to train from everything from the get-go. Once we started building it, we realized a phased approach would work better. So, it went live a year ago, but with only a small amount of functionality: the inquiry form on our webpage. Because of that form, the students are getting more information, and calls to action, earlier."

As we became more comfortable using the recruitment suite, we began switching the way we communicated with students in recruitment and enrollment campaigns. In the past, we relied on calling campaigns which did not generate an adequate return on our investment (ROI) in people's time. With TargetX's text messaging feature, we are getting quicker responses from students when compared with phone calls and emails.

We are also working with Interact Consulting, a marketing and enrollment agency that exclusively serves two-year colleges. By combining Interact's Strategic Enrollment Management strategies with the TargetX CRM, we plan to continually improve the

onboarding experience for our students and help them develop a sense of belonging. Our Director of Admissions and Registration explains how continuous improvement and data help us improve:

> "Continuous improvement…that's a constant. Do little bits and then not only add features but improve those features. We can [improve] data about our prospective students and see where our ROIs are strong. That's not to say that those efforts that have low ROI we don't do anymore, but maybe they need to be done differently, or maybe they need additional resources to be successful. I'm excited that we'll be able to do that from a data informed decision-making standpoint versus just what we feel about it."

Promoting Equity, Diversity, and Inclusion

Over the past three years, we have transformed the way we approach our equity, diversity, and inclusion (EDI) work. Since our previous Year 7 visit in 2020, we have:

- Developed an Equity, Diversity, and Inclusion Strategic Plan. A few themes within our plan include eliminating equity gaps, building capacity for all employees to prioritize EDI work, and increasing culturally appropriate outreach efforts for student recruitment among systemically marginalized populations.
- Conducted climate assessments, along with listening and feedback sessions, for employees and students. We intend to use the results of this work to improve our future EDI efforts.
- Changed the function and purpose of our Multicultural Student Services Office by creating the Center for Inclusion and Diversity (CID). Located in the Lair Student Center, the CID is the starting point for all campus tours and visits and houses our outreach and global education departments.

Our Diversity, Equity, and Global Awareness (DEGA) committee spearheads our EDI work, and we interviewed members of DEGA for this report. One DEGA member described the reactions they have seen when people visit our CID:

> "When people come into the Center for Inclusion and Diversity, they are amazed and surprised that the center is there. It's so big, it's beautiful, it's so open and students are in there, which is not always the case for multicultural centers. Oftentimes they are tucked away. Members from the community come in saying, 'Oh my gosh, look at this space, this is awesome! Look at all of the unique opportunities that students have to feel safe and comfortable.'"

Having the CID as a welcoming place for all current and future students is just one component of our EDI Strategic Plan. Written by members of our DEGA committee, the plan explains how we strive to build and sustain an equitable, diverse, and inclusive culture, create EDI training programs for faculty, staff, and students, and continue closing equity gaps for systemically marginalized students in all Student Achievement Initiative (SAI)-related metrics.

We have taken some definitive and positive steps to achieve these goals, including:

- **Integrating EDI concepts into student learning outcomes in our student success courses**. We teach a variety of student success or *guidance* courses for our academic transfer and professional technical students. One of our guidance course instructors explained the students' response to discussing EDI concepts in the course:

  > "[They are] exposed to things that maybe otherwise they would not be forced to talk about, think about, confront, and learn how to have those difficult conversations. I have a specific assignment in my class telling their kind of first race story. That gives students a platform to tell their story….I let them complete a video submission or a voice recording, or they could write a song….I've had like a photo essay submitted. It's kind of wide open. But that gives them an opportunity to present their own story and to feel heard and seen. And I think that they really do value that opportunity.
  >
  > "I get more feedback from students saying, 'Thank you for giving us this opportunity. I've never had to talk about this before.' There's also some that don't love it and question why they have to do this. Then it's encouraging students to be curious about their resistance. And that's maybe as far as you get with some of them, but I still think it's really valuable for most of them."

- **Organizing book clubs and speakers**. We have worked with the Director of our Teaching and Learning Center to create book clubs that study and discuss issues related to race, gender, or ability. In some cases, we have invited the authors to all-campus and faculty-specific forums to discuss concepts presented in the books. A member of our DEGA committee explained the impact they have seen:

> "It really helps that learning outside of the classroom….We had students asking really great questions about race and how it impacts other populations. And these were students from the dominant culture. It was really impactful for them to hear from a person who comes from a Muslim background and the kind of issues that they were encountering. In reality, they probably had to leave their comfort zone to be able to attend this presentation. Not only attend, but then ask questions that were probably uncomfortable."

- **Conducting campus climate assessments for employees and students**. In the spring of 2022, we surveyed our employees and students regarding our campus climate and its effects on equity, inclusivity, and safety. In turn, we shared the results of those surveys with college leadership and used the results to create and conduct listening and feedback sessions. We have posted the results of those assessments on our EDI website.

- **Providing commonly used forms in multiple languages.** In August 2022, we translated nine of our most commonly used forms into Spanish, Russian, and Vietnamese. In March 2023, we added Farsi, French, and Swahili translations, giving more non-native English speakers access to materials they need to enroll in our programs.

We also recognize that our EDI work is never complete, so it follows the same continuous improvement cycle as our Guided Pathways work and other institutional effectiveness efforts. The Addenda section (Recommendation 3) describes how we use a continuous improvement process for planning, resource allocation, and future work.

Continually Improving the Effectiveness of Student Services

The functions and programs within our Division of Student Services also engage in a program review process. The following is an excerpt from our Student Services Program Review guide, which explains the review's purpose and intent:

> The program review process for the Division of Student Services is designed to ensure [that] our programs and services fulfill this mission and are led in a manner that demonstrates [our] values. Each functional area in student services will engage in a regular cycle of systematic, documented self-assessment and continuous improvement. There should be a clear connection between the program review process and the following:

- Institutional strategic planning
- Accreditation standards and mission fulfillment
- Budgeting and resource allocation
- Hiring and professional development
- Collaboration and partnership opportunities

The format of the review follows the Strengths, Weaknesses, Opportunities, and Threats (SWOT) method. There is also an opportunity for the program's director to prioritize in rank-order different recommendations for action:

> **High**: the unit will not be able to function successfully for much longer unless/until this action is taken
>
> **Medium**: the unit will function more successfully once this action is taken, but the timeline is not urgent (i.e., the action could wait for a subsequent fiscal year)
>
> **Low**: the unit can be successful whether the action is taken or not, and while the action is desirable, it can wait for 2-3 years if necessary

In the appendix, we provide a complete copy of the program review guide and a schedule for the 21 programs and services within the Division of Student Services.

Addenda: Outstanding Recommendations

After the completion of our Fall 2020 Mission Fulfillment and Sustainability (Year 7) evaluation, we received three recommendations for follow-up:

> **Recommendation 1: Fall 2020 Mission Fulfillment and Sustainability** - Complete financial audit processes in a regular and timely manner. (2020 Standard[s] 2.E.1; ER 20)
>
> **Recommendation 2: Fall 2020 Mission Fulfillment and Sustainability** - Disseminate financial information to stakeholders for the purposes of financial planning and resource management. (2020 Standard[s] 2.E.2)
>
> **Recommendation 3: Fall 2020 Mission Fulfillment and Sustainability** - Continue to develop the system of continuous improvement and fully implement the use and analysis of meaningful, assessable, and verifiable data to evaluate objectives and document how the assessment process drives planning and resource allocation. (2020 Standard[s] 1.B.1; 1.B.3)

The following section describes how we are meeting, or have met, those recommendations.

Recommendation 1, Fall 2020 Mission Fulfillment and Sustainability

At the completion of our Year 7 visit, we received a recommendation to:

> Complete financial audit processes in a regular and timely manner. (2020 Standard[s] 2.E.1; ER 20)

This recommendation required ad-hoc, annual reporting, and was declared "fulfilled" by the NWCCU commissioners at their January 2023 meeting.

Recommendation 2, Fall 2020 Mission Fulfillment and Sustainability

At the completion of our Year 7 visit, we received a recommendation to:

> Disseminate financial information to stakeholders for the purposes of financial planning and resource management. (2020 Standard[s] 2.E.2)

We are approaching this work in two ways: strategically and operationally. This portion of the report describes our progress towards meeting this recommendation.

Developing Financial Strategies Through Shared Governance

In August 2019, our President created the *Fiscal Strategy Committee*, whose purpose was to promote fiscal transparency and to "[build] a foundation for an annual process that will drive fiscal decisions." The newly formed committee, consisting of District fiscal specialists, faculty, staff, and administrators, were tasked to:

1. Review, critique and provide recommendations for the SCC Guiding Principles for Fiscal Excellence.
2. Review and provide recommendations to improve our resource allocation processes.
3. Provide recommendations on an annual budgeting timeline for SCC.
4. Provide recommendations on a communication plan for sharing progress on the budgeting process. This should include recommendations for next fiscal year decision making as well as longer term budget-based visioning and planning.
5. Provide a list of recommended earmarks (dedicated funds) by priority and suggested funding levels.
6. Provide recommendations on how to enhance resource allocation efficacy.
7. Provide recommendations on how to enhance revenue generation.
8. Provide recommendations on ways to address budget reductions.
9. Provide recommendations on ways to address budget surpluses.

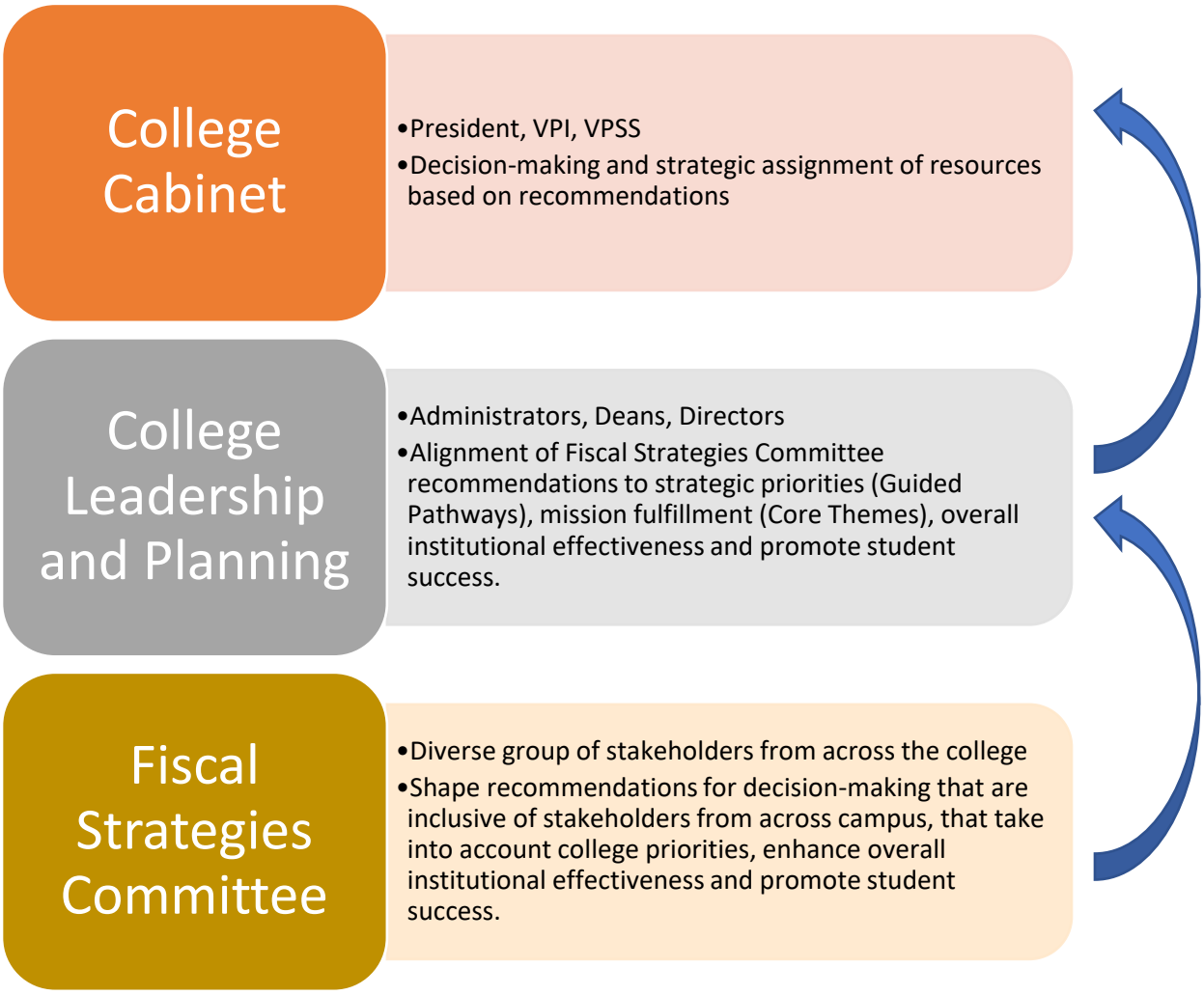
Since its inception, and with the assistance of two Budget and Accounting Senior Analysts from our District office, the committee has continued to promote fiscal transparency and enable strategic planning with a diverse group of faculty, staff, and administrators. Some of the efforts included creating:

- A fiscal report showing our funds, allocations, budgets, expenditures, and a forecast.
- An annual budgeting timeline for training, position requests, infrastructure improvement requests, student tech fee requests, and tuition projections.
- Requests for the President's Innovation Fund.

With this information, our Fiscal Strategies Committee meets monthly during the academic year to discuss issues related to our allocations and budgets. Recommendations from the committee go to our College Leadership and Planning

Council for discussion and approval, then to our College Cabinet for final approval and dissemination. Figure 1 displays the process.

Figure 1:
Fiscal Recommendation Approval Process at SCC



Disseminating Budget Information to Budget Center Managers

The same previously mentioned Budget and Accounting Senior Analysts from our District office also gather financial information, organize the information into Excel spreadsheets, and share the information with the applicable budget center managers. This gives our leaders a month-by-month accounting of the spending in their departments and, if they are responsible for managing allocated funds, the amount

remaining in those allocations in each fiscal year. We will provide examples of these spreadsheets at our mid-cycle visit.

As we continue improving our budgeting processes, the training and information we provide to budget center managers will improve as well. Our fiscal specialists will continue to work closely with our leaders to ensure we have timely and relevant information to make sound financial decisions.

Recommendation 3, Fall 2020 Mission Fulfillment and Sustainability

At the completion of our Year 7 visit, we received a recommendation to:

> Continue to develop the system of continuous improvement and fully implement the use and analysis of meaningful, assessable, and verifiable data to evaluate objectives and document how the assessment process drives planning and resource allocation (2020 Standards 1.B.1 and 1.B.3).

This portion of the report gives examples of how we address that recommendation.

Continuous Improvement Through Shared Governance

SCC works with our faculty union, the CCS Association for Higher Education (AHE), in a shared governance fashion. Two goals of the AHE are to "participate actively in the formulation of CCS and college policies and procedures," and to "promote and protect professional influence in the governance and operation of the colleges" (Master Contract, p. 48).

To support this culture of shared governance, we actively solicit faculty to serve on a variety of committees that shape planning and resource allocation. Some of those committees include:

- Guided Pathways Advisory Committees
- Fiscal Strategies Committee
- Diversity, Equity, and Global Awareness Committee

The following section describes how we apply shared governance towards our Guided Pathways work.

Shared Governance in Guided Pathways

One of the strategies we use to achieve our objectives comes from our Guided Pathways efforts. In 2021, the Washington State Legislature mandated that "each community and technical college shall fully implement guided pathways" (Revised Code of Washington, 2021). Prior to the passage of this bill, we implemented some components of Guided Pathways, but this legislation, plus the workplans from the Washington State Board of Community and Technical Colleges (SBCTC) provided more clarity on what those efforts should be.

The SBCTC organized Guided Pathways into *Pillars* and *Practices* that help students towards completion and enhance learning. After some discussion, we found it helpful to map those pillars and practices over the student's lifecycle at SCC.

These practices within the "Clarify the Path" pillar usually impact the student once they are a prospect through admission:

- Degree Math and English within One Year
- Math Pathways
- Program Maps
- Scheduling

These practices within the "Get on the Path" pillar usually impact the student between admission and registration for their first quarter:

- Intake
- Placement
- Structured Exploratory Experiences

These practices within the "Stay on the Path" pillar usually impact the student between first registration and completion:

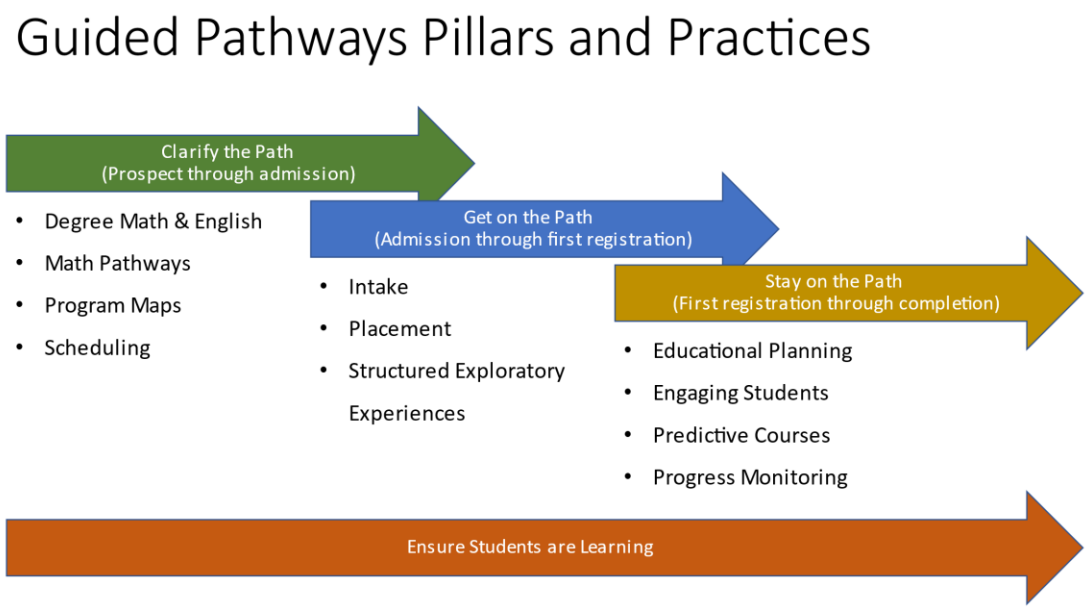
- Educational Planning
- Engaging Students in Support of Completion
- Predictive Courses
- Progress Monitoring

Meanwhile, we "Ensure Students Are Learning" throughout the entire process by using these practices:

- Classroom Environment & Course Design
- Outcomes Alignment

Figure 2 on the following page shows how each of the pillars and associated practices affect student progression from a prospective student through graduation.

Figure 2:
Guided Pathways Pillars, Practices, and the Student Lifecycle



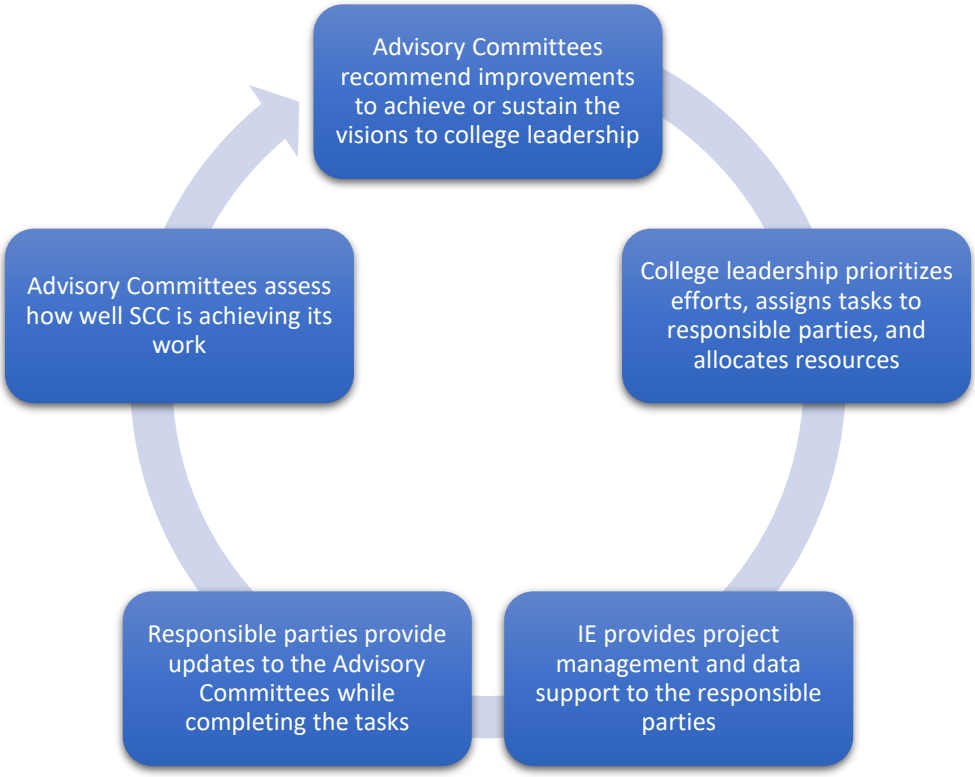
With Guided Pathways, our faculty serve on advisory committees for each of the four pillars, along with administrators, professional exempt staff, and classified staff. Each committee has a charge to monitor the performance of the associated practices and make recommendations for improvement. By participating in that work, the committees become part of a continuous improvement cycle. Figure 3 on the following page shows the cycle with its components.

The ***Guided Pathways Advisory Committees*** consist of faculty, staff, and administrators who are responsible for advising college leadership regarding the implementation, execution, and continuous improvement of specific Guided Pathways practices.

College leadership includes the College Leadership and Planning Committee and the Executive cabinet of SCC.

The ***Office of Institutional Effectiveness*** (IE) provides project management support and develops the methods and metrics to evaluate the effectiveness of the Guided Pathways practices.

Figure 3:
Continuous Improvement Cycle at SCC



Responsible parties are the people with the responsibility and authority to implement tasks assigned by college leadership. These individuals may be vice presidents, directors, managers, department chairs, or others with leadership authority.

Boosting Improvement: Project and Data Support

One of the unique features of our continuous improvement cycle is the project management support provided by IE. New in 2023, SCC has combined project management with traditional data functions to give the responsible parties more support as they make changes to our Guided Pathways practices. When we want to make a major improvement in a process, we offer project management and data support to the responsible parties. By combining these services, we are helping new initiatives get forward momentum and helping those responsible make data informed decisions.

Our project management tracker, data dashboards, and reports are located on our Intranet site (and not currently available to the public) but are available for inspection and walkthroughs at any time.

Sharing Our Progress

We also recognize the importance of sharing our progress with Guided Pathways, our EDI work, our fiscal position, and other important initiatives with the campus at large. Throughout the academic year, we share our progress with everyone at SCC:

- At our annual convocation just before the start of the fall quarter, we share with members of the CCS Board of Trustees, along with all other SCC faculty and staff, our progress towards meeting our goals and objectives.
- During the fall, winter, and spring quarters of every academic year, we host Guided Pathways focused "all college" meetings where everyone is invited to see our progress with our Guided Pathways work and provide feedback.
- We also host a separate all college meeting each quarter to discuss other general business concerns, such as campus safety or budget information.
- At our quarterly faculty forums, we invite our faculty to discuss topics that are most relevant to them, such as assessment work accomplished by our Student Learning and Assessment Committee and the offerings available to faculty though our Teaching and Learning Center.

At our mid-cycle visit, we invite the evaluators to discuss our continuous improvement process with its participants, including our faculty, staff, administrators, and members of the institutional effectiveness team. We will also provide meeting minutes and other exhibits for the team's review.

Appendix

Instructional Program Review
2021-2022

Medical Office Specialist

Community Colleges of Spokane
Spokane Community College

What is a Program Review process?

Program review is a reflective process that focuses on continuous improvement of instruction and learning. A systematic program review process provides faculty and administration an opportunity to engage in a collegial dialog about the program's quality, current state, and future direction.

What is the purpose of a Program Review process?

Program review provides a department-wide discussion for faculty to analyze the quality of their program as a whole, to affirm ways that the program is working well, and to implement improvements. It also helps inform and justify decisions about allocating resources including space, equipment and materials, and faculty positions.

Program review is intended to:

- Improve the quality of the instructional programs offered by SCC
- Guide changes in curriculum, pedagogy, and faculty development to meet the needs of students and the community.

Program review is NOT:

- Used to evaluate faculty performance
- Used to eliminate programs/departments

Scope

At Spokane Community College, the program review process applies to all instructional areas including instructional support.

Frequency of Program Review

Programs shall conduct program review on a five-year rotating cycle.

Definition of "Program"

For the purpose of program review, a "program" in transfer shall be defined as follows:

- By department or discipline, as determined by faculty and dean

Process and Timeline

The program review process is overseen and coordinated by the Vice President of Instruction (VPI). The process begins fall quarter and ends spring quarter.

The review process for completed documents is as follows:

1. Faculty complete the document using the information in the SCC Instructional Program Review Suite
2. Faculty submit completed document to department chair and dean to review
3. Dean submits report to the Vice President of Instruction to review
4. Vice President of Instruction holds summary meeting with faculty, department chair, and dean to discuss results and action plan

Instructions

All sections of the program review document should be completed by department/program faculty as a group. The document should be submitted to the dean for review before March 18. The Dean will request changes, if needed, and the final document should be provided by the Dean to the Vice President of Instruction before April 8. The Vice President of Instruction and Dean will meet with program representatives in April or May to discuss the review and create an action plan.

Executive Summary

1. **List and discuss major strengths for the department/program. Include evidence or data to support what is listed.**

   Enrollment is up in the department overall (billing and coding)

   Medical Office Specialist program includes two embedded certificates: Medical Clerical and Medical Reception.

   Graduates (and interns) are being hired (see attached data kept by department "Hired Graduates")

   Dedicated faculty who keep curriculum strong and up to date
   Involved advisory committee.

   Transcription courses entirely removed from Medical Office Specialist Program, adjusting credits to 90.5.

2. **List and discuss major concerns of the department/program. Include evidence or data to support what is listed.**

   While Billing and Coding Specialist enrollment is high, Medical Reception and Medical Office Specialist enrollment is down; however, demand for entry-level employees in this area is very high.

   Difficult to find appropriate electronic health records and practice management systems for student use that are cost feasible.

   Program changes occur at the Curriculum Committee level and there seems to be no consistency with updating information on SCC webpages or ctcLink. Program changes were made and approved in 2018 and faculty are still discovering the incorrect information listed in ctcLink and on program web pages in January of 2022. These inconsistences need to be addressed as it causes student confusion and instructor frustration.

   When requesting web page or ctcLink changes, while staff is always extremely helpful, one is directed to other places and other people because IT "cannot make those changes". Again, this is extremely frustrating and confusing, and is an indeterminable amount of work for faculty.

3. **Identify specific steps to address areas of concerns.**

   Allow departmental webpage updates or at least have an individual that attends curriculum committee meetings and can then meet with faculty to address any necessary webpage or ctcLink changes necessary. Perhaps a dedicated webpage developer for each division to help with familiarity of programs.

   Faculty will continue to work at finding practice management and electronic health records software for student success.

   Add prerequisites to more Medical Office degree program courses to ensure that students are taking courses that build on each other in the correct sequence.

4. **What are the most important actions that need to be taken to maintain the current level of quality of the department/program?**

   Hiring a new full time tenure track faculty member (this position has been approved).

   Change name of MSEC 125 from "Medical Bookkeeping" to "Introduction to Practice Management Programs", which better reflects current industry procedures.

   Review and update all MSEC course outcomes found on the SCC website, this is currently in progress.

5. **Describe any plans to advance the department/program.**

   Continual work with our "partners" in industry who take interns in order to improve quality of programs.

   Continue yearly updates to all ICD-10-CM and CPT coding classes to stay current with all the code changes published each January.

   Active Advisory Committee participation with recommendations to maintain up to date industry changes in the MSEC courses.

6. **Describe how action items from the previous 5-year review were addressed. Include any remaining actions items and plans to address them.**

   Action item 1. Addition of courses to the medical billing/coding program; the medical billing and coding specialist certificate has now become a two-year degree program.

   Action items 2 & 3: Met with the Grants Department regarding the possibility of a grant to cover Medical Billing and Coding Specialist student CPC national certification exam fees. Delayed applying for any grants until the program was near the end of the second year where students were ready to sit for the AAPC CPC exam; then COVID hit and no progress was made.

   Action item 4: Transcription Program suspended 2017.

Action item 5: PIPE meetings were attended by Lisa Graese and Karen Saba. We have seen an increase in male students in the program, however, cannot correlate the increase with the PIPE program.

Action item 6: All courses in the MSEC programs are offered either online, or FLEX.

Action item 7: Completed and attached.

Action item 8: Would still like to incorporate an up-to-date practice management software system for MSEC students to train on. In progress.

Action item 10: No longer applicable.

Action item 11: Pending, no progress to date.

Description of Program

1. **Description of instructional program, transfer discipline, or academic area. Please attach program map.**

   Medical Office Specialist programs include 2 certificates and 2 degrees. Students may transfer their AAS degree toward one of Whitworth's School of Continuing Education bachelor's degrees.

2. **List any degrees and certificates offered by the program.**

   Medical Clerical Certificate (2 quarters embedded in Medical Office Specialist AAS)
   Medical Reception Certificate (3 quarters embedded in Medical Office Specialist AAS)
   Medical Office Specialist, AAS
   Medical Billing and Coding Specialist, AAS

3. **Describe how the instructional program supports the Mission, Vision, and Values of Community Colleges of Spokane:**
   a. **Mission: To provide all students an excellent education that transforms their lives and expands their opportunities.**
   b. **Vision: Providing the best community college experience in the Northwest.**
   c. **Values: Students First | Access | Excellence | Integrity | Leadership | Responsiveness | Stewardship**

   a. Students have no entry requirements for any MSEC program.
   b. MSEC faculty work diligently to ensure all students receive the assistance they need for success in their courses (quarterly advising).
   c. Faculty meet twice yearly with advisory committee to discuss how to best meet values in our programs.

Program Enrollment

The department/program data in Tables 1 and 2 will be provided by the Office of Institutional Effectiveness, Planning, and Initiatives.

Table 1. Enrollment Trends

Enrollment Trends

	2016-17	2017-18	2018-19	2019-20	2020-21
Annualized FTEs	59.6	48.6	45.2	51.4	45.7
Annualized FTEs - Running Start			0.3		0.4
Enrollment Headcount	585	461	444	461	460
Enrollment Headcount - Running Start			2		4
Student-to-Faculty Ratio	22.8	13.3	19.6	20.8	16.7

Notes:

Annualized FTEs – an enrollment measure represented as the sum of a student's total number of credit hours in the academic year dvided by a constant value of 45. Formula: sum(C*M)/45 = AAFTE

Enrollment Headcount – the sum of the number of courses students are enroll in.

Student-to-Faculty Ratio – the number of student annualized FTES divided by the number of faculty annualized FTES, which represents the quantitative relationship between student and faculty workload.

Table 2. Student Demographics

Student Demographics

	2016-17	2017-18	2018-19	2019-20	2020-21
Unduplicated Headcount	155	137	128	127	146
% of New Students	19%	24%	20%	21%	26%
% of Continuing Students	81%	76%	80%	79%	74%
% Female	91%	91%	92%	92%	91%
% Male	7%	9%	7%	6%	5%
% Sex Unknown	2%	1%	1%	2%	3%
% White	80%	74%	74%	73%	77%
% Asian	3%	2%	2%	2%	1%
% HUM	9%	15%	13%	19%	18%
% Not Specified	8%	9%	12%	7%	4%
% Face-to-Face Classes Only	0%	0%	0%	0%	0%
% eLearning Classes Only	15%	14%	29%	58%	71%
% Both F2F and eLearning Classes	85%	86%	71%	42%	29%

Notes:

Unduplicated Headcount – the number of individual students enrolled in as least one class within the academic year.
Enrollment Status – indicates whether the student is attending their first year (% New) or is continuing from a previous year (% Continuing).
Gender – demographic characteristic that a student identifies as either Male or Female. If a student does not report a gender for the academic year, that student is coded as Unknown.
Race/Ethnicity – demographic characteristic that a student identifies as either White, Asian, or HUM. If a student does not report a race/ethnicity for the academic year, that student is coded as Not Specified.
Face-to-Face Classes Only only – students are included in this category if they only took an in person class in a given academic year.
eLearning Classes Only – students are included in this category if they only took an eLearning class in a given academic year. eLearning includes tele-course, correspondence, online, ITV, tele-class, optional (face to face or online), hybrid, and web enhanced.
Both F2F and eLearning Classes – students are included in this category if they took both an in person class and an eLearning class in a given academic year.

Courses Included:

MSEC 108, MSEC 120, MSEC 121, MSEC 123, MSEC 124, MSEC 125, MSEC 221, MSEC 223, MSEC 225, MSEC 240, MSEC 241, MSEC 284, MSEC 285, MSEC 286, MSEC 287, MSEC 291, MSEC 292

1. **Discuss enrollment trends in your department/program.**
   Enrollment in the Medical Billing and Coding Specialist program has increased, while other programs have held steady over the past 4 years.
   We have also started to see a few Running Start students in the MSEC programs.
   With industry demands outpacing supply of qualified applicants, we would expect to see continued growth of enrollment.

Program Curriculum

The department/program data in Tables 3 and 4 are provided by the Office of Institutional Effectiveness, Planning, and Initiatives. Data in Table 5 are provided by the Curriculum Specialist.

Table 3. List of program courses and sections offered (Five Year Trend)

Course Section Count

	2016-17	2017-18	2018-19	2019-20	2020-21
MSEC 108	6	5	4	4	4
MSEC 120	3	2	2	2	2
MSEC 121	3	3	3	1	2
MSEC 123	3	3	2	3	3
MSEC 124	3	3	2	3	3
MSEC 125	3	3	3	2	2
MSEC 221				2	3
MSEC 223	3	3	2	3	3
MSEC 225				1	3
MSEC 240	2	2	2	1	1
MSEC 241	1				
MSEC 284	4	4	4	4	4
MSEC 285	10	8	8	3	
MSEC 286	4	4	3	2	3
MSEC 287	5	4	4	6	3
MSEC 291		1	1	3	2
MSEC 292				1	

Table 4. Course Fill Rates (Five Year Trend)

Course Fill Rates

	2016-17	2017-18	2018-19	2019-20	2020-21
MSEC 108	58%	78%	77%	80%	75%
MSEC 120	72%	85%	79%	98%	96%
MSEC 121	81%	62%	73%	56%	74%
MSEC 123	72%	50%	79%	92%	60%
MSEC 124	67%	53%	67%	99%	61%
MSEC 125	64%	64%	63%	106%	60%
MSEC 221				49%	56%
MSEC 223	83%	54%	56%	69%	69%
MSEC 225				60%	59%
MSEC 240	74%	68%	59%	60%	44%
MSEC 241	50%				
MSEC 284	60%	44%	43%	43%	51%
MSEC 285	31%	29%	28%	16%	
MSEC 286	19%	23%	29%	40%	56%
MSEC 287	40%	33%	33%	16%	23%
MSEC 291		100%	100%	100%	100%
MSEC 292				100%	

Table 5. List of program course prerequisites

Course	Pre-requisite
HED 105	HED 104
MSEC 123	HED 104 and 105 or concurrent enrollment with HED 105.
MSEC 125	BUS 103
MSEC 223	MSEC 123
MSEC 284,285,286,287	All of the courses listed above must be completed and passed before enrolling in an internship. Cooperative education may be substituted.

1. **Describe program efforts to provide multiple course scheduling and delivery options (day, evening, online).**

   All courses are offered in online and/or FLEX formats. This has increased enrollment of students from outlying areas including rural, as well as other areas of WA state.

2. **How are program courses pre-requisites reviewed and assessed regularly for relevance?**

   There are no pre-requisites required prior to starting any MSEC programs, although students are advised to take courses in a specific order for their success.

3. **Compare program core courses with the major preparation requirements for WA four-year institutions. (*TRANSFER ONLY*)**

   N/A

4. **How does the program ensure consistency between classes offered face-to-face versus online and what is the data that supports this?**

   Students in online classes receive the same curriculum and complete the same assignments as on ground or FLEX course students. Both synchronous and asynchronous methods for course delivery are utilized in online and FLEX classes to ensure course consistency and student success. This is supported by the graduation rate of students over the past 2 years where COVID has forced classes be delivered by alternate methods.

Program Faculty and Staff

1. **Number of full-time faculty:**

   Two, with one new tenure facility position pending.

2. **Average number of adjunct faculty teaching per quarter:**

   Summer of 2020 one adjunct for one course, which was the first adjunct for the past several years.

3. **Describe any issues related to securing qualified faculty for your department/program.**

   It is difficult to find individuals in industry willing to teach as an adjunct, based on the salary being lower than industry standards. It can also be a challenge to find an individual diverse enough to teach several different courses, as needed.

4. **Number and type of support staff related to your department/program:**

   Dean's office administrative assistant – [redacted] Curriculum Specialist – [redacted]

5. **Describe issues related to support staff:**

   None. Ciara is a fantastic support system and keeps our Advisory Committee information running smoothly. She is always helpful and kind. [redacted] is always willing to help with answering questions regarding curriculum changes and updates.

Professional Development and Instructional Support Services

1. **Describe any unmet professional development needs among faculty, and outline plans to address those needs.**

   CPC certification credential is required for instructing the coding classes. Faculty must complete 26 or more continuing education credits per year, as well as pay membership dues. The CHDS credential requires 30 CECs every 3 years. If money is not available through the department, faculty end up paying for their own continuing education.

2. **What additional programming through the TLC (Teaching and Learning Center) would help your department/program support prospective and current students?**

   The TLC offers pertinent, helpful, educational classes that support all departments.

3. **What additional assistance from curriculum advisors/counseling services would help your department/program support prospective and current students?**

   It would be nice for a curriculum advisor to remain with a program. It seems that every few quarters our curriculum advisor changes.

4. **What additional tutoring services would help your department/program support prospective and current students?**

   A medical coding tutor, either in person or online would be a significant help for the MSEC students in the coding courses. A tutor for medical terminology would also be helpful.

5. **What additional library services would help your department/program support prospective and current students?**

   The library has been very helpful in providing reference textbooks for our students.

6. **What additional IT services or technology support would help your department/program support prospective and current students?**

   It would be nice to see an on-ground presence for the IT department. Office computers for many instructors are old and slow, a new rotation would be appreciated.

7. **What additional instructional support services are needed?**

   Tutoring is our main concern at this time. There have only been a few quarters over the past 10 years where a coding tutor was available to students. Testing in the testing center is not easy to schedule, as each test needs to be scheduled by the instructor. When trying to schedule final exams for an entire class, this is time consuming.

Program Support (Facilities and Budget)

1. **Are current facilities (classrooms, labs, offices) adequate to support the department/program?**

   Yes, several of our classroom instructor podiums have been updated, and some classrooms have received new furniture.

2. **Are current facilities (classrooms, labs, offices) safe?**

   Some building one computer labs still need to be updated, as there are electrical cords creating a potential tripping hazard.

3. **Are the lighting, heating, and ventilation in classrooms, labs, and offices used by the department/program sufficient?**

   It would be nice to move away from fluorescent lighting in offices and classrooms. Heating/cooling can be a problem in some BT classrooms.

4. **Is the operating budget sufficient to support the department/program? (Check in with your dean regarding budget information.)**

   We are aware that the budget is small for our department and try to work within our means.

5. **Are the supplementary budgets (lab fees, coop fees) sufficient to support the department/program? (Check in with your dean regarding budget information.)**

   Yes

Learning Outcomes

1. **Please list and/or attach current program learning outcomes and attach curriculum maps.**

   Attached for Medical Billing and Coding Specialist and Medical Office Specialist programs. Medical Reception is embedded in the Medical Office Specialist program.

2. **Describe the process by which the department/program identifies, measures, and evaluates student learning outcomes at the department/program level.**

Students in both the Medical Office Specialist and Medical Billing and Coding Specialist programs undergo a 99-hour internship. At the conclusion, their supervisor is asked to complete an evaluation. Several courses also use a variety of assessment methods to measure outcomes.

Medical Office Specialist students complete a mock CPC certification examination (100 questions, 4-hour time limit) at the end of the MSEC 225 course. This assesses students' ability to pass the AAPC national certification examination.

3. **Describe the process by which department/program improvements are made as a result of student learning outcomes assessment and provide evidence that this process is being followed.**

Based on our Advisory Committee input, industry trends, and assessment of internship evaluations; program improvements are implemented. For example, lack soft skills was recently brought up by a member of the Advisory Committee for discussion. Soft skills are covered and reinforced in most MSEC courses, most specifically MSEC 120 and 121. Internship students' soft skills are evaluated during internships.

4. **Please attach your program's most recent program learning outcomes assessment activity.**

Learning outcomes assessment for both the Medical Office Specialist and Medical Billing and Coding Specialist programs are attached.

Student Success/Outcomes

The department/program data in Tables 6-10 and Table 12 are provided by the Office of Institutional Effectiveness, Planning, and Initiatives. The department/program data in Table 11 is provided by the Office of Institutional Research.

Table 6. Course Completion Rates[1] by Quarter

Course Success Rates by Year/Quarter/Course

	2016-17				2017-18				2018-19				2019-20				2020-21			
	U	F	W	S	U	F	W	S	U	F	W	S	U	F	W	S	U	F	W	S
MSEC 108	63%	92%	96%	94%		72%	83%	76%		93%	83%	85%		89%	79%	86%		92%	90%	87%
MSEC 120		91%		88%		94%		83%		78%		85%		82%		90%		95%		89%
MSEC 121		77%	93%	75%		65%	88%	90%		68%	94%	93%				93%		100%		93%
MSEC 123		81%	78%	85%		82%	100%	81%		93%		88%		92%	33%	82%		100%	77%	94%
MSEC 124		95%	76%	87%		88%	91%	77%		86%	86%			93%	80%	62%		100%	77%	56%
MSEC 125		100%	79%	93%		88%	93%	89%		83%	89%	100%			96%	75%		89%	73%	
MSEC 221															100%	100%		100%	100%	100%
MSEC 223		69%	64%	79%		57%	71%	79%		79%	80%			96%	85%	88%		79%	85%	67%
MSEC 225																100%		100%	100%	100%
MSEC 240		55%	89%			55%	88%			67%		89%				87%				91%
MSEC 241		86%																		
MSEC 284	78%	25%	88%	96%	100%	80%	78%	93%	83%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
MSEC 285	78%	75%	100%	87%	100%	80%	90%	93%	83%	83%	100%	100%	75%		100%	100%				
MSEC 286	100%	0%	100%	100%	100%	100%	100%	100%	50%		100%	100%	50%			100%		91%	100%	100%
MSEC 287	83%	100%	100%	88%	100%	50%	83%	88%	100%	67%	80%	100%	100%	100%	100%	100%	100%	100%		75%
MSEC 291						100%						100%		0%	100%				100%	100%
MSEC 292															100%					

[1] Course completion rates are calculated using a 2.0 GPA or higher unless the Office of Institutional Effectiveness, Planning, and Initiatives is notified that a different cut-off grade should be used for the department/program. U = Summer, F = Fall, W = Winter, S = Spring

Table 7. Average Course Completion Rates by Year

Course Success Rates by Year/Course

	2016-17	2017-18	2018-19	2019-20	2020-21
MSEC 108	91%	76%	86%	83%	89%
MSEC 120	89%	87%	82%	88%	92%
MSEC 121	80%	80%	83%	93%	95%
MSEC 123	81%	87%	90%	72%	90%
MSEC 124	87%	85%	86%	82%	84%
MSEC 125	90%	90%	90%	90%	83%
MSEC 221				100%	100%
MSEC 223	71%	69%	79%	91%	77%
MSEC 225				100%	100%
MSEC 240	70%	68%	75%	87%	91%
MSEC 241	86%				
MSEC 284	85%	90%	97%	100%	100%
MSEC 285	88%	93%	95%	86%	
MSEC 286	93%	100%	94%	92%	96%
MSEC 287	92%	83%	89%	100%	89%
MSEC 291		100%	100%	75%	100%
MSEC 292				100%	

Avg. Success Rate by Year

2016-17	2017-18	2018-19	2019-20	2020-21
84%	84%	87%	87%	90%

1. **Discuss course completion rates.**

   Classes in our program are very study intensive. Our courses have been restructured to include Smart Start first quarter (Medical Billing and Coding) and second quarter classes (Medical Office Specialist). Students are now better prepared for the core MSEC courses, as compared to our previous program review.

2. **Does the department/program have any predictive courses (previously called "gatekeeper" courses)? Identify predictive courses and strategies for student success in those courses.**

   No

Table 8. 150% Program Completion Rates[1] (*WORKFORCE ONLY*)

Medical Office Specialist

Program Completion Rates

	2013-14	2014-15	2015-16	2016-17	2017-18
Headcount of Students (First Year in Program)	44	46	43	23	30
Completed Primary Plan within 150% Time	27%	48%	49%	30%	33%
Completed Any Plan in Program within 150% Time	27%	48%	49%	30%	33%

Medical Office Billing and Coding Specialist

Program Completion Rates

	2013-14	2014-15	2015-16	2016-17	2017-18
Headcount of Students (First Year in Program)	44	32	43	43	35
Completed Primary Plan within 150% Time	36%	34%	23%	37%	23%
Completed Any Plan in Program within 150% Time	36%	34%	26%	37%	29%

Medical Office Receptionist

Program Completion Rates

	2013-14	2014-15	2015-16	2016-17	2017-18
Headcount of Students (First Year in Program)	32	43	46	21	29
Completed Primary Plan within 150% Time	0%	0%	4%	0%	7%
Completed Any Plan in Program within 150% Time	9%	5%	4%	0%	7%

[1] 150% completion rates are calculated for degree/certificate completers and "work-force" ready completers.

3. **Discuss three-year program completion rates.**

   The rates on this table, along with student graduation rates and course completion rates do not seem to correlate. I am not sure of the explanation for this; however, we follow our students closely through the programs and feel that these percentages are off.

Table 9. Number of Degrees and Certificates Conferred (*WORKFORCE ONLY*)

Medical Office Specialist

Degrees and Certificates Conferred

	2016-17	2017-18	2018-19	2019-20	2020-21
MASMSAPT - Medical Office Specialist APT	20	15	12	12	6

Medical Office Billing and Coding Specialist

Degrees and Certificates Conferred

	2016-17	2017-18	2018-19	2019-20	2020-21
MICMCAPT - Medical Office Billing and Coding Specialist APT			1	12	26
MICMCC45 - Medical Office Billing & Coding Specialist C45	13	19	14	2	

Medical Office Receptionist

Degrees and Certificates Conferred

	2016-17	2017-18	2018-19	2019-20	2020-21
MEPMRC20 - Medical Office Receptionist C20	9	2	8	2	
MEPMRC45 - Medical Office Receptionist C45				5	5

4. Discuss annual degree or certificate completions.

Faculty will be reviewing past students completing a successful internship to compare with these chart numbers, as we feel they may be off.

Table 10. Estimated Employment Outlook for Spokane/Spokane Valley Metropolitan Area[1] (*WORKFORCE ONLY*)

Employment Outlook: Spokane - Spokane Valley Metropolitan Area

	2019	2020
Est. Employment	860	640
Employment RSE	26%	10%
Employment per 1,000 Jobs	3.58	2.77
Location Quotient	0.87	0.64
Mean Hourly Wage	$18.38	$19.34
Mean Annual Wage	$38,220	$40,240
Mean Wage RSE	2%	2%

[1] If program tracks employment rates for its students, program data will be used. If not, data will be provided by the Office of Institutional Effectiveness, Planning, and Initiatives.

Table 11. Estimated Employment Outlook for State of Washington[1] (*WORKFORCE ONLY*)

Employment Outlook: State of Washington

	2019	2020
Est. Employment	8,870	8,110
Employment RSE	6%	6%
Employment per 1,000 Jobs	2.67	2.54
Location Quotient	0.65	0.59
Mean Hourly Wage	$20.81	$22.11
Mean Annual Wage	$43,290	$45,990
Mean Wage RSE	1%	1%

[1] If program tracks employment rates for its students, program data will be used. If not, data will be provided by the Office of Institutional Effectiveness, Planning, and Initiatives.

5. Discuss/comment on employment rates and median hourly wages.

Students are finding jobs after, and even before graduation. There is a high demand for entry level employees in all areas of administrative medical facilities. Recent students have been hired by insurance companies, hospitals, large clinics, small provider offices, and billing companies. Median hourly wages for 2022 are higher than the 2020 wages, and many companies are offering hiring bonuses.

Table 12. Transfer Student Headcount w/Gender Breakout (*TRANSFER ONLY*)

	First Year at SCC				
	2016-17	2017-18	2018-19	2019-20	2020-21
Students in Cohort					
% Male					
% Female					
% Unknown					

Table 13. Transfer Student Performance at SCC (*TRANSFER ONLY*)

	First Year at SCC				
	2016-17	2017-18	2018-19	2019-20	2020-21
Students in Cohort					
Avg. Course Grade					
Avg. Cumulative GPA					
150% Completion Rate					
Transferred w/Completion					
Transferred w/Completion or 45+ Credits					
Transferred 45+ Credits Only (No Completion)					

Table 14. Transfer Student Performance at 4-Year Institution (*TRANSFER ONLY*)

	First Year at 4-Year Institution				
	2016-17	2017-18	2018-19	2019-20	2020-21
Students who Transferred					
100% Completion (2-Years)					
150% Completion (3-Years)					
200% Completion (4-Years)					

6. Discuss/comment on transfer students' performance.

N/A

Community Engagement

1. **Please attach your most recent Advisory Committee Self-Reflection or several documents that demonstrate review of academic programs by external stakeholders.**

   Attached

2. **Describe how the Advisory Committee or other appropriate academic external stakeholders have made a positive impact on the program's curriculum.**

   Advisory committee member comments and requests during our twice-yearly meetings are discussed and curriculum is reviewed. One example is the request for Excel to be include included in the Medical Billing and Coding Specialist program, which was addressed when the program went from a certificate to a degree in 2018. Another is the discussion when the last transcription course was removed from the Medical Office Specialist degree to lower credits.

   Faculty will review the MSEC 120 and 121 courses regarding soft skills, as this is an area frequently brought up in Advisory Committee meetings.

3. **Describe additional strategies that your program uses to connect with community stakeholders.**

   The MSEC program connects with community stakeholders through contact when placing quarterly interns in various offices, hospitals, and clinics. We also stay connected through correspondence with former students who have questions or are contacting us for an intern in their office.

College-wide Abilities, Equity, and Diversity

1. **Spokane Community College has five College-Wide Key Literacies: Applied Content, Communication (written and oral), Information, Quantitative, and Intercultural. Please describe how elements of these literacies are taught and assessed in your program.**

   Students in the MSEC programs gain skills that apply to their internship requirements at the end of both degree programs. Written and oral communication are taught in nearly every course within the Medical Office programs. Online courses include discussion boards and Zoom meetings to work with students and assess oral communication skills. Written communication is very strong as many courses are online (some flex modality) so students are able to practice written skills. Assessment of oral and written skills as well as information literacy, includes a research report on a bioethical topic in the MSEC 121 (Medical Office Reception) course, where students are placed in groups and must complete a teamwork report to be presented orally. The MSEC 120 (Therapeutic Communications) course addresses intercultural literacy throughout the course, with discussion and analysis of communication in multicultural settings in healthcare. Students formulate and interpret quantitative literacy in MSEC 108, as well as CATT 138 and 139 courses.

2. **Equity is a core value of Spokane Community College. Please describe efforts taken by your program to improve equity for all students.**

   Our program has no entry requirements, other than students having their diploma or GED. We accept all college ready students into Medical Office programs. The Medical Office Specialist degree includes a "step ladder" approach by having the Medical Clerical Certificate and Medical Reception certificate embedded to allow students to complete a shorter certificate, with the ability to return for the degree.

3. **Diversity is important to the success of students and the institution. Please describe your efforts to diversify your program. This can include students, faculty, staff, and/or curriculum.**

   Medical Office Reception 121 and Therapeutic Communications for Healthcare 120 are included in the SCC Peace Studies certificate. Both courses embrace several of the Pillars of Peace, including ethics and communication skills. Students in these courses are encouraged to attend Peace Study programs as they are presented on the campus.

Attachments

1. **Professional/Technical - Degree-Level Learning Outcomes Assessments**
    a. Medical Billing and Coding Specialist, AAS
2. **Program Learning Outcomes Mapping**
    a. Medical Billing and Coding Specialist, AAS
3. **Guided Pathways Program Mapping Guides**
    a. Medical Billing and Coding Specialist, AAS
4. **Advisory Committee Self-Reflection (5-14-2021)**
5. **Hired Interns/Graduates**
6. **Program Learning Outcomes Mapping**
    a. Medical Office Specialist AAS
7. **Professional/Technical - Degree-Level Learning Outcomes Assessments**
    a. Medical Office Specialist AAS
8. **Guided Pathways Program Mapping Guides**
    a. Medical Office Specialist

Professional/Technical Program- and Degree-Level Learning Outcomes Assessment

Medical Billing and Coding Specialist, AAS

Please answer the following questions and submit it to the appropriate Dean with your program review. Please attach any data/evidence/artifacts used in your evaluation. For assistance with the outcomes assessment process, please consult the **Degree and Program-Level Student Learning Outcomes Assessment Guidelines** and/or consult the Professional / Technical Faculty Assessment Coordinator (Professional or Technical Program: [redacted]

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1. OUTCOME(S) ASSESSED

Which program- or degree-level student learning outcome was assessed during this reporting period?

Students' ability to appropriately apply CPT and ICD-10-CM coding guidelines accurately and efficiently to successfully pass a mock CPC national certification exam.

2. DATA/EVIDENCE USED

What data/evidence were used to determine whether students have achieved the chosen outcome?

Describe: **Students were able to complete a mock CPC exam (150 questions; 5 hr. 40-minute time limit) with a passing rate of 75% or higher. (The passing rate for the AAPC CPC national certification examination is 70% or higher)**

- Type of artifact: **Test Scores**
- the selected sample (include # of students sampled) **All students (50) who successfully completed the Medical Billing and Coding Specialist program between spring 2020 and fall 2021 were included in the data.**

3. METHOD OF EVALUATION

What method(s) or process(es) were used to evaluate student work? **Review/comparison of final mock exam test scores for all students between spring 2020 and fall 2021.**

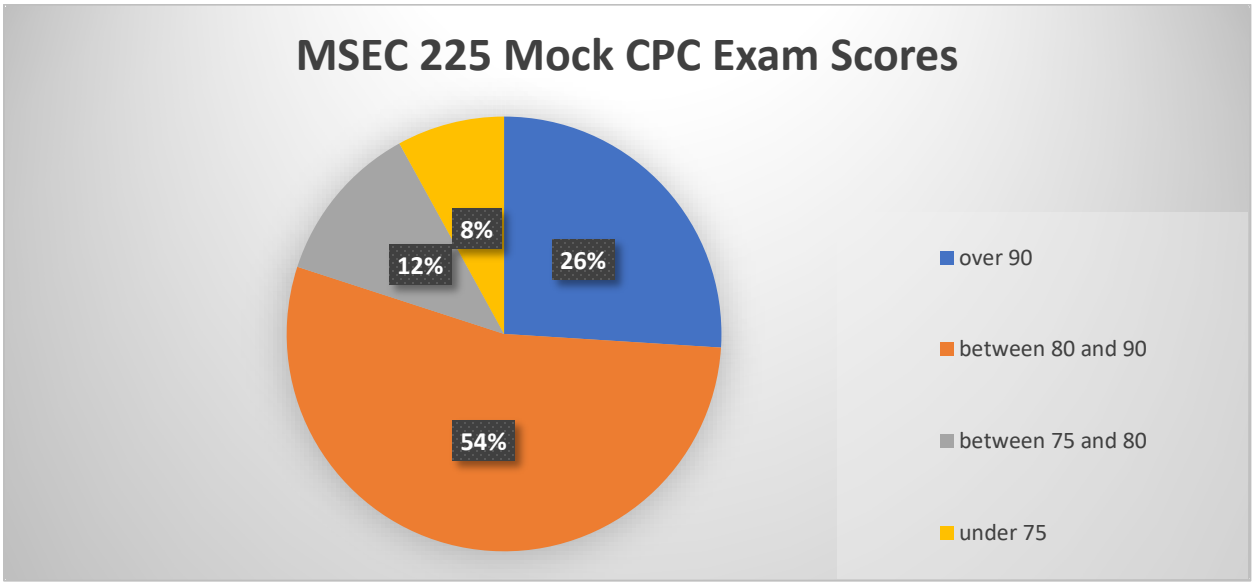
Provide:

- evaluation tool/instrument – **CPC Mock exam test scores**
- expected level of student achievement of the outcome – **75% or higher**
- who applied the evaluation tool and how was it used – [redacted] **CPC-I assessed results of a 5 hr. 40-minute mock** CPC national certification exam given in an online format.
- Who interpreted the results of the evaluation process – [redacted] **CPC-I; instructor**

4. RESULTS AND ANALYSIS

What were the results of the evaluation?

Provide:



- **92% of students met the benchmark of passing the certification examination with a 75% or higher score.**
- **Over 50% of students scored between 80% and 90%; and 26% of students scored over 90%.**
- **A small percentage of students are struggling, however no students scored lower than 73%, and the national CPC exam passing rate is 70%.**
- **These results are a good indication that students are prepared to sit for the AAPC CPC national certification examination upon graduation from the Medical Billing and Coding Specialist Program.**

5. ACTION PLAN

What action will be taken based on the results?

- **With 92% of students reaching the benchmark, which is 5% higher than the required score to pass the CPC national exam, I do not think a formal action plan to make changes to the course is required. However, I would plan to research students who do not score as well to see if there is a factor of test anxiety, if they do not know the material as well as they should, or a combination of both.**

Provide:

- any change(s) planned - **Check for the possibility of a coding tutor in the Tutoring Center at SCC, possibly have students attend the test anxiety presentation offered by the Counseling Center at SCC.**
- timeline for program to implement the change(s) – **2022-2023 calendar year**

timeline for program to assess the impact of the change(s) – **2023-2024 calendar year**

Spokane Community College
Medical Office Billing and Coding Specialist, AAS
Program Learning Outcomes

Learning Outcomes	BT105	BT106	BT152	CATT102	HED104	MSEC108	HED105	BUS103	MSEC121	MSEC123	MSEC124	MSEC125	MSEC223	MSEC221	HIM215	CATT138	CATT139	BT160	MSEC120	MSEC225	MSEC284	MSEC286
Create purposeful and targeted audience-oriented business documents.	I R			I R		R A			R A		R A					I R	I R	I R A			R	
Appropriately manage telephone communications and schedule office procedures.									I R										R		R M	R A M
Receive patients and visitors.									I R										R A		R A M	R A M
Apply legal and ethical standards as they apply to medical office procedures, billing, and medical coding.			I						I R A	R	R A	R						R	R A		R	R A M
Create and maintain patient records.						I			I R												R	R A M
File, rebill, and troubleshoot insurance claims for the medical office to include private, government, PPO, and HMO insurances.									I		I R A	I R A									R	R A M
Apply CPT and ICD guidelines to accurately assign codes using the CPT, ICD-10-CM, and ICD-10-PCS coding systems.										I R A	R	R	I R A	R A	I R					A M		R A M
Perform typical medical office activities; with use of software if applicable.						I R A		I			I R A	I R A										R A
Appropriately correlate knowledge of general anatomy and medical terminology for medical billing and coding situations.					I R		I R A			R A	R	R	R A	R A	R					M		R
Perform computer applications, including successfully entering information into a medical practice management system.	I	I R				I R A			R A		I R	I R A				I R	I R				R	R

Levels of Mastery: **"I"** = Students are ***introduced*** to the outcome. **"R"** = The outcome is ***reinforced,*** and the students afforded opportunities to ***practice***.
"M" = Students have had sufficient practice and can now demonstrate ***mastery***. "A" = Students' mastery of outcome is ***assessed*** with evidence collected.

Spokane Community College

Business Technologies/Medical Office Careers Department
Program Mapping Guide – Medical Office Billing and Coding Specialist AAS

Schedule Key: ☼ **Day** ☾ **Evening** 🖱 **Online** ☼/🖱 **Flex** (on-ground class that may be taken online)

Year 1: First Quarter

Course	Course Title	Cr	Course Outline	Comments	Quarter Offerings F	W	Sp	Su
BT 105	Basic Grammar for Business II	5	Students review fundamental writing skills with major emphasis on improving sentence structure and grammar. Accuracy in spelling, punctuation, vocabulary and proofreading is stressed.		☼; 🖱	☼; 🖱	☼; 🖱	☼; 🖱
BT 106	Computing Essentials	5	Develop beginning computer skills in a Windows-based environment. Includes mastery of the alphabetic keyboard, understanding of MS Windows features and terminology, effective application of file management techniques, use of Internet navigation skills, and effective application of beginning Word skills in the creation and formatting of business documents.		☼; 🖱	☼; 🖱	☼; 🖱	☼; 🖱
BT 152	College/Career Success Strategies	3	Students learn to identify and develop behaviors that lead to personal and academic success. Students learn skills to increase their success in college and to help them achieve their academic and professional goals.		☼; 🖱	☼; 🖱	☼; 🖱	☼; 🖱
CATT 102	Introduction to Outlook	2.5	Using Outlook, students learn to communicate through e-mail, maintain electronic calendars, schedule meetings, use contacts, customize menus and taskbars, send/receive faxes, and import/export data among applications.		☼; 🖱	☼; 🖱	☼; 🖱	☼; 🖱
Total first quarter credits: 15.5								

Year 1: Second Quarter

Course	Course Title	Cr	Course Outline	Comments	Quarter Offerings F	W	Sp	Su
MSEC 108	Medical Office Computing	5	Students receive hands-on training using financial, scheduling, word processing and clinical database software packages utilizing a microcomputer.	Prerequisite: Keyboarding skills.	☞	☞	☞	☞
MSEC 121	Medical Office Reception	5	This course introduces students to the profession of the administrative medical assistant and how it fits within the health care environment and health care teams. Topics include legal and ethical concepts, telephone and scheduling techniques, medical records management rules and regulations, and how to create a comfortable facility atmosphere. Students enhance their ability to research using the Internet and library, create written reports and make round-table presentations.	May substitute BT 231 (Office Procedures)	☞	☞	☞	
HED 104	Medical Terminology & Anatomy I	5	Students are introduced to the unique language of medicine emphasizing basic medical word structure and commonly used clinical terms. An overview of normal anatomy and anatomic terms is accomplished prior to a study of common diseases and disorders of the human body with a system-by-system approach.		☞	☞	☞	
Total second quarter credits: 15								

Year 1: Third Quarter

Course	Course Title	Cr	Course Outline	Comments	Quarter Offerings F	W	Sp	Su
BUS 103	Business Math	5	Students work with numbers and solve business problems using a 10-key pad including special features found on most modern business desk calculators and apply basic business math formulas.		☼; 🖱	☼; 🖱	☼; 🖱	☼; 🖱
HED 105	Medical Terminology & Anatomy II	5	This course emphasizes the unique language of medicine, normal anatomy and function, and disease and disorders of the body with a system-by-system approach.	Prerequisite: HED 104 or permission of instructor.	🖱	🖱	🖱	
MSEC 123	Medical Coding, I	5	This course introduces students to the identification of medical diagnoses using the International Classification of Diseases (ICD) codes. Students will learn to assign numeric codes to verbal descriptions of diseases and by abstracting diagnostic information from medical case studies.	Prerequisite: HED 105 or concurrent with HED 105.	☼/🖱	☼/🖱	☼/🖱	
Total third quarter credits: 15								

Embedded Certificate

N/A	

Year 2: Fourth Quarter

Course	Course Title	Cr	Course Outline	Comments	Quarter Offerings F	W	Sp	Su
MSEC 120	Human Relations/Communications	5	Students learn the principles of therapeutic communications, human growth and development and their application to specific medical circumstances.	Not offered winter quarter	☼/☞		☼/☞	
MSEC 124	Medical Insurance Billing	5	Students are introduced to major nationwide and local medical insurance programs, insurance terminology, different types of coverage, consents for release of information, assignment of benefits, referral and preauthorization, and correct completion of the CMS1500 and UB04 billing forms. Course work includes medical insurance requirements for billing, confidentiality, coding, and claims processing. Students also experience different medical reimbursement methodologies, learn how to read an EOB/remittance advice, write an appropriate appeal letter, and compute coinsurance amounts.	Should be taken after BUS 103	☼/☞	☼/☞	☼/☞	☼/☞
MSEC 223	Medical Coding, Il	5	MSEC 223 provides knowledge of coding guidelines for the Current Procedural Terminology (CPT) manual, with practical application using the International Classification of Diseases diagnostic coding system. Guidelines will be applied by coding typical patient encounters using "real life" documents such as provider visits, Chart Notes, Consultation Reports, and Operative Reports.	Prerequisite: MSEC 123 with a 2.5 or better.	☼/☞	☼/☞	☼/☞	
Total fourth quarter credits: 15								

Year 2: Fifth Quarter

Course	Course Title	Cr	Course Outline	Comments	Quarter Offerings F	W	Sp	Su

MSEC 125	Medical Bookkeeping	4	This class is to introduces students to medical office administrative procedures using a computerized medical office management system. An interactive approach will familiarize the student with computerized account management and help develop confidence and the necessary skills to become successful users of medical practice management software. Students enter patient demographic information, charges and payments into PMP software. Claim forms and patient statements are created. Review of financial reports for a medical practice, interpreting remittance advices, and identifying claim errors are also covered.	Prerequisite: BUS 103 with a 2.5 or better				
MSEC 221	Clinical Coding	5	This course covers advanced coding and auditing scenarios for physician practices. Students will learn to audit Evaluation and Management services and abstract information from operative reports for proper coding. Assignment of appropriate diagnosis codes, and HCPCS codes for medical supplies are also covered. Prerequisite: MSEC 223 with a 2.5 or better.	Prerequisite: MSEC 223 with a 2.5 or better				
HIM 215	ICD-10-PCS Coding	4	Students are introduced to the ICD-10-PCS coding system for assigning codes to inpatient procedures. Students will code utilizing operative reports and participate in lab exercises.	Prerequisite: Successful completion of HIM 212 or MSEC 123. *Not offered every quarter-check with advisor				
CATT 138	Microsoft Excel I	2.5	This course presents the basic functions of Microsoft Excel required to create, modify, format and print spreadsheets. The skills required for the core level of the Microsoft Excel MOUS (Microsoft Office User Specialist) certification examination are presented in CATT 138 and 139.		☼/	☼/	☼/	☼/
Total fifth quarter credits: 15.5								

Year 2: Sixth Quarter

Course	Course Title	Cr	Course Outline	Comments	Quarter Offerings F	W	Sp	Su
BT 160	Job Prep	3	Students prepare for the job search process. Self-analysis, goal setting, personal appearance and	Prerequisite: Second-year student or	☼/	☼/	☼/	

			grooming, communicating ideas through individual and group presentations, resume writing, application cover letter writing, interviewing practice, and other techniques are emphasized.	permission of instructor.				
CATT 139	Microsoft Excel II	2.5	This course is a continuation of CATT 138. Students learn to work with worksheets and workbooks, formulas and functions, and to use charts and objects.	Prerequisite: CATT 138 with a 2.5 or better.	☼/☜	☼/☜	☼/☜	☼/☜
MSEC 225	CPC Certification Exam Prep	5	This course prepares students for the Certified Professional Coder exam by the American Academy of Professional Coders (AAPC). The course includes a review of anatomy and terminology, ICD-10-CM coding, HCPCS coding, Evaluation and Management coding, use of modifiers, review for each subsection in the surgery section of CPT®, as well as anesthesia, radiology, and pathology/laboratory coding. Successful testing techniques, as well as practice exams are included in the course.	Prerequisite: MSEC 221 with a 2.5 or better.	☜	☜	☜	
MSEC 284	Medical Internship Seminar	1	Students share office experiences, utilize problem - solving skills and participate in career-related activities.	Prerequisite: All required program courses must be passed with a 2.5 or higher prior to enrolling. You must be in your final quarter to enroll.	☜	☜	☜	☜
MSEC 286	Medical Billing/Coding Internship	3	Students observe and apply classroom skills in the Spokane area health care provider office environment for a minimum of 99 hours.	Prerequisite: Concurrent enrollment in MSEC 284	☜	☜	☜	☜
Total sixth quarter credits: 14.5								

Program Notes

Internships are completed during the final quarter of the program to provide students with real-life experience.
Special supports are provided in the way of IBEST courses during the first 2 quarters of the program.

Students have the opportunity to meet with a faculty advisor before registration opens each quarter; however, it is not required at this time.

Completion Options

Employment	Transferability	Industry Credentialing
Employment in allied health related fields is projected to grow much faster than the average for all occupations through 2029. Employment Opportunities can be found for: **Medical Providers/Clinics** Medical Billing and Coding Insurance specialist **Hospitals** Coders Claims specialist **Insurance Companies** Claims Adjusters **Remote Coding Companies** CPT & ICD Coding **Medical Billing Services** Claims editing/processing	Some colleges, for example Whitworth, allow the students to enter their (School of Continuing Study) programs as a Junior with successful completion of an AAS degree from Spokane Community College.	At the completion of the program students are prepared to sit for: The American Academy of Professional Coders **CPC national certification exam** The American Health Information Management Association **CCA certification exam**

CAREER AND TECHNICAL EDUCATION
PROGRAM ADVISORY COMMITTEE SELF-ASSESSMENT

The Program Advisory Committee self-assessment is based on the SBCTC Policy and Procedure Manual, Chapter 4, Appendix E: College Advisory Committee Procedures.

College Name: Spokane Community College Date: 5/14/2021

Prof/Tech Program: Medical Office (MSEC)

MEMBERSHIP

Advisory committee member training, including ethics, is conducted:

☐ On an individual member basis ☐ At a college-wide advisory committee event

☑ At a program advisory committee meeting ☐ Other

Is the roster current as of 2020-21? yes ☑ no ☐

Does the college appoint the advisory member for a designated term (1, 2, 3 yrs)? yes ☑ no ☐

Number of committee members: 8 (min. 5 recommended)

Chair identified on roster: yes ☑ no ☐ Gender/cultural diversity in committee: yes ☐ no ☐

Committee composed of: # Employees 4 # Employers 4 # Labor # JATC

If no organized labor representative is part of the committee, have you contacted your labor liaison to get a member placed? yes ☐ no ☑

Is attendance of members tracked: yes ☑ no ☐
(Members not attending 50% of the meetings should be contacted and removed if they cannot commit to attending 50% or more of the meetings)

MEETINGS

Are the minutes for **2020-21** on file? yes ☑ no ☐
03/10/21 Quorum present yes ☑ no ☐
05/10/21 Quorum present yes ☑ no ☐

Are the minutes for **2019-20** on file? yes ☑ no ☐
10/29/19 Quorum present yes ☑ no ☐
05/14/20 Quorum present yes ☑ no ☐

Are the minutes for **2018-19** on file? yes ☑ no ☐
11/01/18 Quorum present yes ☑ no ☐
05/15/19 Quorum present yes ☑ no ☐

Do the meeting minutes reflect that the:

Chair conducts meetings: yes ☑ no ☐

Committee voting members attending are clearly identified on the minutes: yes ☑ no ☐

Are faculty, staff, and administrators counted as voting members? yes ☐ no ☑

Committee makes recommendations on: curriculum, equipment, instructional quality/delivery, student employment and realistic enterprise (if applicable) yes ☑ no ☐

How does the college provide information back to the committee members in response to the advisory committee's recommendations?

- ☑ At a program advisory committee meeting
- ☑ By letter or email
- ☐ College does not respond back to the advisory committee's recommendations
- ☐ Other

Comments:

HIRED INTERNS AND GRADUATES

STUDENT NAME:	*QUARTER/YEAR*	*WHERE HIRED*
	2016	
[redacted]		NE WA Medical Group
	2017	
[redacted]	Winter 2017	Foot & Ankle Clinic
	Winter 2017	PAML
	" "	PAML
	" "	PAML
	" "	Spokane Respiratory Con.
	" "	EyePros Billing
[redacted]	Spring 2017	Spokane Resp. Consultants
	Spring 2017	Rockwood Clinic
	Spring 2017	Rockwood Clinic
	Spring 2017	Oregon Physical Therapy office
	Spring 2017	PAML
	Spring 2017	PAML
	Spring 2017	Orchard Crest
	Spring 2017	Option Care
	Spring 2017	PAML
	Spring 2017	Outlook Vision
	Spring 2017	PAML
	Spring 2017	PAML

[redacted]	Summer ’17	Healthcare Resource Group (HRG)
	Sum ’17	PAML
	Sum ’17	Cancer Care NW
	Sum’17	PAML
	Sum ’17	Spokane Eye Clinic
	Sum’17	Valley Rockwood (MultiCare)
[redacted]	Fall 2017	Providence –NE Washington/Colville
	Fall 2017	NW Heart and Lung (Providence)
	Fall 2017	Health Care Resource Group (HRG)

2018

[redacted]	Winter 2018	HRG – moved to InCyte 2020
	Winter 2018	HRG
[redacted]	Spring 2018	HRG
	Spring 2018	Consolidated Billing
	Spring 2018	RWC
	Spring 2018	Columbia Medical
	Spring 2018	St. Luke’s Rehab Institute
	Spring 2018	Evergreen Naturopathic Clinic [redacted] has been promoted to Primary Office Coordinator as of Summer 2019)! Promoted to Practice Manager January 2021!
LeMieux, Shelley	Summer 2018	Inland Imaging
[redacted]	Fall 2018	MDSI Physicians
	Fall 2018	Spokane Respiratory Clinic
	Fall 2018	Spokane Cardiology
	Fall 2018	Spokane Respiratory Clinic
	Fall 2018	FAFB Clinic

2019

[redacted]	Winter 2019	INCYTE Pathology
	Winter 2019	HRG
	W 2019	Premera (temp position)
	W-2019	Incyte
	Past Grad.	Spokane Urology Office Manager
[redacted]	Spring 2019	My Care Shop
	Spring 19	HRG
	Spring 19	Molina (Credentialing Specialist)
	Spring/Sum 19	Providence

2020

[redacted]	Winter 2020	InCyte
	Working	Davenport Hospital
[redacted]	Spring 2020	American Behavior Health-Corporate
	Spring 2020	Spokane Eye Clinic
	Summer 2020	Empire Eye Physicians
[redacted]	Fall 2020	Columbia Surgical Specialists
	Fall 2020	Columbia Surgical Specialists
	Fall 2020	The Doctor's Clinic
	Fall 2020	VA Medical Center (graduated Spring 20)
	Fall 2020	Spokane Dermatology
	Fall 2020	Evergreen Naturopathic
	Fall 2020	VA Hospital, HR Department

2021

[redacted]	Spring 2021	Providence Pt. Care Coordinator
	Spring 2021	Kootenai Health, CdA – PreBiller, now at American Behavioral Health (Fall 2021)
[redacted]	Summer 21	Providence Medical Pulmonology, PCC
	Sum 21	Spokane Urology
[redacted]	Fall 21	InCyte Pathology
	Fall 21	Spokane OBGYN

2022

[redacted]	Winter 22	Pioneer Counseling (accounting clerk 2)
	Winter 22	Multicare front desk (intern spring)
	W 22	Keystone (intern spring)
	W 22	Walmart Optometry Department
	W 22	Spokane Women's Clinic
	W 22	Providence Cardiology
[redacted]	Spring 22	Providence Colville
	Spring 22	NW Orthopedics
	Spring 22	Blue Cross/Blue Shield
	Spring 22	Human Resources Group (H

Spokane Community College
Medical Office Specialist AAS – page 1
Program Learning Outcomes

Learning Outcomes	Courses													
	BT 105	BT 106	BT 152	CATT 102	BT 127	BT 196	HED 104	MSEC 108	BT 231	HED 105	MSEC 120	MSEC 121	ACCT 151	BUS 103
Receive patients and visitors									I R		R M A	R M A		
Appropriately manage telephone and electronic communications	I R	I R		I R A	I R				I R A		R M A	R M A		
Schedule appointments and procedures					I				I R		R M A	R M A		
Apply legal and ethical standards		I			I			I R	I R A		R M A	R M A	I R	
Develop keyboarding skills and use of computer applications	I R	I R A	I	I R	I R	I R A		R M A	R M A		R M A	R M A	R A	R
Create and maintain patient records								I	I		I	R M A		
File, refill, and troubleshoot insurance claims to include government, PPO, and HMO insurances											I	I		
Code using CPT and ICD-10-CM coding systems											I	I		
Perform typical medical office financial activities using applicable software								I R A					I R	I R
Correlate knowledge of general anatomy and medical terminology to perform administrative medical assistant duties, as above							I R A	I		I R A	I R	I R		

Spokane Community College

Medical Office Specialist AAS – page 2
Program Learning Outcomes

Learning Outcomes	Courses													
	MSEC 123	MSEC 124	MSEC 125	MSEC 223	BT 160	BT 196	BT 260	MSEC 284	MSEC 287					
Receive patients and visitors	R	R	R	R				R M	R M A					
Appropriately manage telephone and electronic communications							R M	R M	R M A					
Schedule appointments and procedures								R M	R M A					
Apply legal and ethical standards	R	R	RA		I R A	I	R M	R M A	R M A					
Develop keyboarding skills and use of computer applications					R A	I R A	R M	R	R M A					
Create and maintain patient records								R	R M A					
File, refill, and troubleshoot insurance claims to include government, PPO, and HMO insurances		I R A	I R A						R M A					
Code using CPT and ICD-10-CM coding systems	I R A	R	R	I R A					R M A					
Perform typical medical office financial activities using applicable software	I R	I R A				I			R M A					

Spokane Community College
Medical Office Specialist AAS – page 3

Program Learning Outcomes

Learning Outcomes	Courses													
	MSEC 123	MSEC 124	MSEC 125	MSEC 223	BT 160	BT 196	BT 260	MSEC 284	MSEC 287					
Correlate knowledge of general anatomy and medical terminology to perform administrative medical assistant duties, as above	R A	R A	R A	R A				R A	R M A					

LEVELS OF MASTERY: "**I**" = Students are *introduced* to the outcome. "**R**" = The outcome is *reinforced* and the students afforded opportunities to *practice*. "**M**" = Students have had sufficient practice and can now demonstrate *mastery*. "**A**" = Students' mastery of outcome is *assessed* with evidence collected.

Business Technology Department
Program Mapping Guide

Program: Medical Office Specialist (including embedded Medical Clerical Certificate and embedded Medical Reception certificate)

Schedule Key: ☼ **Day** ☾ **Evening** 🖱 **Online** ☼/🖱 **Flex** (on-ground class that may be taken online)

Year 1: Fall Quarter (A fall start is recommended. Consult with an advisor if starting in winter, spring, or summer.)

Course	Course Title	Cr	Comments (prerequisites, limited offerings, series courses, substitutions, stop-in/out point)	Quarter Offered			
				F	W	S	SU
BT 105	Basic Grammar for Business II	5		☼/🖱	☼/🖱	☼/🖱	🖱
BT 106	Computing Essentials	5		☼/🖱	☼/🖱	☼/🖱	☼🖱
BT 152	College and Career Strategies	3		☼/🖱	☼/🖱	☼/🖱	☼🖱
CATT 102	Introduction to Outlook	2.5		☼/🖱	☼/🖱	☼/🖱	🖱
	Total Credits	15.5					

Year 1: Winter Quarter

Course	Course Title	Cr	Comments (prerequisites, limited offerings, series courses, substitutions, stop-in/out point)	Quarter Offered			
				F	W	S	SU
BT 127	Human Relations & Professional Development	3		☼/	☼/	☼/	
BT 196	Skillbuilding	1					
HED 104	Medical Terminology and Anatomy 1	5	Series course w/HED 105 to follow				
MSEC 108	Medical Office Computing	5					
	Total Credits	14	Stop out point for Medical Clerical Certificate				

Embedded Certificate

Medical Clerical Certificate	29.5

Year 1: Spring Quarter

Course	Course Title	Cr	Comments (prerequisites, limited offerings, series courses, substitutions, stop-in/out point)	Quarter Offered			
				F	W	S	SU
BT 231	Office Procedures	5		☼/	☼/		
HED 105	Medical Terminology and Anatomy 2	5	Student must complete and pass HED 104 (series course)				
MSEC 120	Human Relations/Communication for Medical Office Personnel	5					
MSEC 121	Medical Office Reception	5					
	Total Credits	20	Stop out point for Medical Reception certificate				

Embedded Certificate

Medical Office Receptionist	49.5

Year 2: Fall Quarter

Course	Course Title	Cr	Comments (prerequisites, limited offerings, series courses, substitutions, stop-in/out point)	Quarter Offered			
				F	W	S	SU
ACCT 151	College Accounting I	5		☼☜	☼☜	☼☜	☼☜
BUS 103	Basic Business Math & Electronic Calculators	5		☼☜	☼☜	☼☜	☼☜
MSEC 123	Medical Office Coding	5	HED 104/HED 105 prerequisites	☼/☜	☼/☜	☼/☜	
	Total Credits	15					

Year 2: Winter Quarter

Course	Course Title	Cr	Comments (prerequisites, limited offerings, series courses, substitutions, stop-in/out point)	Quarter Offered			
				F	W	S	SU
MSEC 124	Medical Office Insurance Billing	5		☼/	☼/		
MSEC 125	Medical Office Bookkeeping	4	BUS 103 and ACCT 151 prerequisites		☼/	☼/	
MSEC 223	Medical Coding II	5	MSEC 123 prerequisite	☼/	☼/	☼/	
	Total Credits	14					

Year 2: Spring Quarter

Course	Course Title	Cr	Comments (prerequisites, limited offerings, series courses, substitutions, stop-in/out point)	Quarter Offered			
				F	W	S	SU
BT 160	Job Preparation Techniques*	3	To be taken in last quarter of program				
BT 260	Administrative Office Management*	5	*Only BT 160 and BT 260 can be taken with MSEC 284 and MSEC 287 courses				
MSEC 284	Medical Internship Seminar	1	Must have completed and passed all courses except those listed in 6th quarter to enroll				
MSEC 287	Medical Specialist Internship	3	Concurrent enrollment with MSEC 284, and have passed all courses except those listed in 6th quarter to enroll				
	Total Credits	12					

Stop-Out Point

Medical Office Specialist AAS	90.5

AAS Elective Options

Course	Course Title	Cr	Quarter Offered			
N/A	N/A		**F**	**W**	**S**	SU

Program Completion Notes

Programs may be completed online.
All courses must have an earned 80% to count toward the degree or certificate.

Completion Options (employment, transferability, industry credentials)

Employment	**Transferability**	**Industry Credentialing**
Medical office and other medical facility settings	Whitworth AAS transfer	Student may choose to prepare for CCS exam.

Professional/Technical Program- and Degree-Level Learning Outcomes Assessment

Medical Office Specialist

Please answer the following questions and submit it to the appropriate Dean with your program review. Please attach any data/evidence/artifacts used in your evaluation. For assistance with the outcomes assessment process, please consult the **Degree and Program-Level Student Learning Outcomes Assessment Guidelines** and/or consult the Professional / Technical Faculty Assessment Coordinator (Professional or Technical Program: [redacted]

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1. OUTCOME(S) ASSESSED

Which program- or degree-level student learning outcome was assessed during this reporting period?

- Receive patients and visitors
- Appropriately manage telephone and electronic communications.
- Develop keyboarding skills and use of computer applications.
- Perform typical medical office financial activities using applicable software.
- Correlate knowledge of general anatomy and medical terminology to perform administrative medical assistant duties, as above.

2. DATA/EVIDENCE USED

What data/evidence were used to determine whether students have achieved the chosen outcome?

Describe:

- type of artifact – internship evaluation form
- the selected sample (include # of students sampled): Seven total student internship evaluations from summer and fall 2021

3. METHOD OF EVALUATION

What method(s) or process(es) were used to evaluate student work?

Provide:

- evaluation tool/instrument: Student evaluation form sample attached.
- expected level of student achievement of the outcome: "Below expectations" is the minimum outcome, with "meets expectations" the desired outcome
- who applied the evaluation tool and how was it used: Tool applied by medical site supervisor for student intern
- who interpreted results of the evaluation process: Results interpreted by faculty placing quarterly interns

4. RESULTS AND ANALYSIS

What were the results of the evaluation?

All 7 of the sample students from Summer and Fall Quarter 2021internships met or exceeded expectations at their internship site. A 2.5 grade is the minimum for the internship evaluation. The evaluation form computes as follows: Excelled = 4.0, Exceeded Expectations = 3.5, Met Expectations = 3.0, Below Expectations = 2.5.

Provide:

- the results (including a comparison of expected level of student achievement to actual level of student achievement and any qualitative results, as appropriate) Please see attached graph showing sample "met and exceeded" desired achievement level

- analysis of the results including the identification of patterns of weakness or strength: The 7 sample students all achieved at least the minimum of "met" requirements, with 6 of the 7 samples achieving "exceeded" and "excelled" results.
- any conclusions based on the evaluation – It appears overall that our MSEC students are well-prepared for their internship, especially with technical skills; with most "meeting", if not "exceeding" expectations based on evaluations done by industry supervisors.

5. ACTION PLAN

What action will be taken based on the results? Continuing to reinforce not only technical but also soft skills, and the importance of the internship as the culmination of the student's program.

Provide:

- any change(s) planned – Perhaps update evaluation and continue to reinforce soft skills.
- timeline for program to implement the change(s) - continual
- timeline for program to assess the impact of the change(s) – continual

Student Intern: _____ Date: _____

Physician's Office _____

Supervisor: _____

Please mark an X in the rating box which best applies to the student:

			Excelled	Exceeded Expectations	Met Expectations	Below Expectations	N/A
1	Attitude Towards	Work					
		Learning					
		Responsibilities					
2	Initiative						
3	Human Relations/	Patients					
	Communication	Office Staff					
		Physicians					
4	Job Knowledge						
5	Job Skills						
6	Job Performance	Adequate Output					
		Accurate					
		Acceptable Quality					
		Timely Completion					
7	Appearance	Personal Grooming					
		Appropriate Attire					
8	Dependability	Attendance					
		Punctuality					

If you had an opening in your office would you hire this student? _____

Outstanding Qualities: _____

Recommended Areas to Improve: _____

Additional Comments: _____

* The SCC Medical Office Careers Department faculty appreciate the time and effort you extend to make our graduates successful. Thank you!

DEGREE LEVEL LEARNING OUTCOMES - MEDICAL OFFICE SPECIALIST PROGRAM

Results and Analysis of Expected Student Achievement Sample

SAMPLE: 7 students participating in Summer and Fall 2021 internship

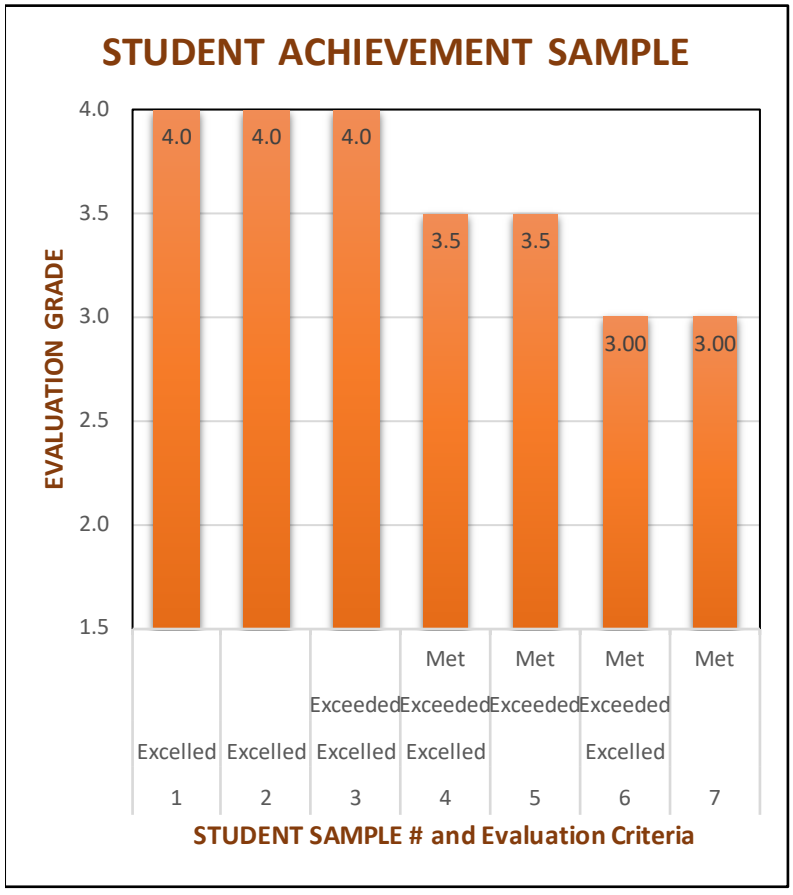
Grade Scale*:

Excelled	4.0	
Exceeded Expectations	3.5	
Met Expectations	3.0	DESIRED LEVEL OF STUDENT ACHIEVEMENT
Below Expectations	2.5	MINIMUM LEVEL

Participant Sample:

Student #	Documented Evaluation Criteria			Grade
1	Excelled			4.0
2	Excelled			4.0
3	Excelled	Exceeded		4.0
4	Excelled	Exceeded	Met	3.5
5		Exceeded	Met	3.5
6	Excelled	Exceeded	Met	3.00
7			Met	3.00

*See attached evaluation sample



Program Review / Medical Office

May 16, 2022

[redacted]

Highlights (Strengths)

- Students are finding jobs right out of the program
- Plenty of jobs are available
- Students are receiving paid internships
- **Billing and Coding** – those who are taking their certification exam for coding credential are passing on their first try
- **Medical Office Specialist** – three certificates available and jobs are available
- Excellent Advisory Committee

Concerns

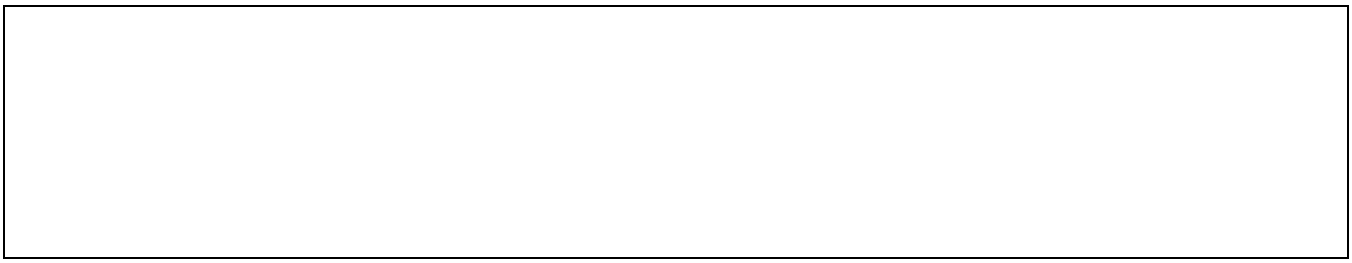
- Webpage – how do changes get pushed out to the community (icatalog, ctcLink, District Marketing, website)

Action Items

- Consider Career Launch designations-[redacted]
- Review OER funding sources for Cengage-[redacted] and faculty
- Explore cost of Epic for MultiCare students-[redacted]
- Medical Coding courses will be coming through Curriculum Committee to add footnotes or prerequisites- Faculty
- Pull course level data on medical terminology courses- Institutional Effectiveness
- Hold meeting with medical terminology faculty and program faculty to review outcomes and program needs-[redacted]
- Continue the work of the link between curriculum committee, icatalog, District Marketing, ctcLink- Institutional Effectiveness
- Review learning outcomes at the program level- Faculty
- Connect with Counselors to help with the pipeline-[redacted]and faculty
- Connect with SCC employee who will be at WorkSource
- Put orientation back on radar
- Connect with tutoring [redacted]) regarding program needs- Faculty
- Schedule meeting with [redacted] regarding Academic Advising Reports (AAR)- Faculty

Program Review Action and Progress Plan	
Program: Medical Office	Date of Review: May 16, 2022

Division: BHIT	Follow Up Report Due:
FINDINGS	
Strengths	**Concerns**
• Students are finding jobs right out of the program • Plenty of jobs are available • Students are receiving paid internships • **Billing and Coding** – those who are taking their certification exam for coding credential are passing on their first try • **Medical Office Specialist** – three certificates available and jobs are available • Excellent Advisory Committee	Webpage – how do changes get pushed out to the community (icatalog, ctcLink, District Marketing, website
ACTION PLAN TO ADDRESS CONCERNS AND MAINTAIN QUALITY OF PROGRAM	
Action Item	**Results**
Consider Career Launch designations-[redacted]	
Review OER funding sources for Cengage-[redacted]and faculty	
Explore cost of Epic for MultiCare students-[redacted]	
Medical Coding courses will be coming through Curriculum Committee to add footnotes or prerequisites- Faculty	
Pull course level data on medical terminology courses- Institutional Effectiveness	
Hold meeting with medical terminology faculty and program faculty to review outcomes and program needs-[redacted]	
Continue the work of the link between curriculum committee, icatalog, District Marketing, ctcLink- Institutional Effectiveness	
Review learning outcomes at the program level- Faculty	
Connect with Counselors to help with the pipeline-[redacted]and faculty	
Connect with SCC employee who will be at WorkSource	
Put orientation back on radar	
Connect with tutoring ([redacted]) regarding program needs- Faculty	
Schedule meeting with[redacted]regarding Academic Advising Reports (AAR)- Faculty	
FOLLOW-UP: What else needs to be addressed?	



Instructional Program Review
2021-2022

Mathematics Department
Non-Transfer

Community Colleges of Spokane
Spokane Community College

What is a Program Review process?

Program review is a reflective process that focuses on continuous improvement of instruction and learning. A systematic program review process provides faculty and administration an opportunity to engage in a collegial dialog about the program's quality, current state, and future direction.

What is the purpose of a Program Review process?

Program review provides a department-wide discussion for faculty to analyze the quality of their program as a whole, to affirm ways that the program is working well, and to implement improvements. It also helps inform and justify decisions about allocating resources including space, equipment and materials, and faculty positions.

Program review is intended to:

- Improve the quality of the instructional programs offered by SCC
- Guide changes in curriculum, pedagogy, and faculty development to meet the needs of students and the community.

Program review is NOT:

- Used to evaluate faculty performance
- Used to eliminate programs/departments

Scope

At Spokane Community College, the program review process applies to all instructional areas including instructional support.

Frequency of Program Review

Programs shall conduct program review on a five-year rotating cycle.

Definition of "Program"

For the purpose of program review, a "program" in transfer shall be defined as follows:

- By department or discipline, as determined by faculty and dean

Process and Timeline

The program review process is overseen and coordinated by the Vice President of Instruction (VPI). The process begins fall quarter and ends spring quarter.
The review process for completed documents is as follows:

1. Faculty complete the document using the information in the SCC Instructional Program Review Suite
2. Faculty submit completed document to department chair and dean to review
3. Dean submits report to the Vice President of Instruction to review
4. Vice President of Instruction holds summary meeting with faculty, department chair, and dean to discuss results and action plan

Instructions

All sections of the program review document should be completed by department/program faculty as a group. The document should be submitted to the dean for review before March 18. The Dean will request changes, if needed, and the final document should be provided by the Dean to the Vice President of Instruction before April 8. The Vice President of Instruction and Dean will meet with program representatives in April or May to discuss the review and create an action plan.

Executive Summary

1. **List and discuss major strengths for the department/program. Include evidence or data to support what is listed.**

Mission Statement

The Spokane Community College Mathematics Department works as a team to provide high quality instruction that fosters student success in their chosen pathway and that facilitates quantitative reasoning and problem-solving skills.

We accomplish our mission by:
Providing a broad range of courses through diverse instructional methods
Establishing mathematical connections to everyday life
Engaging in data-informed decision making to best meet the needs of our diverse student population
Modeling continuous improvement, collaboration, leadership, mutual respect, and empathy.

Strengths

- Innovation
- Student Success
- Flexibility
- Pathway work
- Placement
- Collaboration
- Corequisites

Instructors in the Mathematics Department are innovative, using a variety of modalities and materials to support student success. We have a diverse set of skills and experiences spanning education, industry, and business. As a department we are truly interested in the success of all students. We demonstrate this by exploring and using multiple resources and technologies. Instructors are constantly looking for new tools to increase retention.

Faculty keep current by participating in professional development locally at SCC and with SFCC, statewide, and nationally. Faculty also focus on incorporating technology available in our classrooms in order to use the best tools for instruction and foster student success.

The entire math department regularly engages in difficult conversations related to course design, assessment, and processes. We continue to make progress in reaching compromise but recognize the need for continuous improvement and increased buy-in within the department.

With the shift to entirely online in March 2020 because of the global pandemic and through the subsequent quarters of varying modalities, the math department has adapted to online instruction.

During this program review cycle, the SCC Math Department has expanded our math pathways with the addition of the non-STEM/math literacy pathway for developmental classes. This pathway provides an alternative pathway for students who eventually need MATH&107, MATH&146, or MATH 208 and was developed in partnership with SFCC.

Additional work on the B-STEM math pathway has been an ongoing topic of discussion in the department throughout this program review cycle. Though no major revisions to the pathway have taken place during this cycle, work has begun on better aligning this curriculum with the needs of students moving into MATH&141 and MATH 201.

The SCC Math Department has rapidly adapted placement over this program review cycle. At the beginning of the cycle, the math department used the ALEKS PPL placement test if no high school or transcript-based placement was available. With the introduction of a math literacy pathway, an additional placement test option was also introduced. An SBCTC College SPARK grant funded additional partnerships with SFCC and local high schools to increase the number of options available for high school transcript-based placement. Near the conclusion of this grant, the global pandemic forced another shift to faculty interview-based placement. The flexibility of math faculty in working with students and the placement office allowed for a more personalized touch to placement, as well as a significantly heavier workload (some would say burden) for the many faculty and adjuncts that participated. During that same time, the math department also worked with NROC/EdReady and the Placement Office to develop a new placement tool that can be used at no cost to students to not only place them but also provide an opportunity to work towards higher placement. These flexible placement options provide a more holistic model than a single placement test or high school grade.

Through participation in a second College SPARK grant, SCC Math Faculty collaborated with SFCC to develop corequisite options to allow students to shorten their math pathways and increase student success. These corequisite pairings focused initially on the math literacy pathway but expanded to include classes in the STEM pathways. So far, completion rates in these pairings have been higher than completion rates in either of the individual courses. During this program review cycle, eight full time faculty and one adjunct taught corequisite classes. Though challenges were faced by all teaching these classes, most reported a positive experience.

As part of the corequisite SPARK grant, we have increased our partnership with Adult Basic Education by providing an Academic I-BEST MATH 88/&107 bucket course.

Additional partnerships with ABE have resulted in an approval of ABE 18 as a prerequisite for MATH 91 and 87. In winter 2020, ABE and Math faculty participated in a math summit to discuss avenues to increase student success and ease transitions from ABE to college-level. The math department continues to support our Aviation Maintenance program through the offering of MATH 100 as an I-BEST course.

2. List and discuss major concerns of the department/program. Include evidence or data to support what is listed.

Concerns among the math faculty related to non-transfer math classes are diverse and can be broken down into those that are internal to the department and those that are external.

Internal Concerns

- Placement
- Assessment
- Math Literacy (Non-STEM) Pathway
- STEM Pathway
- Success rates vs completion rates
- Pace of change
- Shift to online – access and equity issues
- Corequisite enrollment

External Concerns

- Embedded tutoring
- Math Lab tutoring
- Library hours
- Proctored testing
- Outdated technology in offices and classrooms

Because of the wide variety of backgrounds of students coming into the non-transfer mathematics classes and the equally diverse number of programs and courses that these classes are designed to serve as prerequisites for, the math department faces many challenges.

Placement is a long-standing concern of this and every mathematics department. Students who are unprepared for a math class need additional faculty and institutional support. The placement mechanisms into our math pathways have evolved significantly over this program review cycle with a move from a single placement test to a more holistic approach. The burden on the math faculty of dealing with individual placement discussions for hundreds of students has been overwhelming, while the development of new placement methods has put a heavy burden on those faculty members who have taken that on. Evaluation of placement data related to the rapidly evolving placement methods of 2019-2022 is just beginning based on reports made recently available. In addition to the workload involved in the individual placement discussions is the lack of consistency. There is concern related to prerequisites and how students were placed. So much changed so quickly that faculty were forced to make decisions without a consistent template to follow when it came to satisfying prerequisites.

Assessment of Course Learning Outcomes and College-Wide Literacies occurs but documentation of this at the department level has not always occurred. Because the non-transfer mathematics classes are not part of a specific program or distribution area, the assessment model used at the transfer level since spring 2019 may not be the best fit. Plus, feedback from the department has indicated a desire to revise it. Some faculty have concerns related to this assessment approach, including the use of student work and the assignment to random groups.

As mentioned under the math department strengths, we have seen improvements in the cohesion of the department. We need to continue to work on improved communication, collaboration, and empathy.

The two pathways in the non-transfer mathematics classes, Math Literacy and B-STEM (Business, Science, Technology, Engineering, and Mathematics), have not been revisited recently to determine their efficacy in preparing students for the diverse group of programs and classes for which they serve as prerequisites. Completion rates in the classes in these pathways and in later classes compound to result in a significant reduction in student pathway completion. For example, a pathway with three classes, each of which has a 70% completion rate with a quarter-to-quarter retention rate of 85% results in a pathway completion rate of less than 25%. Lack of data on student pathway intent and completion has made evaluation of pathway completion difficult.

In the Math Literacy pathway, concerns have been raised by faculty in the college-level classes that MATH 88 is not adequately preparing students for success in MATH&107 and MATH&146. An additional concern related to the pathways is that students who plan on taking MATH&146 are sometimes advised to take classes in the B-STEM pathway.

Though the department is committed to student success, there remains disagreement about what constitutes success. In discussions around the mission of the math department, success is not well-defined. In the context of this document, completion is used to denote course completion with a 2.0 or higher or completion of a pathway. We will continue to have ongoing discussions about what truly defines student success.

Many faculty in the department are uncomfortable with the current pace of change. The pace of change has made it extremely challenging to assess the impact of modifications in placement, courses, and pathways.

There is concern that the move to predominately online instruction has exacerbated access and equity issues.

An ongoing concern throughout the implementation of the corequisite courses has been the low enrollment in some sections. Some faculty expressed concern that not enough faculty have taught these classes, yet pairings remain unstaffed after full-time scheduling.

In addition to all the internal concerns above, the limitations put on services because of the global COVID pandemic have impacted external services our students rely on. It is particularly important that these students, often the most at risk, have the support services necessary to be successful. During this program review cycle, we have experienced the loss of two instructional technicians, a decrease in available in-person and embedded tutoring, a decrease in availability of proctored testing and restricted computer lab and library hours. This removes an essential support for students who are only available to come to campus on evenings and weekends.

Although computers in classrooms and offices, along with projectors and smartboards still function, the necessary wait when logging in is an impediment to quality instruction, especially when teaching in the same room after someone else. Further, the Smartboard brightness in several classrooms is an accessibility issue for both instructors and students requiring that classroom lights be turned off in order to see the screen. Computers in many faculty offices need replacement and cause significant reductions in efficiency.

3. Identify specific steps to address areas of concerns.

Placement is a work in progress. We will be monitoring completion rates based on placement data and adjusting student placement and measures. Implementation of EdReady for Fall 2022 will relieve some burden on faculty, but the need to continuously monitor and improve the process will remain. The math department will be reviewing completion rates of students based on placement options on an ongoing basis. One potential solution could be to have a placement coordinator with release time or stipend for the individual tasked with that process.

The math department has committed to meet quarterly to discuss the results of assessment of distribution area outcomes. As mentioned above, this does not directly connect to non-transfer mathematics classes, but these have been included in all discussions so far. Discussions are underway in the department related to better documentation of assessment of Course Learning Outcomes and College-Wide Abilities/Literacies. A potential benefit for the department in this area could be to have an assessment coordinator with set responsibilities and release time or stipend. Continued reflection on and revision of the process is essential to ensure its efficacy and validity.

The department has discussed reviewing and revising the Math Literacy pathway and will continue this process. We will look at the data for student completion available in Data Central Prereq Finder and will consider revising the Course Learning Outcomes.

The math department is piloting a revised B-STEM pathway, MATH 71/72, in 2022-23 to address concerns about alignment with statewide recommended changes of learning outcomes and technology in the MATH&141/142 Precalculus sequence.

To make assessment of success vs completion rates in a pathway more manageable, one possibility would be to alternate years for assessment of each pathway. For example, the math literacy pathway could be focused on in 2022-23 and the B-STEM pathway the following year. Analysis of success and completion rates would also need to tie into discussion of alignment of course learning outcomes and consensus on the definition of success.

In order to increase collaboration and communication, one option is to ensure that subcommittees consist of individuals with opinions on various sides of an issue to encourage better departmental buy-in.

A more intentional approach to scheduling modalities for all courses is essential, preferably providing at least one section of each course that is fully face-to-face per year.

Better promotion of the corequisite options as well as ensuring proper setup in ctcLink related to corequisite pairings may help address the low enrollments in corequisite

pairings. An additional option is to publish a 10 credit shell for enrollment that will allow students to enroll in both courses by only enrolling in one shell.
The math department continues to request additional resources in tutoring and proctored testing to support student success. Desired support services include expanded tutoring hours for evening/ weekend tutoring, full-time tutors qualified to function as embedded tutors for a majority of our classes, extended service hours for proctored testing and Zoom proctoring services through the testing center.
If the library was open on one weekend day or one evening mid-week, that would help to ensure that students who can't make it in during the day could have access to laptops and calculators and other library services.

4. What are the most important actions that need to be taken to maintain the current level of quality of the department/program?

An intentional approach of analyzing completion rates in the math pathways needs to be undertaken, along with a review of course learning outcomes to ensure better alignment and less redundancy. Data for completion rates can be considered from Prereq Finder and the newly available SCC Math Report.
Revisions of course learning outcomes should be examined considering significant changes in technology and content in the transfer-level courses. The coming pilot of MATH 71 and 72 has helped initiate an alignment process of the non-transfer math courses with the transfer-level.
The recently made available SCC Math Report will allow better consideration of student completion based on placement. The math department will need to learn more about this report and use it to inform placement decisions. This should be done in addition to the ongoing placement conversations.
In the development of corequisites and the new MATH 71/72, conversations with outside programs have revealed inconsistencies between the website and actual practices in terms of math requirements. These conversations need to continue to clarify the requirements and improve the communication of those to prospective students and other stakeholders. In addition, this will better inform programs of our offerings, too.
In recent assessment discussions, the math department has begun to consider options for expanding the assessment process to include CLO assessment and discussion of gaps in prerequisite knowledge. No definite model has been chosen for this assessment, but discussions are ongoing.
External to our department, but important for student success is an increase in tutoring support, preferably an instructional tech who can support the entire curriculum or a full-time permanent tutor.

5. Describe any plans to advance the department/program.

Placement processes in the department continue to evolve. The expansion of high school transcript-based placement has improved partnerships with area high schools. The full adoption of EdReady as a free and flexible placement option demonstrates to students our desire to remove barriers to their progress on their pathway.

Examination of results from the Math 71/72 pilot during AY 22-23 will determine appropriate next steps in course offerings for students in B-STEM algebra classes. It will also provide supporting data about prerequisite expectations for students coming to these classes from ABE.
Department faculty have traditionally encouraged students to enroll in their subsequent math courses through an in-person registration table in the lobby of Building 27 and at Transfer Advising Day. The pandemic has limited the effectiveness of these options, so faculty are pursuing alternatives using email and an Advising Shell in Canvas. These efforts provide an opportunity to better inform students about corequisite alternatives in their pathways, increasing enrollment in these offerings.
The department endeavors to improve communication with ABE related to determining appropriate prerequisites for courses in the non-transfer mathematics pathways. Moving forward, these important discussions will be open to all interested faculty teaching non-transfer courses in both pathways as well as all instructors teaching ABE 18.

6. Describe how action items from the previous 5-year review were addressed. Include any remaining actions items and plans to address them.

1. "Faculty will submit a proposal to [redacted] to lower class caps in math as a pilot as a strategy to increase student success."
   Completed. Follow-up data on the success of lowering class caps has not been examined by the department.
2. "[redacted] to discuss with Science about giving back the computer lab (3-109) to the Math department."
   This has not been an issue since the pandemic but may arise again as more students return to campus and the number of in-person offerings increases.
3. "[redacted] will try to find allocated funding for professional development and equipment."
   Funding has been provided for all faculty who have requested it to attend conferences. This has been provided through the A&S Professional Development Fund, as well as through various SPARK grants and other PD funding.
4. "New math lead to work with [redacted] about using T3 funding for tutors and determine where the greatest needs are."
   Follow-up information from 2019 indicates that targeted tutoring support may be directed toward math gateway courses. We are not aware of a targeted tutoring focus and currently have limited input into tutoring decisions. Ideally, we would like to see a change in this area leading toward more direct involvement with tutoring and the Math Lab.
5. "[redacted] to explore potential partnership with ABE for math 020 and 021. Courses would still be part of the math department."
   Significant changes have occurred regarding this action item. As is indicated in the follow-up, Guided Pathways has also played a role in some of the recent recommendations. Math Department input into these changes has been limited, although we have participated in one joint conversation with ABE.

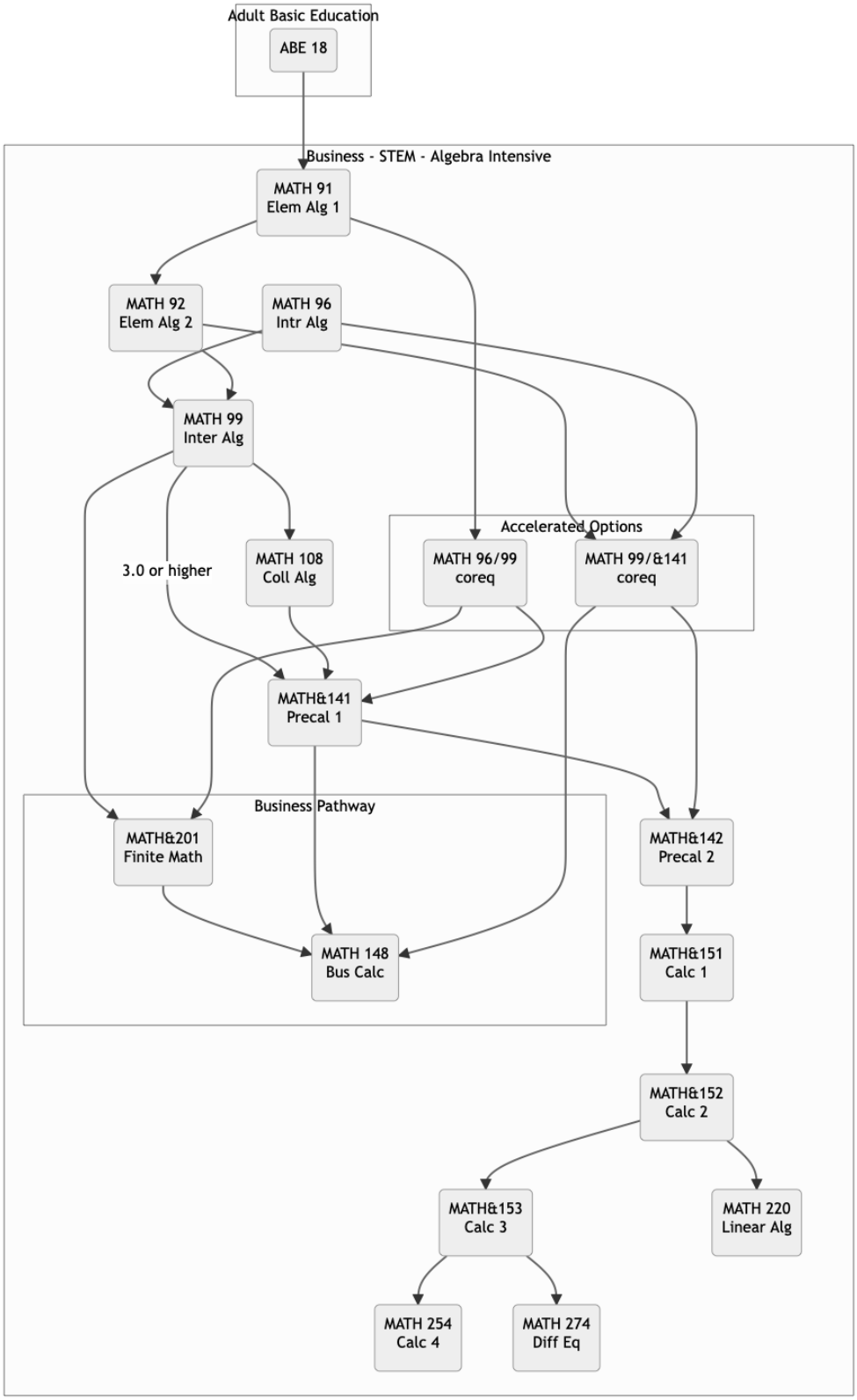
6. "Math faculty to meet with aviation faculty to discuss Math 100."
   Completed. I-Best component implemented.
7. [redacted]to add this topic of conversation [Alternative Measures of Assessment?] on the TLC agenda."
   Completed.

Description of Program

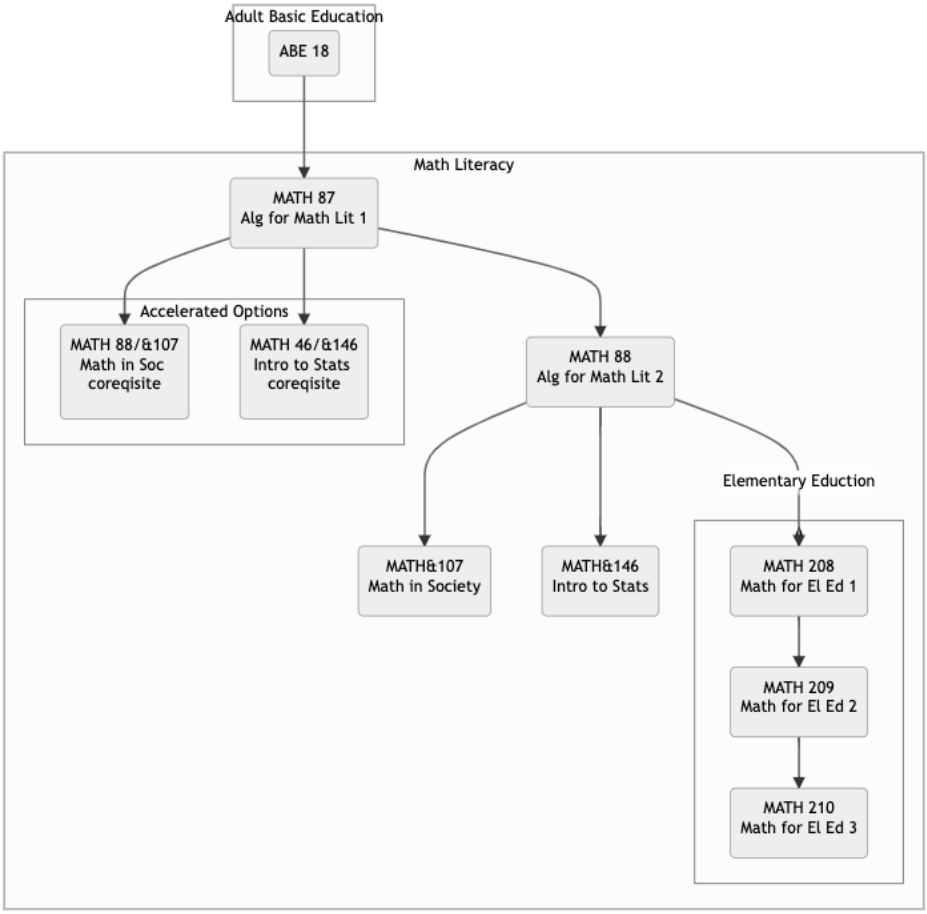
1. **Description of instructional program, transfer discipline, or academic area. Please attach program map.**

   Non-transfer Math represents developmental and program specific math classes that are not transferable to another institution as credits for graduation.
   Both math pathways (from ABE through transfer-level) are given on the following pages.

Business – STEM Math Pathway



Math Literacy Pathway



2. **List any degrees and certificates offered by the program.**

   The non-transfer math classes do not offer a degree or certificate. However, many of our classes are listed as prerequisites for other programs, including many in the Health Sciences, Business, and Criminal Justice programs. Many of these program requirements have changed in recent years and admission requirements are not accurately reflected in online materials. We also teach MATH 100 in support of the Aviation Maintenance Program.

3. **Describe how the instructional program supports the Mission, Vision, and Values of Community Colleges of Spokane:**
   a. **Mission: To provide all students an excellent education that transforms their lives and expands their opportunities.**
   b. **Vision: Providing the best community college experience in the Northwest.**
   c. **Values: Students First | Access | Excellence | Integrity | Leadership | Responsiveness | Stewardship**

   The non-transfer math program prepares students mathematically for entry into and success in a variety of majors, programs, transfer pathways, and careers. Our instructors are committed to staying up to date on best practices in teaching in order to provide students with an exceptional mathematics experience. We devote considerable energy and discussion toward placing student needs at the forefront of decision making. This includes placement decisions, discussions involving access for our rural and veteran students, and modality options when creating schedules.

Program Enrollment

The department/program data in Tables 1 and 2 will be provided by the Office of Institutional Effectiveness, Planning, and Initiatives.

Table 1. Enrollment Trends

	2016-17	2017-18	2018-19	2019-20	2020-21
Annual FTES	213.7	183.6	190.6	175.2	181.4
Annual FTES – Running Start	3.1	2.8	2.1	1.4	1.0
Annual Enrollment	1,995	1,707	1,712	1,561	1,627
Annual Enrollment – Running Start	28	25	19	12	9
Annual Student-Faculty Ratio	18.0	15.6	21.3	18.5	15.9

Table 2. Student Demographics

	2016-17	2017-18	2018-19	2019-20	2020-21
Annual Unduplicated Headcount	1,405	1,164	1,179	1,052	1,196
By Enrollment Status					
% New	40%	37%	36%	42%	43%
% Continuing	60%	63%	64%	58%	57%
By Gender					
% Female	51%	53%	58%	62%	65%
% Male	37%	30%	29%	29%	25%
% Unknown	12%	16%	13%	9%	10%
By Race/Ethnicity					
% White	68%	67%	65%	67%	68%
% Asian	2%	2%	2%	2%	2%
% HU Minority	19%	19%	19%	19%	24%
% Unknown	12%	13%	14%	11%	5%
By Enrollment Type					
% Face-to-Face	19%	9%	4%	2%	3%
% eLearning	11%	16%	23%	40%	83%
% Both F2F and eLearning	70%	75%	73%	58%	14%

1. **Discuss enrollment trends in your department/program.**
   After a higher than usual enrollment the 2016-17 year, we have seen relatively consistent enrollments in the non-transfer mathematics classes. The increase in the rate of new students may reflect a push to have students enroll in math in their first quarter of enrollment. Students enrolled in some or all eLearning now represent almost all our students. This certainly was impacted by the shift to all online in spring 2020 and the decrease in face-to-face enrollment rates since then. No significant patterns were detected in demographics outside of a trend in the increase of female enrolment rates. The decrease in Running Start enrollments was expected and of minimal impact due to the removal of funding for courses below college-level.

Program Curriculum

The department/program data in Tables 3 and 4 are provided by the Office of Institutional Effectiveness, Planning, and Initiatives. Data in Table 5 are provided by the Curriculum Specialist.

Table 3. List of program courses and sections offered (Five Year Trend)

Course	2016-17	2017-18	2018-19	2019-20	2020-21
MATH 020	8	8			
MATH 021	9	8	14	13	4
MATH 087	6	10	14	17	16
MATH 088	5	8	18	22	22
MATH 091	18	13	8	6	6
MATH 092	16	10	7	6	7
MATH 095	3	2			
MATH 096	14	12	9	7	5
MATH 097	3	1			
MATH 099	28	24	16	14	13
MATH 100	4	2	2	3	4
MATH 104	3	2			

Table 4. Course Fill Rates (Five Year Trend)

Course	2016-17	2017-18	2018-19	2019-20	2020-21
MATH 020	57%	92%			
MATH 021	68%	96%	91%	81%	100%
MATH 087	66%	72%	75%	91%	99%
MATH 088	83%	82%	94%	76%	86%
MATH 091	66%	65%	81%	78%	98%
MATH 092	47%	62%	65%	60%	59%
MATH 095	75%	75%			
MATH 096	60%	78%	72%	62%	78%
MATH 097	47%	36%			
MATH 099	71%	71%	73%	66%	91%
MATH 100	73%	56%	36%	71%	65%
MATH 104	78%	52%			

Table 5. List of program course prerequisites

Course	Pre-requisite
MATH 087	Appropriate placement score or 2.0 in ABE 18.
MATH 088	MATH 087, MATH 091, or MATH 093
MATH 091	Appropriate placement score or 2.0 in ABE 18.
MATH 092	MATH 091
MATH 096	MATH 021 or MATH 090
MATH 097	MATH 088, MATH 092, or MATH 096
MATH 099	MATH 092, or MATH 096

1. **Describe program efforts to provide multiple course scheduling and delivery options (day, evening, online).**

   Prior to the onset of COVID, diversifying the modality of our course offerings was well underway. Hybrid and online offerings outnumbered our face-to-face offerings, with the online sections of many classes being the first to fill. Upon examination of completion rates with these modalities, one can see that the in-person and hybrid saw a higher completion rate than the online. This is something the department would like to investigate further. (A common perception is that online classes generally have a lower completion rate.)
   Since the onset of the pandemic, most of our courses have been offered online with some offered as hybrid or flex. In-person offerings are increasing again, though enrollment remains low. The last evening class offered in the department was winter 2020, removing a beneficial offering for students who work full-time and want an in-person offering. The department will discuss plans going forward to ensure a variety of modalities to accommodate diverse student needs and access issues.

2. **How are program courses pre-requisites reviewed and assessed regularly for relevance?**

   The content of prerequisite courses in both pathways has been an ongoing discussion, but no formal review of data and course learning outcomes has occurred for current courses during this program review cycle. The pilot of MATH 71/72 in fall 2022 is intended to better align the STEM pathway with the upcoming revisions to MATH&141/142 at the state level.
   In fall 2021 ABE 18 was added as a prerequisite for MATH 91 and MATH 87. Data has not been analyzed for this prerequisite but will be examined as part of future analysis. A regular concern among MATH&107 and MATH&146 faculty has been the preparedness of students exiting this pathway. Evaluation of completion rates in the math literacy pathway below college level shows they are satisfactory but a better

analysis of the effectiveness of these prerequisite courses is needed, along with a better aligning of course learning outcomes.

3. **Compare program core courses with the major preparation requirements for WA four-year institutions. (*TRANSFER ONLY*)**

   *** N/A since non-transfer

4. **How does the program ensure consistency between classes offered face-to-face versus online and what is the data that supports this?**

   The departmental course outcomes & course outlines for developmental Math courses are used by all faculty in the department. These are consistent regardless of modality. In F2F, hybrid, Flex, and online classes, we strive to reach similar levels of the material covered. In many cases, department faculty use the same book and/or online learning platforms throughout the modality of class offered. This helps with consistency.
   Our department is in the early phases of implementing AA-DTA distribution area outcomes assessment where we meet in small groups to discuss student artifacts. These artifacts are gathered from a variety of class modalities but differences by modality have not been formally discussed in that process. Our department will review and discuss ways to ensure consistency among modalities.
   A table of completion rates by modality for each course is on the next page. Completion rates are not equivalent to consistency of class presentation.

Completion Rates by Modality (2016-2021)

Course	In-Person	Hybrid	FLEX	Online	ITV	All
MATH 020	79.6% (152)	N/A	72.7% (11)	N/A	N/A	79.1% (163)
MATH 021	69.3% (401)	65.2% (138)	63.3% (60)	72.8% (434)	N/A	69.9% (1033)
MATH 087	82.2% (409)	73.4% (64)	63.2% (87)	70.1% (700)	93.3% (15)	74.% (1275)
MATH 088	75.2% (408)	81.5% (146)	61.% (41)	72.% (881)	68.8% (16)	73.5% (1492)
MATH 091	66.5% (334)	65.5% (145)	N/A	59.6% (468)	N/A	62.9% (947)
MATH 092	70.4% (274)	64.2% (53)	N/A	62.2% (333)	N/A	65.8% (660)
MATH 095	77.8% (9)	N/A	N/A	N/A	N/A	77.8% (9)
MATH 096	71.% (231)	71.7% (152)	71.8% (39)	63.5% (408)	N/A	67.5% (830)
MATH 097	67.3% (49)	N/A	N/A	N/A	N/A	67.3% (49)
MATH 099	74.1% (746)	78.9% (223)	75.8% (66)	73.8% (737)	N/A	74.7% (1772)
MATH 100	68.9% (151)	N/A	N/A	N/A	N/A	68.9% (151)
MATH 104	84.1% (88)	N/A	N/A	N/A	N/A	84.1% (88)
Total	73.08% (3496)	72.75% (921)	67.11% (304)	69.25% (4127)	80.65% (31)	71.12% (8879)

Completion Rate
(n)

Program Faculty and Staff

1. **Number of full-time faculty:**

   We have 12 full-time faculty.

2. **Average number of adjunct faculty teaching per quarter:**
   Our need for adjuncts has decreased significantly over the past few years. Currently we hire only 1-2 adjuncts per quarter. Thus, at this time, there are no issues related to finding qualified adjunct faculty.

3. **Describe any issues related to securing qualified faculty for your department/program.**

   Since our need for adjuncts is low, we do not currently know how difficult it would be to recruit and secure qualified adjuncts.

4. **Number and type of support staff related to your department/program:**

   There is an administrative assistant in building 27. We continue to have limited tutors, e-learning support, canvas support, IT support staff and counselors.

5. **Describe issues related to support staff:**

   Recent staffing cuts have had significant impacts on the department and the availability of support services for students.

Professional Development and Instructional Support Services

1. **Describe any unmet professional development needs among faculty, and outline plans to address those needs.**

   During this program review cycle many faculty were able to attend one or more AMATYC conferences, the Washington Math Conference, and other local and statewide professional development opportunities. No faculty reported an inability to receive funding for these opportunities. In addition, many faculty avail themselves of the excellent professional development opportunities in the TLC.

2. **What additional programming through the TLC (Teaching and Learning Center) would help your department/program support prospective and current students?**

   In the transition to primarily online offerings since 2020, students in online sections of the lowest level classes have had a significantly lower completion rate than in-person sections. This could be due to a lack of online learning skills, a lack of math study skills, and a lack of technology skills. Some of these skills are more easily taught (or less necessary) in-person but are essential for all our students. Programming related to instruction of these skills could help our faculty better help our students succeed. Additionally, training in alternatives for online proctoring of exams would be beneficial.

3. **What additional assistance from curriculum advisors/counseling services would help your department/program support prospective and current students?**

   Over the past five years, communication with counseling has improved. Through participation in the College Spark Placement Grant, two transfer counselors provided much input and guidance in the development of the transcript placement tool. Several faculty join the counseling department's weekly meetings to communicate changes and provide information on new course offerings. Continued regular attendance at these meetings will help in keeping the counseling team current on any new happenings in the math department and to inform the department of feedback from counseling. Going forward, it would be helpful to train curriculum advisors on the placement practices (EdReady and multiple measures placement tools), math pathways and degree requirements. The addition of MATH 71/72 will require support from curriculum advisors and counseling services to help communicate these changes out to students. In addition, counselor support for enrollments in corequisites will help promote this opportunity to students. The department is ready and willing to assist in any way to make this happen.

4. **What additional tutoring services would help your department/program support prospective and current students?**

   Availability of qualified tutors to embed in our Canvas classrooms and a full-time instructional tech with a long-sighted view of our department, courses and how they fit together would be beneficial. It is important that this individual can support the entire curriculum.

5. **What additional library services would help your department/program support prospective and current students?**

   The library reaches out with regularity to inquire as to what needs our department requires from library services. Before and in response to the COVID pandemic, the library provided laptops, hotspots, computer, and printing access for students. Recently, they have also taken over the issuance of our graphing calculator lending program. As mentioned previously, if the library was open on one weekend day or one evening mid-week, that would help to ensure that students who can't make it in during the day could have access to laptops, calculators, and the computer lab.

6. **What additional IT services or technology support would help your department/program support prospective and current students?**

   The most pressing concern that continues to arise is the out-of-date equipment in classrooms and offices. Some faculty teaching remotely have also requested iPads and a subscription to LOOM to support their online instruction. These needs have been documented and requests have been submitted for equipment. One proposal has been to expand the use of the existing 1K fund for purchase of technology and equipment to meet faculty needs (potentially with fewer restrictions).

7. **What additional instructional support services are needed?**

   Proctored testing services through the Testing Center were not available for a period of time due to the pandemic but have now resumed. Zoom proctoring services would also be helpful. The limited availability of proctored testing times is an equity concern for students who work full time.

Program Support (Facilities and Budget)

1. **Are current facilities (classrooms, labs, offices) adequate to support the department/program?**

   With the shift to more online instruction and courses offered in the hybrid modality, classroom space is not an issue. The existing classroom space and student access to computers in the computer lab is adequate for current demand during regular class hours. Flexible lab options for students who work full-time are limited.

2. **Are current facilities (classrooms, labs, offices) safe?**

   Yes. All locks have been replaced and can be locked from inside, desks can be vacated from left or right side. Prior to the decrease in building usage due to the pandemic, the Math Lab (27-108) was often a bit crowded and may have deterred student usage.

3. **Are the lighting, heating, and ventilation in classrooms, labs, and offices used by the department/program sufficient?**

   Heating and cooling continue to be a major issue on our floor and throughout our building, including both classrooms and offices. This issue is a longstanding one and repeated requests for attention and repair do not seem to result in any resolution whatsoever. It is a major problem, and we hope that it is resolved.

4. **Is the operating budget sufficient to support the department/program? (Check in with your dean regarding budget information.)**

   Our operating budget seems to be sufficient to support our department. For most of this program review cycle, access to accurate and up-to-date budget amounts was a challenge.

5. **Are the supplementary budgets (lab fees, coop fees) sufficient to support the department/program? (Check in with your dean regarding budget information.)**

   The lack of accurate and easily accessible budget information has been a concern. Since the availability of ledgers in ctcLink, budget availability through the Dean has improved. Since our last review, the course fee increased from $5 per course to $10 per course ($1 per credit to $2 per credit) to help facilitate and support tutoring services. Some transparency and accountability for usage of these funds would be beneficial for our department as tutoring services have decreased significantly since March 2020.

Learning Outcomes

1. **Please list and/or attach current program learning outcomes and attach curriculum maps.**

   The non-transfer mathematics curriculum does not have a formal list of program/distribution area outcomes. Instead, assessment of the transfer-level AA-DTA mathematics and QSR outcomes have been designed to include faculty teaching non-transfer level courses. Those outcomes have been attached as Attachment 1.

2. **Describe the process by which the department/program identifies, measures, and evaluates student learning outcomes at the department/program level.**

   The math department has implemented an assessment process for the AA-DTA distribution area outcomes, but not for student/course learning outcomes. Although faculty informally discuss student progress and challenges in courses, no formal process for assessing student learning outcomes has been implemented.
   The AA-DTA QSR and Mathematics distribution area learning outcomes assessment includes non-transfer mathematics to provide an opportunity for discussion of a better alignment of developmental classes with college-level.

Every full-time faculty member participates, and adjuncts are invited to participate. Implemented in Fall 2019, we follow the process below.
1) Split into randomly assigned small groups that will vary each quarter.
2) Select an assessment that the faculty member feels hits as many of the outcomes as possible and collect student work.
3) Each faculty member brings three student artifacts (anonymized), along with a copy of the assessment to a meeting with their group. The student artifacts should be at three levels, below, at, and exceeds expectations.
4) The group evaluates the 9-12 artifacts brought to the group using the AAC&U Values Rubric. Hopefully there is some good discussion of the qualities observed in the artifacts as well as the qualities of the assessments that may have elicited this student work.
5) Document the scores awarded to each artifact and submit to department assessment coordinator.
6) If faculty wish to submit their assessment and the student artifacts they may be submitted.
The groups use the AAC&U Values Rubric for Quantitative Literacy to assess each artifact, and the outcomes from that rubric are mapped to the distribution area outcomes as shown on Attachment 1.
Every quarter, the department is meeting to discuss what has been learned through this assessment process and possible revisions to the process.

3. **Describe the process by which department/program improvements are made as a result of student learning outcomes assessment, and provide evidence that this process is being followed.**

   As mentioned, no process is currently in place for department level assessment of student learning outcomes in the non-transfer mathematics courses. Discussions have begun regarding possible measures to be used going forward that can build on the work already being done in distribution area outcomes assessment.
   Implementation of the distribution area assessment process began in Fall 2019. Due to the interruption of the winter 2020, change in modality for spring 2020, and tumultuous fall 2020 it was not carried out fully during that time. The assessment process is continuing, and discussion will result in some modifications and additions in the future.
   One goal of this model is to not only verify the progress and mastery on the distribution area outcomes, but also to provide faculty an avenue to discuss assessment. The small groups provide a way to do this that encourages openness. As faculty see best practices in instruction and assessment that elicit quality student work, they will have an opportunity to discuss those and then report back to the department.

4. **Please attach your program's most recent program learning outcomes assessment activity.**

   An example is attached as Attachment 2.

Student Success/Outcomes

The department/program data in Tables 6-10 and Table 12 are provided by the Office of Institutional Effectiveness, Planning, and Initiatives. The department/program data in Table 11 is provided by the Office of Institutional Research.

Table 6. Course Completion Rates[1] by Quarter

	2016-17				2017-18				2018-19				2019-20				2020-21			
Course	**U**	**F**	**W**	**S**	**U**	**F**	**W**	**S**	**U**	**F**	**W**	**S**	**U**	**F**	**W**	**S**	**U**	**F**	**W**	**S**
MATH 020	71%	67%	90%	70%	100%	90%	79%	74%												
MATH 021		73%	59%	56%		78%	78%	69%	83%	66%	73%	66%	91%	67%	70%	68%	88%	59%	69%	79%
MATH 087		73%	88%	75%	93%	91%	92%	86%	93%	71%	69%	71%	76%	72%	74%	82%	75%	69%	67%	63%
MATH 088		64%	66%	59%		81%	78%	65%	92%	58%	85%	82%	82%	73%	86%	71%	77%	73%	74%	60%
MATH 091	38%	63%	64%	56%	47%	67%	71%	56%	76%	63%	61%	52%		67%	66%	67%		66%	64%	74%
MATH 092	50%	61%	73%	65%	25%	79%	65%	54%		64%	63%	56%		45%	77%	75%	89%	74%	73%	79%
MATH 095	100%		67%					67%												
MATH 096	38%	62%	61%	58%	56%	70%	75%	72%	67%	69%	56%	69%	75%	71%	78%	82%		82%	88%	57%
MATH 097		57%	79%	60%		78%														
MATH 099	73%	71%	75%	76%	73%	81%	78%	73%	82%	79%	71%	69%	68%	74%	85%	79%	88%	60%	80%	67%
MATH 100	44%	67%	48%			46%	53%			64%	57%			59%	83%			100%	94%	
MATH 104		81%	92%	87%		77%	100%													

[1] Course completion rates are calculated using a 2.0 GPA or higher unless the Office of Institutional Effectiveness, Planning, and Initiatives is notified that a different cut-off grade should be used for the department/program. U = Summer, F = Fall, W = Winter, S = Spring

Table 7. Average Course Completion Rates by Year

	2016-17	2017-18	2018-19	2019-20	2020-21
Avg. (all courses)	67%	74%	70%	74%	71%

1. **Discuss course completion rates.**

   It appears that 87 had a significant drop in 2020-21 from previous years. This could be related to shift to predominantly online during that time. These students are generally unprepared for math and the additional challenge of being online provides a nearly insurmountable obstacle for some. Additional monitoring of these completion rates will occur and be a part of discussions around placement, assessment, ABE transitions, and alignment of the math literacy pathway learning outcomes.
   MATH 21 and Math 91 have consistently been below 70% completion. With the move of MATH 21 to ABE 18 and the new alignment of this content in the B-STEM pathway, we will be looking to see if some of these issues are addressed.
   MATH 92 has seen some improvement in completion rates over this program review cycle, as has MATH 96, in general. MATH 99 has seen generally high completion rates, with some drop during the 2020-21 year. The completion rates of these courses will be considered alongside the new MATH 71 and MATH 72 during the upcoming academic year.
   In addition to the completion rates above, the math department has begun conversations around the predictive nature of prerequisite courses and will incorporate that in future review of math pathways.

2. **Does the department/program have any predictive courses (previously called "gatekeeper" courses)? Identify predictive courses and strategies for student success in those courses.**

   Per Institutional Research, these classes are still being determined and are expected by spring 2023. Some math faculty have begun looking at the predictive nature of courses in the math pathways based on, Prereq Finder, Course Outcomes Generator, and other reports available in Data Central. This information will be included in future conversations around success and completion in the math pathways.

Table 8. 150% Program Completion Rates[1] (*WORKFORCE ONLY*)

Program Name: <Insert Here>	First Year in Program				
	2016-17	2017-18	2018-19	2019-20	2020-21
Headcount of Students					
Completed Primary Plan within 150% Time					
Completed Any Plan in Program within 150% Time					

[1] 150% completion rates are calculated for degree/certificate completers and "work-force" ready completers.

3. Discuss three-year program completion rates.

Click here to enter text.

Table 9. Number of Degrees and Certificates Conferred (*WORKFORCE ONLY*)

Degree/Certificate	2016-17	2017-18	2018-19	2019-20	2020-21
Degree					
Certificate					
Exit Code 9					

4. Discuss annual degree or certificate completions.

Click here to enter text.

Table 10. Estimated Employment Outlook for Spokane/Spokane Valley Metropolitan Area[1] (*WORKFORCE ONLY*)

Occupational Title: <Insert Here>	Calendar Year				
	2016	2017	2018	2019	2020
Est. Employed					
Employment RSE					
Emp. Per 1,000 Jobs					
Location Quotient					
Mean Hourly Wage					
Mean Annual Wage					
Mean Wage RSE					

[1] If program tracks employment rates for its students, program data will be used. If not, data will be provided by the Office of Institutional Effectiveness, Planning, and Initiatives.

Table 11. Estimated Employment Outlook for State of Washington[1] (*WORKFORCE ONLY*)

Occupational Title: <Insert Here>	Calendar Year				
	2016	2017	2018	2019	2020
Est. Employed					
Employment RSE					
Emp. Per 1,000 Jobs					
Location Quotient					
Mean Hourly Wage					
Mean Annual Wage					
Mean Wage RSE					

[1] If program tracks employment rates for its students, program data will be used. If not, data will be provided by the Office of Institutional Effectiveness, Planning, and Initiatives.

5. Discuss/comment on employment rates and median hourly wages.

Table 12. Transfer Student Headcount w/Gender Breakout (*TRANSFER ONLY*)

	First Year at SCC				
	2013-14	2014-15	2015-16	2016-17	2017-18
Students in Cohort	1,405	1,750	1,651	1,721	1,603
% Male	43%	42%	37%	28%	29%
% Female	56%	57%	55%	50%	50%
% Unknown	1%	1%	8%	22%	21%

Table 13. Transfer Student Performance at SCC (*TRANSFER ONLY*)

	First Year at SCC				
	2013-14	2014-15	2015-16	2016-17	2017-18
Students in Cohort	1,405	1,750	1,651	1,721	1,603
Avg. Course Grade	2.43	2.53	2.51	2.60	2.60
Avg. Cumulative GPA	2.60	2.67	2.71	2.76	2.77
150% Completion Rate	14%	18%	16%	20%	21%
Transferred w/Completion	47%	55%	54%	48%	48%
Transferred w/Completion or 45+ Credits	40%	46%	45%	41%	39%
Transferred 45+ Credits Only (No Completion)	30%	30%	32%	29%	26%

Table 14. Transfer Student Performance at 4-Year Institution (*TRANSFER ONLY*)

	First Year at 4-Year Institution				
	2013-14	2014-15	2015-16	2016-17	2017-18
Students who Transferred	177.00	216.00	196.00	260.00	268.00
100% Completion (2-Years)	17%	12%	19%	17%	19%
150% Completion (3-Years)	41%	35%	38%	43%	51%
200% Completion (4-Years)	55%	55%	52%	60%	64%

6. **Discuss/comment on transfer students' performance.**

   The data included here in tables 12, 13 and 14 aggregates both those students at SCC who take non-transfer classes with those who do not. In the future, it would be interesting to see the data for transfer students who take developmental Math classes. The overall numbers (students in cohort) have remained consistent with some ebbs and flows. It is noteworthy that students who completed their program/degree at SCC steadily increased from 14% to 21%. Also, across this time frame, students who transferred and their 150% completion rates at 4-year institutions have increased as well.
   A tie-in to this is the desire of the math department to better quantify the college-level completion rates of students who intend to complete college-level math but start at the non-transfer level.

Community Engagement

1. **Please attach your most recent Advisory Committee Self-Reflection or several documents that demonstrate review of academic programs by external stakeholders.**

   The math department regularly receives positive feedback from Counseling, Placement, SFCC partners, local high schools, and SBCTC. An example of the type of feedback we receive is included as Attachment 3.

2. **Describe how the Advisory Committee or other appropriate academic external stakeholders have made a positive impact on the program's curriculum.**

   Some department members participated in the College Spark Grants (transcript-based placement and corequisites). The SPARK grant work led to the development of pairing the following course as corequisites. Math 88/107, Math 88/146, Math 96/99 and Math 99/141 and the creation of MATH 46 as a corequisite specifically for MATH&146.
   The department was also involved with the NOYCE grant as the current department chair worked with Eastern Washington University faculty. All those programs have engaged in some work with either target transfer institutions or high schools.
   There is also the work that has been done by many math department faculty with the Dana Center and SBCTC in pathways redesign.

The math department is represented on the Spokane Area Regional Task Force in mathematics education by the department chair.

3. **Describe additional strategies that your program uses to connect with community stakeholders.**

   Participation in the College Spark Grants, specifically the placement grant, provided opportunities for faculty from our college and from area high school to learn and discuss what each does in the area of mathematics education. Many math faculty from SCC have participated in the Spokane Math Symposium hosted by SFCC. This was held through fall 2019 at SFCC but has not been held since then due to the pandemic. In addition, the math departments at SCC and SFCC have endeavored to hold joint department meetings.

College-wide Key Literacies, Equity, and Diversity

1. **Spokane Community College has five College-Wide Key Literacies: Applied Content, Communication (written and oral), Information, Quantitative, and Intercultural. Please describe how elements of these literacies are taught and assessed in your program.**

   The recent changes from college-wide abilities to literacies are being looked at by the department. Most of the literacies are relevant to the work done in non-transfer mathematics, but no formal assessment of these literacies is currently being done.

   Below are some notes related to how these literacies are taught in non-transfer mathematics courses.

   Applied Content Literacy – An integral component of all mathematics courses is the application of mathematical ideas to solving real-world problems. The level of incorporation increases throughout both the math literacy and B-STEM pathways.

   Communication Literacy – Various levels of written communication are required among non-transfer mathematics courses. In the math literacy pathway, many faculty use projects to encourage students to understand the importance of being able to communicate mathematical assumptions, processes, solutions, and interpretations effectively.

   Information Literacy – Although research related to content in non-transfer mathematics classes is not generally required, some math literacy faculty encourage students to read research to help prepare students for concepts in statistics.

   Quantitative Literacy – The math literacy pathway has traditionally spent time focused on the analysis and modeling of real-world data. The B-STEM pathway has been more algebra-intensive, but the importance of understanding the reasonableness of results is also emphasized.

   Intercultural Literacy – Concepts related to this have not been taught broadly in the non-transfer math pathways. Some concepts related to preparing students for statistics and Math in Society touch on this, but it is not a focus of non-transfer mathematics.

2. **Equity is a core value of Spokane Community College. Please describe efforts taken by your program to improve equity for all students.**

   The SCC Equity Dashboard shows significant equity gaps in "Earned College Math Credits (First Year)." Although this is not a direct measure of equity gaps in non-transfer mathematics, the length of non-transfer pathways and their impact on completion of college math is worth consideration. Of note are the low equity indices for part-time, running start, rural and BIPOC students contrasted with the high equity indices for Veterans, ABE, IBEST, and Workforce Transitions. Partnerships with ABE, shortening of the math pathways, and increased co-requisite options should help address some low equity scores. The addition of multiple measures placement as well as free and flexible placement through EdReady is intended to help address equity issues.
   Increased offering of multiple course modalities will also help address some of the equity issues related to veterans, rural students, working, and low-income students. Several faculty use OER or low-cost resources in their courses. Graphing calculators are available to be checked out from the library. Partnership with ABE has allowed the minimum cost option of ABE 18 for students to prepare for MATH 87 and MATH 91.

3. **Diversity is important to the success of students and the institution. Please describe your efforts to diversify your program. This can include students, faculty, staff, and/or curriculum.**

   The math department provides options and opportunities for all students but has not focused specifically on diversifying our student body. We have Running Start, Rural, BIPOC, refugee, traditional, veteran, LBGTQ+, non-traditional, and diverse other groups in our classes. Math is open to all.
   In our instruction, we use diverse modalities, methods, presentation styles, instructional techniques, and assessment techniques. Some instructors use Open Educational Resources and other low-cost options.
   Math/ABE collaboration facilitates the transition of ABE students into credit courses. We have used a variety of placement tools; Aleks PPL, MyMathTest, personal interviews with students, and the in-process implementation of EdReady to reduce barriers to entry.
   The department will continue to look at and discuss demographic data and equity issues in conjunction with success rates in our classes.

Attachment 1 – AA-DTA Distribution Area Learning Outcomes and Values Mapping

SCC Distribution Area		SCC Outcomes	Corresponding VALUE Outcome(s)	VALUE Outcome		Description
QSR	Q1	Recognize a problem and identify the information required to solve it.	V1	Interpretation	V1	Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
	Q2	Develop and apply appropriate algebraic models (e.g. numerical, graphical and symbolic) to obtain a solution to the problem.	V2	Representation	V2	Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)
	Q3	Explain the process of reasoning used to arrive at the solution.	V6	Calculation	V3	
				Application/analysis	V4	Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis
Mathematics	M1	Students are able to select, use, or develop an appropriate model including numerical, graphical, or symbolic representations.	V5	Assumptions	V5	Ability to make and evaluate important assumptions in estimation, modeling, and data analysis
	M2	Students use evidence or sound reasoning to justify a position or draw conclusions using appropriate terminology and symbolism.	V4	Communication	V6	Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)

Attachment 2 – Example of MATH 88 Distribution Area Outcome Assessment.
Part A: Data Collection

	Interpretation	Representation	Calculation	Application/ Analysis	Assumptions	Communication
Artifact 1	1	2	3	1	N/A	2
Artifact 2	2	2	1	2	N/A	2
Artifact 3	4	4	4	4	3	4

Attachment 2 – Example of MATH 88 Distribution Area Outcome Assessment.
Part B: Assignment
Name: _____
Mean, Median, Mode, Range, Standard Deviation, and z-scores Project Mathematics
Directions: Survey between 15 and 20 people. You may ask them any question that will result in your ability to find the mean, median, mode, range, and standard deviation of the data.
Some examples:
Their wake up time
Age
how many people in their immediate family
hours of TV they watch per day/week
hours spent on homework per day/week

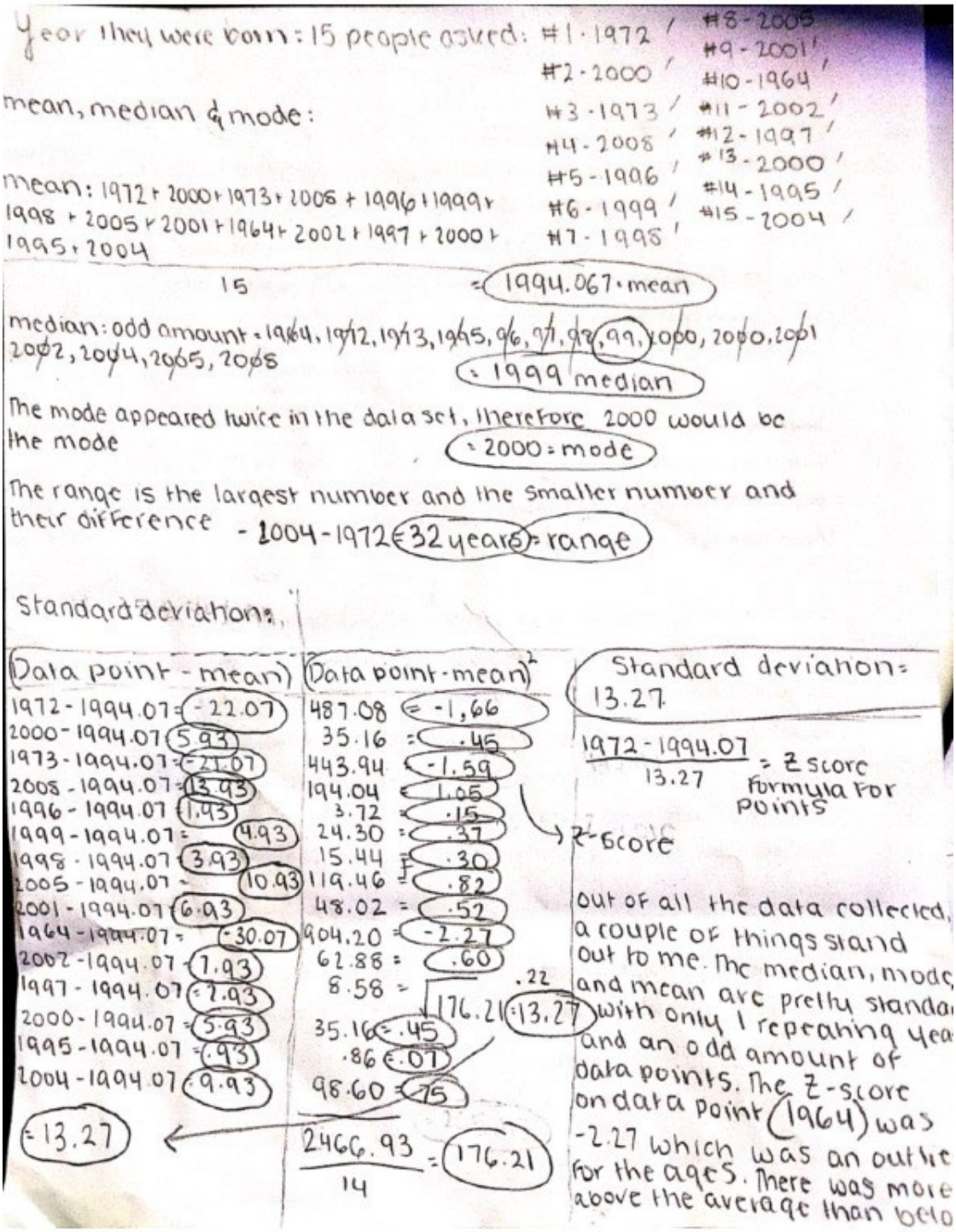
Your data must be organized, and you must have answers labeled, showing the mean, median, mode, range and standard deviation. Your standard deviation will be placed in a table, with headers including (data point – mean) and (data point – mean)^2. You will also show the sum of (data point – mean)^2, the division by n (your total number of data points), and the square root. DON'T ROUND UNTIL YOU TAKE THE SQUARE ROOT. Round your mean, standard deviation, and z-scores to 2 decimal places. You will need another table to show the z-scores and their calculations.

Finally, discuss/interpret the mean, standard deviation, and any unusual data points within the units you selected. Select one data points' z-score and interpret in the context of your data.

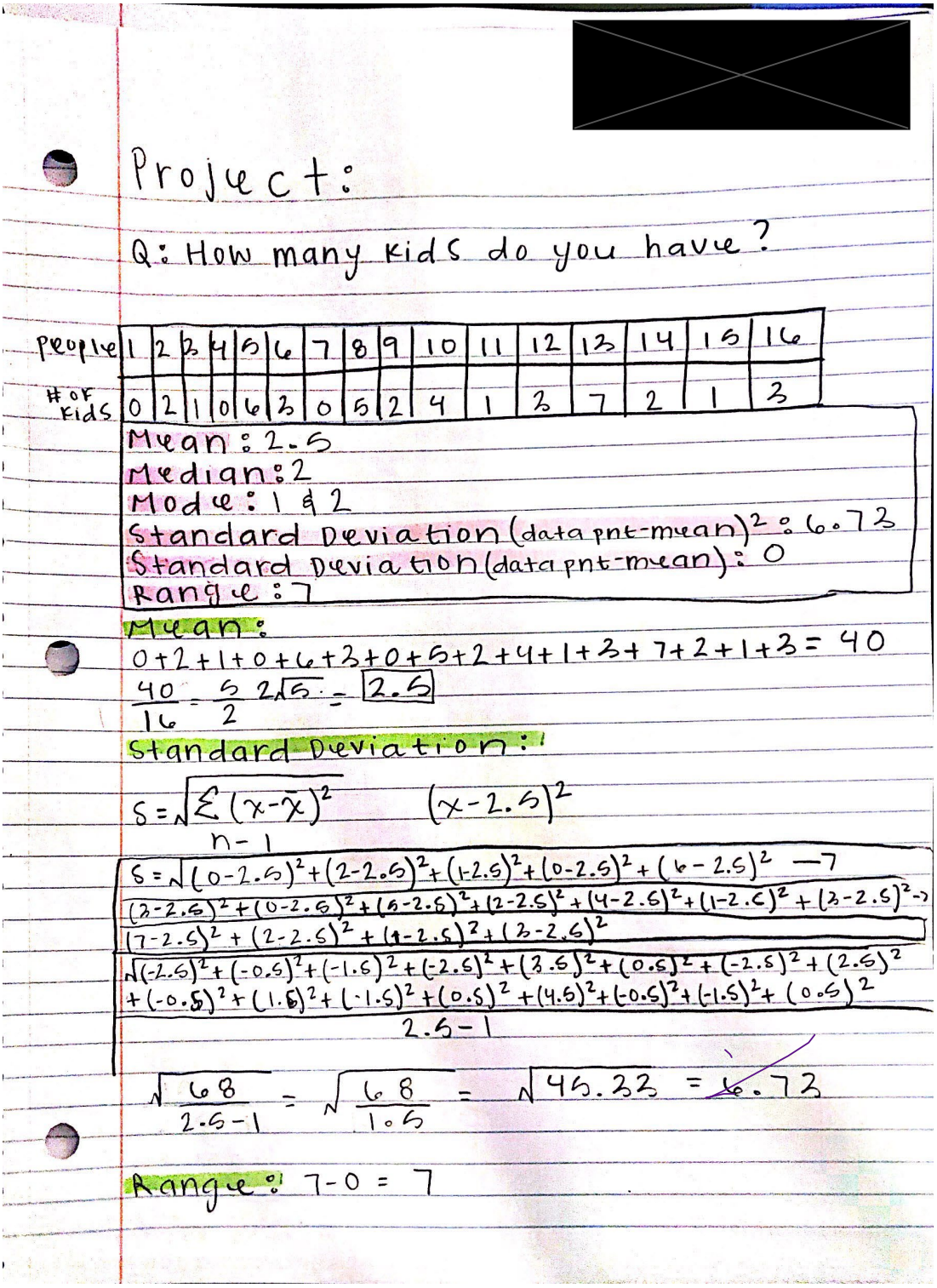
	5	4	3	2	0	Points Earned
Survey Data Collection	Surveyed at least 15 people and recorded the data.	Surveyed at least 13 people and recorded the data.	Surveyed at least 11 people and recorded the data.	Surveyed at least 10 people and recorded the data.		
Tables for Standard deviation and z-score	Neat and easy to read. Each column is labeled and all data are accounted for.	Neat and easy to read. 1 piece is missing	Neat and easy to read. 2 pieces are missing.	Hard to read. Missing 3 to 4 pieces of information.		
Mean & Median	Correctly found mean and median and showed work. Interpretations are correct.	Correctly found mean and median and didn't completely show work. Interpretations are correct.	Correctly found mean or median and showed work. Interpretations are correct.	Mean and median are incorrect, but you showed work. Interpretations are incorrect.		
Mode & Range	Correctly found mode and range and showed work.	Correctly found mode and range and didn't completely show work.	Correctly found mode or range and showed work.	Mode and range are incorrect, but you showed work		
Standard deviation & z-scores	Correctly found s.d and z-score and showed work. Interpretations are correct.	Correctly found s.d and z-score and didn't completely show work. Interpretations are correct.	Correctly found s.d or z-score and showed work. Interpretations are correct.	Both s.d and z-score are incorrect and showed work. Interpretations are incorrect.		
Data Display & Organization	Project is neat, free from errors and presented in an organized manner.	Project is neat and has a few errors and presented in an organized manner.	Project has many errors and/or presented in an unorganized manner.	Project has many errors, sloppy and unorganized.		

Total: _____ point x 2/60 = _____%

Attachment 2 – Example of MATH 88 Distribution Area Outcome Assessment.
Part C: Artifact 1



Attachment 2 – Example of MATH 88 Distribution Area Outcome Assessment.
Part D: Artifact 2



Project:

Q: How many kids do you have?

People	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
# of Kids	0	2	1	0	6	3	0	5	2	4	1	3	7	2	1	3

Mean: 2.5
Median: 2
Mode: 1 & 2
Standard Deviation (data pnt-mean)^2: 6.73
Standard Deviation (data pnt-mean): 0
Range: 7

Mean:

$0+2+1+0+6+3+0+5+2+4+1+3+7+2+1+3 = 40$

$\frac{40}{16} = \frac{5}{2}$ $2\frac{1}{2} = 2.5$

Standard Deviation:

$s = \sqrt{\frac{\sum (x-\bar{x})^2}{n-1}}$ $(x-2.5)^2$

$s = \sqrt{(0-2.5)^2+(2-2.5)^2+(1-2.5)^2+(0-2.5)^2+(6-2.5)^2+(3-2.5)^2+(0-2.5)^2+(5-2.5)^2+(2-2.5)^2+(4-2.5)^2+(1-2.5)^2+(3-2.5)^2+(7-2.5)^2+(2-2.5)^2+(1-2.5)^2+(3-2.5)^2}$

$\sqrt{(-2.5)^2+(-0.5)^2+(-1.5)^2+(-2.5)^2+(3.5)^2+(0.5)^2+(-2.5)^2+(2.5)^2+(-0.5)^2+(1.5)^2+(-1.5)^2+(0.5)^2+(4.5)^2+(-0.5)^2+(-1.5)^2+(0.5)^2}$

$2.5-1$

$\sqrt{\frac{68}{2.5-1}} = \sqrt{\frac{68}{1.5}} = \sqrt{45.33} = 6.73$

Range: $7-0 = 7$

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Standard Deviation $(x-\bar{x})$

$(0-2.5)+(2-2.5)+(1-2.5)+(0-2.5)+(6-2.5)+$
$(3-2.5)+(0-2.5)+(5-2.5)+(2-2.5)+(4-2.5)+$
$(1-2.5)+(3-2.5)+(7-2.5)+(2-2.5)+(1-2.5)+(3-2.5)$

$\sqrt{\frac{0}{2.5-1}} = \boxed{0}$

Z-Scores: $\frac{\text{observation-mean}}{SD}$

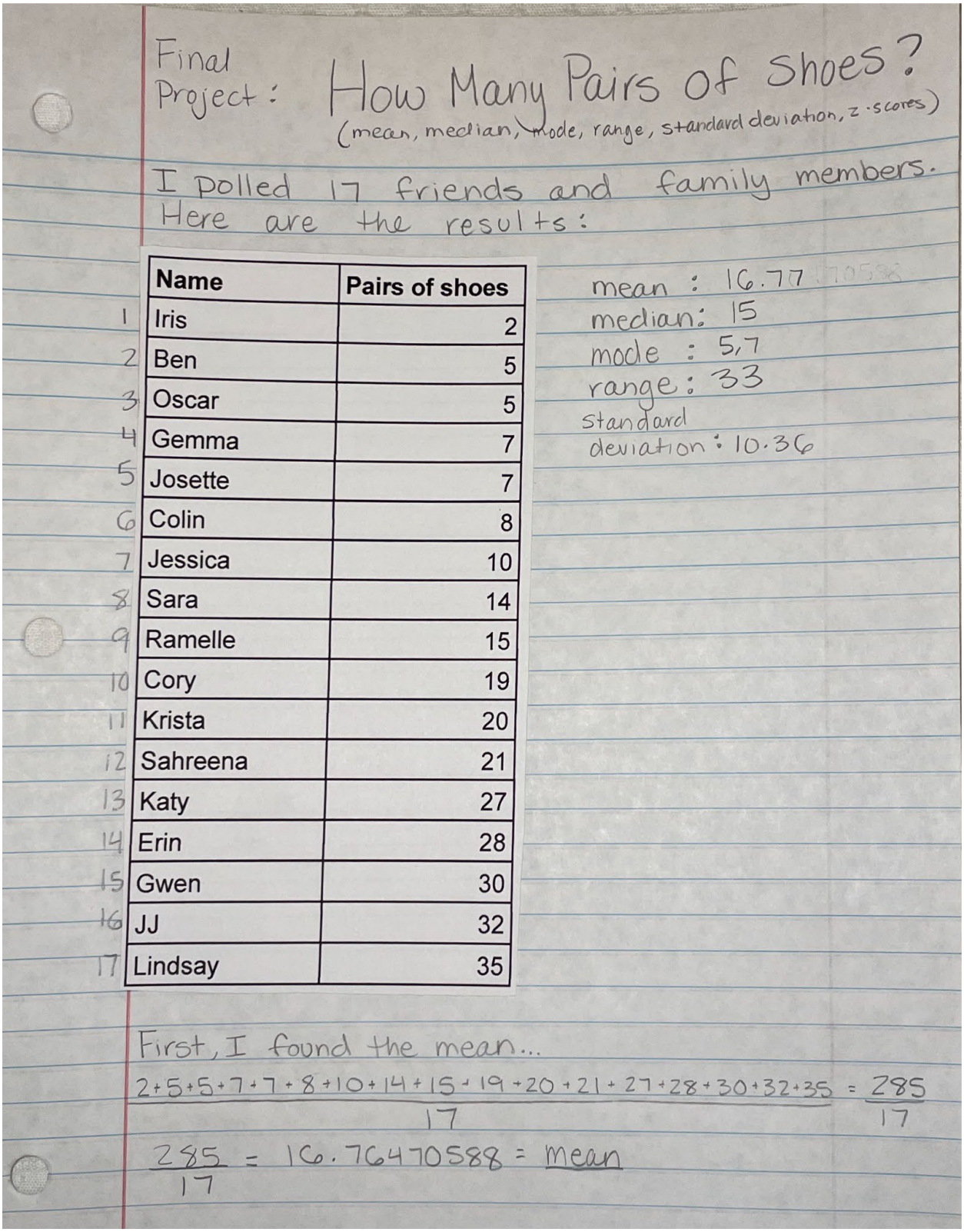
1:	$\frac{0-2.5}{6.73}$	$\frac{2-2.5}{6.73}$	$\frac{1-2.5}{6.73}$	$\frac{0-2.5}{6.73}$	$\frac{6-2.5}{6.73}$	$\frac{3-2.5}{6.73}$
	-0.37	-0.07	-0.22	-0.37	0.52	0.07
2:	$\frac{0-2.5}{6.73}$	$\frac{5-2.5}{6.73}$	$\frac{2-2.5}{6.73}$	$\frac{4-2.5}{6.73}$	$\frac{1-2.5}{6.73}$	$\frac{3-2.5}{6.73}$
	-0.37	0.37	-0.07	0.22	-0.22	0.07
3:	$\frac{7-2.5}{6.73}$	$\frac{2-2.5}{6.73}$	$\frac{1-2.5}{6.73}$	$\frac{3-2.5}{6.73}$		
	0.67	-0.07	-0.22	0.07		

1. My mean by adding each number of kids & divided by the total # or people I surveyed was 2.5. Fairly low because not many people had many kids!

2. My standard deviation came out as 0 from $(x-\bar{x})$. When I did $(x-\bar{x})^2$, the # was higher. Same goes, just not so many kids.

3. One of my z-scores was 0.52. That was the highest one. Many of them were negative due to the small numbers. Next time I would choose a survey that would give larger numbers.

Attachment 2 – Example of MATH 88 Distribution Area Outcome Assessment.
Part E: Artifact 3



Final Project: How Many Pairs of Shoes?
(mean, median, mode, range, standard deviation, z-scores)

I polled 17 friends and family members. Here are the results:

	Name	Pairs of shoes
1	Iris	2
2	Ben	5
3	Oscar	5
4	Gemma	7
5	Josette	7
6	Colin	8
7	Jessica	10
8	Sara	14
9	Ramelle	15
10	Cory	19
11	Krista	20
12	Sahreena	21
13	Katy	27
14	Erin	28
15	Gwen	30
16	JJ	32
17	Lindsay	35

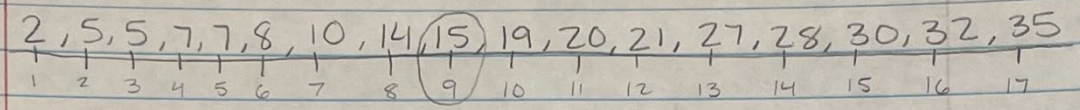
mean : 16.77
median: 15
mode : 5, 7
range: 33
standard deviation: 10.36

First, I found the mean...

$$\frac{2+5+5+7+7+8+10+14+15+19+20+21+27+28+30+32+35}{17} = \frac{285}{17}$$

$$\frac{285}{17} = 16.76470588 = \text{mean}$$

Next, I found the median by looking at the number line and finding the center.



15 is the median

Then, I looked for the most common numbers to find the mode. 5 and 7 both appear twice.

5, 7 is the mode

Next, I looked for the highest and lowest numbers to get the range.

highest: 35
lowest: 2

I subtracted the lowest number from the highest.

$$35 - 2 = 33$$

33 is the range

Now, I moved on to standard deviation.

$$\text{Standard deviation} = \sqrt{\frac{\Sigma (x - \text{mean})^2}{n}}$$

data point	(data point - mean)	(data point - mean)^2
2	-14.76470588	217.9965397
5	-11.76470588	138.4083044
5	-11.76470588	138.4083044
7	-9.76470588	95.34948092
7	-9.76470588	95.34948092
8	-8.76470588	76.82006916
10	-6.76470588	45.76124564
14	-2.76470588	7.643598603
15	-1.76470588	3.114186843
19	2.23529412	4.996539803
20	3.23529412	10.46712804
21	4.23529412	17.93771628
27	10.23529412	104.7612457
28	11.23529412	126.231834
30	13.23529412	175.1730104
32	15.23529412	232.1141869
35	18.23529412	332.5259516

Total of all (data point - mean)^2 added → 1823.058823

$$\text{Standard deviation} = \sqrt{\frac{1823.058823}{17}}$$

$$\text{Standard deviation} = \sqrt{107.2387543} = 10.35561463$$

Standard deviation = 10.36

$$\text{Z-score} = \frac{\text{data point} - 16.77}{10.36} =$$

data point	data point - mean	Z-score = $\frac{\text{data point - mean}}{\text{standard deviation}}$
2	-14.77	-1.43
5	-11.77	-1.34
5	-11.77	-1.34
7	-9.77	-0.94
7	-9.77	-0.94
8	-8.77	-0.85
10	-6.77	-0.65
14	-2.77	-0.27
15	-1.77	-0.17
19	2.23	0.22
20	3.23	0.32
21	4.23	0.41
27	10.23	0.99
28	11.23	1.08
30	13.23	1.28
32	15.23	1.47
35	18.23	1.76

I found it interesting that the mean (16.77) and median (15) were so close, but that the standard deviation was so large (10.36). I think this is because my range of data (33) points was so broad. If my data points had covered a less broad or if it had been more concentrated to one side, it would have been a less large standard deviation. However, having a 2 and a 35 gave me a huge spectrum of data points.

Because my standard deviation was so large, none of the data points were lower than -2.00 or higher than 2.00 therefore none were considered unusual.

I chose the data point 35 (Lindsay) to interpret. Because it was the highest number, I assumed that it would be unusual. It ended up having the most extreme z-score at 1.76, yet it was still in the normal range. This happened because the large standard deviation (10.36) in the context of a very broad span of data points. I was really surprised by this. If I had thrown away the highest and lowest data points, or even if it hadn't been part of the data initially, it would have been unusual.

Attachment 3: Feedback from External Stakeholders

Good Afternoon,

I hope this e-mail finds you healthy and energized for a new academic year. Last fall and winter, I had the absolute privilege of visiting each of the colleges in our system. My intention was to spend the month of March writing up my notes into a single anonymized report. The extraordinary changes that were necessitated to adjust to COVID-19 made this impossible. I have now, months later, completed the report and tried to include some brief notes about ways that the snapshots that formed my landscape analysis have been altered in this new space. The report is attached to this message and will be posted on the SBCTC Student Success Center website. I am so sorry that it has taken so long, and I hope that the delay has not decreased the usefulness of my observations.

This project has been an extraordinary learning opportunity for me personally, and I believe that my learning has helped me to support our colleges. Since my visit, I have had the pleasure of working with a large number of Spokane math faculty as part of the co-requisite learning community where twelve colleges are learning from each other as they implement or iterate their co-requisite mathematics courses, as active contributors in the Pre-Calculus workgroup where we are working to create common course descriptions for Math& 141 and 142, in the Rethinking Math Placement series of webinars, and in a number of stand alone learning opportunities.

When I came to visit, I was particularly impressed with how well traditional math faculty and Adult Basic Ed faculty were working together to provide a better experience for all students. This impression was further cemented at the Basic Skills summit that was held in Spokane on March 6th (right before everything closed down for COVID-19).

I was also excited to see how faculty had tried to use a blend of modalities in hybrid and high flex offerings to meet the needs of students. I am confident that this has served them well as we have moved to remote instruction.

Of course, I was also impressed with the experimentation that was happening and continues to happen with different co-requisite models.

Finally, I was excited to note that although the development of limited high school transcript placement had taken a huge amount of work, when COVID made in person testing impossible, Spokane was able to pull together and implement a directed self placement process in a very short amount of time.

I am hopeful that faculty will continue to find ways to innovate even in this difficult environment.

If you think it would be helpful to debrief about the report or Spokane in particular, I am happy to participate with you in a follow-up conversation.

Best,

[redacted]

[redacted] | Student Success Center Policy Associate
Pronouns: She/Her/Hers

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Program Review / Math (Non Transfer)

June 6, 2022

[redacted]

Highlights

- Collaboration within department
- Flexibility of offerings to students
- Equity-minded faculty
- Commitment to student success
- Placement w/ EdReady
- Corequisites

Concerns

- Making sure students have skills they need to be successful once they are placed into classes
- Lacking tutors
- Covid affected high school student learning
- Testing center
- Online classes preventing access for some students
- Classroom technology need to be updated

Action Items

- Review data around placement that was done for students, tracking progression through courses (faculty, Deans, IR)
- Explore potential for assessment coordinator. (faculty, Deans)
- Explore potential for placement coordinator. (faculty, Deans)
    - Review budget feasibility of coordinator positions (VPI)
- Determine how corequisites are shown and promoted within ctcLink (VPI, Dean)
- Continue work with Adult Ed to ensure correct sequencing (faculty)
- Create a definition for "success" (faculty & Adult Ed faculty)
- Ensure campus resources are accessible for students (VPI, Dean)
- Ensure scheduling for testing center is done at the start of the quarter (faculty)
- Explore possibility of Zoom test proctoring (VPI)
- Review distribution area outcomes (faculty)
- Consider options and further discussion for tutoring/embedded tutors/math lab (faculty, Dean)
- Communicate technology needs and required updates (faculty, Dean)

Program Review Action and Progress Plan

Program: Math (Non-Transfer)	Date of Review: June 6, 2022
Division: Arts & Sciences	Follow Up Report Due:

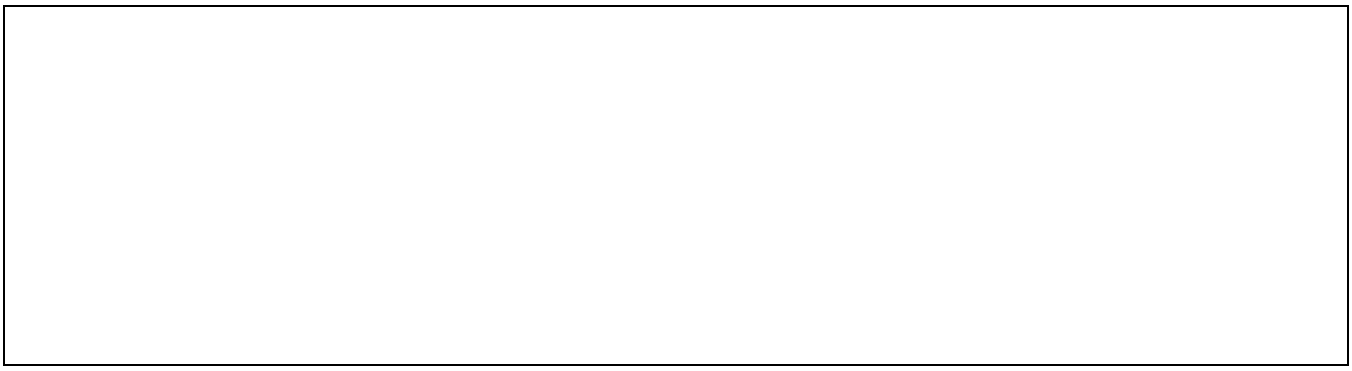
FINDINGS

Strengths	Concerns
• Collaboration within department • Flexibility of offerings to students • Equity-minded faculty • Commitment to student success • Placement w/ EdReady • Corequisites	• Making sure students have skills they need to be successful once they are placed into classes • Lacking tutors • Covid affected high school student learning • Testing center • Online classes preventing access for some students • Classroom technology need to be updated

ACTION PLAN TO ADDRESS CONCERNS AND MAINTAIN QUALITY OF PROGRAM

Action Item	Results
Review data around placement that was done for students, tracking progression through courses (faculty, Deans, IR)	
Explore potential for assessment coordinator. (faculty, Deans)	
Explore potential for placement coordinator. (faculty, Deans)	
Review budget feasibility of coordinator positions (VPI)	
Determine how corequisites are shown and promoted within ctcLink (VPI, Dean)	
Continue work with Adult Ed to ensure correct sequencing (faculty)	
Create a definition for “success” (faculty & Adult Ed faculty)	
Ensure campus resources are accessible for students (VPI, Dean)	
Ensure scheduling for testing center is done at the start of the quarter (faculty)	
Explore possibility of Zoom test proctoring (VPI)	
Review distribution area outcomes (faculty)	
Consider options and further discussion for tutoring/embedded tutors/math lab (faculty, Dean)	
Communicate technology needs and required updates (faculty, Dean)	

FOLLOW-UP: What else needs to be addressed?



Spokane Community College					
Division/Department/Program	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
Adult Basic Education					
ABE/GED			X		
HSC/HS+				X	
Career Transitions		X			
English as a Second Language (ESL)		X			
PACE/SEER		X			
Skilled Trades Program		X			
Arts & Sciences					
English and Foreign Languages					
English - College Level Writing & Developmental English Composition					X
English - College Level Literature and Electives					X
Foreign Language					X
Communication Studies					
Communication Studies	X				
Humanities					
Art					X
Drama, Film, & Humanities				X	
Music				X	
Philosophy			X		
Social Sciences					
History, Anthropology & Geography					X
Political Science & Education					X
Psychology					X
Sociology					X
Mathematics					
Mathematics - College Level			X		
Mathematics - Non Transfer				X	
Sciences					
Life Sciences			X		
Chemistry		X			
Geology					X
Physics & Astronomy					X
Tutoring					
Tutoring		X			
Athletics and Physical Eduation					
Physical Education & Health					X
Business, Hospitality and Information Technologies					
Business and Management					
Accounting Assistant/Clerk		X			
Business DTA			X		

Spokane Community College					
Division/Department/Program	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
Management AAS and Marketing AAS	X				
Business General (AAS)	X				
Paralegal					X
Business Technology					
Administrative Office					X
Health Information Management*		X			
Medical Office				X	
Legal Office	X				
Computer Information Systems					
Network Design and Administration				X	
Software and Web Development				X	
Hospitality Careers					
Culinary Arts*			X		
Hotel & Restaurant Management (AAS)	X				
Hospitality, Tourism, and Event Management Certificate		X			
Professional Baking Certificate	X				
Extending Learning & Workforce Initiatives					
ACT 2			X		
Apprenticeship		X			
Avista Utility Construction Pre-Apprenticeship					
AJAC Certificates/Apprenticeship - Industrial Maintenance Mechanic, Aerospace Apprenticeship, Precision Metal Fabrication		X			
Multi-Occupational Trades AAS		X			
Corrections - ABE Business					
Corrections - HVAC			X		
Corrections - Machinng				X	
Corrections - Upholstery			X		
Corrections/Aerospace Composite Technician					
Library	X				
Parent Ed					
Rural Centers	X				
Health and Environmental Sciences					
Allied Health					

Spokane Community College					
Division/Department/Program	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
Dental Assistant*					X
Diagnostic Medical Sonography*		X			
EFDA*		X			
Invasive Cardiovascular Technology*	X				
Medical Assistant*					X
Noninvasive Cardiovascular Technology*			X		
Pharmacy Technician*		X			
Radiology Technology*			X		
Respiratory Care*	X				
Surgical Technology*			X		
Vascular Technology*				X	
Nursing					
Nursing*			X		
Environmental Science					
Agriculture Business			X		
Greenhouse/Nursery/ Landscape Management					X
Natural Resources*	X				
Water Resources	X				
Technical Education					
Applied Education		X			
Aviation Maintenance					X
Cosmetology					X
Diesel/Heavy Duty Equipment		X			
Electronics/Biomedical			X		
Electrical Maintenance and Automation	X				
HVAC/Refrigeration					X
Hydraulic & Pneumatic Automation					X
Machining/CNC Technology	X				
Welding and Fabrication Technology					X
Automotive					
Automotive Technology	X				

Spokane Community College					
Division/Department/Program	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
Automotive: T-Ten	**X**				
Automotive Collision and Refinishing	**X**				
Engineering and Architecture					
Architectural Technology				**X**	
CAD Design and Drafting (also includes Mechanical Design Technology)	**X**				
Public Safety					
Criminal Justice/Corrections					**X**
Fire Science					**X**

***Accredited by an external agency/organization recognized by the DoE and/or CHEA.**

Instructional Program Review
2022-2023

[Name of Program]

Community Colleges of Spokane
Spokane Community College

What is a Program Review process?

Program review is a reflective process that focuses on continuous improvement of instruction and learning. A systematic program review process provides faculty and administration an opportunity to engage in a collegial dialog about the program's quality, current state, and future direction.

What is the purpose of a Program Review process?

Program review provides a department-wide discussion for faculty to analyze the quality of their program as a whole, to affirm ways that the program is working well, and to implement improvements. It also helps inform and justify decisions about allocating resources including space, equipment and materials, and faculty positions.

Program review is intended to:

- Improve the quality of the instructional programs offered by SCC
- Guide changes in curriculum, pedagogy, and faculty development to meet the needs of students and the community.

Program review is NOT:

- Used to evaluate faculty performance
- Used to eliminate programs/departments

Scope

At Spokane Community College, the program review process applies to all instructional areas including instructional support.

Frequency of Program Review

Programs shall conduct program review on a five-year rotating cycle.

Definition of "Program"

For the purpose of program review, a "program" in transfer shall be defined as follows:

- By department or discipline, as determined by faculty and dean

Process and Timeline

The program review process is overseen and coordinated by the Vice President of Instruction (VPI). The process begins fall quarter and ends spring quarter.

The review process for completed documents is as follows:

1. Faculty complete the document using the information in the SCC Instructional Program Review Suite
2. Faculty submit completed document to department chair and dean to review
3. Dean submits report to the Vice President of Instruction to review
4. Vice President of Instruction holds summary meeting with faculty, department chair, and dean to discuss results and action plan

Instructions

All sections of the program review document should be completed by department/program faculty as a group. The document should be submitted to the dean for review before March 17th. The Dean will request changes, if needed, and the final document should be provided by the Dean to the Vice President of Instruction before March 27th. The Vice President of Instruction and Dean will meet with program representatives in April or May to discuss the review and create an action plan.

Executive Summary

1. **List and discuss major strengths for the department/program. Include evidence or data to support what is listed.**

   Click here to enter text.

2. **List and discuss major concerns of the department/program. Include evidence or data to support what is listed.**

   Click here to enter text.

3. **Identify specific steps to address areas of concerns.**

   Click here to enter text.

4. **What are the most important actions that need to be taken to maintain the current level of quality of the department/program?**

   Click here to enter text.

5. **Describe any plans to advance the department/program.**

   Click here to enter text.

6. **Describe how action items from the previous 5-year review were addressed. Include any remaining actions items and plans to address them.**

   Click here to enter text.

Description of Program

1. **Description of instructional program, transfer discipline, or academic area. Please attach program map.**

   Click here to enter text.

2. **List any degrees and certificates offered by the program.**

   Click here to enter text.

3. **Describe how the instructional program supports the Mission, Vision, and Values of Community Colleges of Spokane:**
   a. **Mission: To provide all students an excellent education that transforms their lives and expands their opportunities.**
   b. **Vision: Providing the best community college experience in the Northwest.**
   c. **Values: Students First | Access | Excellence | Integrity | Leadership | Responsiveness | Stewardship**

   Click here to enter text.

Program Enrollment

The department/program data in Tables 1 and 2 will be provided by the Office of Institutional Effectiveness, Planning, and Initiatives.

Table 1. Enrollment Trends

	2017-18	2018-19	2019-20	2020-21	2021-22
Annual FTES					
Annual FTES – Running Start					
Annual Enrollment					
Annual Enrollment – Running Start					
Annual Student-Faculty Ratio					

Table 2. Student Demographics

	2017-18	2018-19	2019-20	2020-21	2021-22
Annual Unduplicated Headcount					
By Enrollment Status					
% New					
% Continuing					
By Gender					
% Female					
% Male					
% Unknown					
By Race/Ethnicity					
% White					
% Asian					
% HU Minority					
% Unknown					
By Enrollment Type					

% Face-to-Face					
% eLearning					
% Both F2F and eLearning					

1. **Discuss enrollment trends in your department/program.**
   Click here to enter text.

Program Curriculum

The department/program data in Tables 3 and 4 are provided by the Office of Institutional Effectiveness, Planning, and Initiatives. Data in Table 5 are provided by the Curriculum Specialist.

Table 3. List of program courses and sections offered (Five Year Trend)

Course	2017-18	2018-19	2019-20	2020-21	2021-22

Table 4. Course Fill Rates (Five Year Trend)

Course	2017-18	2018-19	2019-20	2020-21	2021-22

Table 5. Success by Modality (Five Year Trend)

Modality	2017-18	2018-19	2019-20	2020-21	2021-22

Table 6. List of program course prerequisites

Course	Pre-requisite

1. **Describe program efforts to provide multiple course scheduling and delivery options (day, evening, online).**

   Click here to enter text.

2. **How are program courses pre-requisites reviewed and assessed regularly for relevance?**

   Click here to enter text.

3. **How does the program ensure consistent success rates on the first attempt between classes offered face-to-face versus online and what is the data that supports this?**

   Click here to enter text.

Program Faculty and Staff

1. **Number of full-time faculty:**

   Click here to enter text.

2. **Average number of adjunct faculty teaching per quarter:**

   Click here to enter text.

3. **Describe any issues related to securing qualified faculty for your department/program.**

   Click here to enter text.

4. **Number and type of support staff related to your department/program:**

   Click here to enter text.

5. **Describe issues related to support staff:**

   Click here to enter text.

Professional Development and Instructional Support Services

1. **Describe any unmet professional development needs among faculty, and outline plans to address those needs.**

   Click here to enter text.

2. **What additional programming through the TLC (Teaching and Learning Center) would help your department/program support prospective and current students?**

   Click here to enter text.

3. **What additional assistance from enrollment & onboarding advisors/counseling services would help your department/program support prospective and current students?**

   Click here to enter text.

4. **What additional tutoring services would help your department/program support prospective and current students?**

   Click here to enter text.

5. **What additional library services would help your department/program support prospective and current students?**

   Click here to enter text.

6. **Do library resources and services meet program needs?**

   Click here to enter text.

7. **What resources should be removed from the library collection?**

   Click here to enter text.

8. **What additional library resources are needed to support students and faculty?**

   Click here to enter text.

9. **What information literacy instruction exists within the program? Are there opportunities for library partnerships or support?**

   Click here to enter text.

10. **What additional IT services or technology support would help your department/program support prospective and current students?**

    Click here to enter text.

11. **What additional instructional support services are needed?**

    Click here to enter text.

Program Support (Facilities and Budget)

1. **Are current facilities (classrooms, labs, offices) adequate to support the department/program?**

   Click here to enter text.

2. **Are current facilities (classrooms, labs, offices) safe?**

   Click here to enter text.

3. **Are the lighting, heating, and ventilation in classrooms, labs, and offices used by the department/program sufficient?**

   Click here to enter text.

4. **Is the operating budget sufficient to support the department/program? (Check in with your dean regarding budget information.)**

5. **Are the supplementary budgets (lab fees, coop fees) sufficient to support the department/program? (Check in with your dean regarding budget information.)**

   Click here to enter text.

Learning Outcomes

1. **Please list and attach current program learning outcomes and curriculum maps.**

   Click here to enter text.

2. **Describe the process by which the department/program identifies, measures, and evaluates student learning outcomes at the department/program level.**

   Click here to enter text.

3. **Describe the process by which department/program improvements are made as a result of student learning outcomes assessment and provide evidence that this process is being followed.**

   Click here to enter text.

4. **Please attach your program's most recent program learning outcomes assessment activity.**

Student Success/Outcomes

The department/program data in Tables 6-10 and Table 12 are provided by the Office of Institutional Effectiveness, Planning, and Initiatives. The department/program data in Table 11 is provided by the Office of Institutional Research.

Table 7. Course Completion Rates[1] by Quarter

	2017-18				2018-19				2019-20				2020-21				2021-22			
Course	U	F	W	S	U	F	W	S	U	F	W	S	U	F	W	S	U	F	W	S

[1] Course completion rates are calculated using a 2.0 GPA or higher unless the Office of Institutional Effectiveness, Planning, and Initiatives is notified that a different cut-off grade should be used for the department/program. U = Summer, F = Fall, W = Winter, S = Spring

Table 8. Average Course Completion Rates by Year

	2017-18	2018-19	2019-20	2020-21	2021-22
Avg. (all courses)					

1. **Discuss course completion rates.**

   Click here to enter text.

2. **Does the department/program have any predictive courses (previously called "gatekeeper" courses)? Identify predictive courses and strategies for student success in those courses.**

   Click here to enter text.

Table 9. 150% Program Completion Rates[1] (*WORKFORCE ONLY*)

Program Name: <Insert Here>	First Year in Program				
	2014-15	2015-16	2016-17	2017-18	2018-19
Headcount of Students					
Completed Primary Plan within 150% Time					
Completed Any Plan in Program within 150% Time					

[1] 150% completion rates are calculated for degree/certificate completers and "work-force" ready completers.

3. **Discuss three-year program completion rates.**

   Click here to enter text.

Table 10. Number of Degrees and Certificates Conferred (*WORKFORCE ONLY*)

Degree/Certificate	2017-18	2018-19	2019-20	2020-21	2021-22
Degree					
Certificate					

4. **Discuss annual degree or certificate completions.**

   Click here to enter text.

Table 11. Estimated Employment Outlook for Spokane/Spokane Valley Metropolitan Area[1] (*WORKFORCE ONLY*)

Occupational Title: <Insert Here>	Calendar Year				
	2017	2018	2019	2020	2021
Est. Employed					
Employment RSE					
Emp. Per 1,000 Jobs					
Location Quotient					
Mean Hourly Wage					
Mean Annual Wage					
Mean Wage RSE					

[1] If program tracks employment rates for its students, program data will be used. If not, data will be provided by the Office of Institutional Effectiveness, Planning, and Initiatives.

Table 12. Estimated Employment Outlook for State of Washington[1] (*WORKFORCE ONLY*)

Occupational Title: <Insert Here>	Calendar Year				
	2017	2018	2019	2020	2021
Est. Employed					
Employment RSE					
Emp. Per 1,000 Jobs					
Location Quotient					
Mean Hourly Wage					
Mean Annual Wage					
Mean Wage RSE					

[1] If program tracks employment rates for its students, program data will be used. If not, data will be provided by the Office of Institutional Effectiveness, Planning, and Initiatives.

5. Discuss/comment on employment rates and median hourly wages.

Click here to enter text.

Table 13. Transfer Student Performance at SCC (*TRANSFER ONLY*)

	First Year at SCC				
	2014-15	2015-16	2016-17	2017-18	2018-19
Students in Cohort					
Avg. Course Grade					
Avg. Cumulative GPA					
150% Completion Rate					
Transferred w/Completion					
Transferred w/Completion or 45+ Credits					
Transferred 45+ Credits Only (No Completion)					

Table 14. Transfer Student Performance at 4-Year Institution (*TRANSFER ONLY*)

	First Year at 4-Year Institution				
	2014-15	2015-16	2016-17	2017-18	2018-19
Students who Transferred					
100% Completion (2-Years)					
150% Completion (3-Years)					
200% Completion (4-Years)					

6. Discuss/comment on transfer students' performance.

Click here to enter text.

Community Engagement

1. **Please attach your most recent Advisory Committee Self-Reflection or several documents that demonstrate review of academic programs by external stakeholders.**

   Click here to enter text.

2. **Describe how the Advisory Committee or other appropriate academic external stakeholders have made a positive impact on the program's curriculum.**

   Click here to enter text.

3. **Describe additional strategies that your program uses to connect with community stakeholders.**

   Click here to enter text.

College-wide Key Literacies, Equity, and Diversity

1. **Spokane Community College has five College-Wide Key Literacies: Applied Content, Communication (written and oral), Information, Quantitative, and Intercultural. Please describe how elements of these literacies are taught and assessed in your program.**

   Click here to enter text.

2. **Equity is a core value of Spokane Community College. Please describe efforts taken by your program to improve equity for all students.**

   Click here to enter text.

3. **Diversity is important to the success of students and the institution. Please describe your efforts to diversify your program. This can include students, faculty, staff, and/or curriculum.**

   Click here to enter text.

Spokane Community College
[Program Name]
Program Learning Outcomes

Table 1. Learning Outcomes

Learning Outcomes	Courses													

LEVELS OF MASTERY: "**I**" = Students are *introduced* to the outcome. "**R**" = The outcome is *reinforced,* and the students afforded opportunities to *practice*. "**M**" = Students have had sufficient practice and can now demonstrate *mastery*. "**A**" = Students' mastery of outcome is *assessed* with evidence collected.

Table 2. College-wide Key Literacies

Learning Outcomes from Table 1	COLLEGE-WIDE KEY LITERACIES				
	Communication (Written and Oral)	Information	Quantitative	Intercultural	Applied Content

COLLEGE-WIDE KEY LITERACIES: Please check mark which each key literacies, within the learning outcome, best supports the college-wide key literacies. Check all that apply.

Definitions + performance indicator examples, next page

College-wide Key Literacy Definitions & Performance Indicator Examples:

Communication*: Students will develop the ability to create meaning and make connections between themselves and their audience, incorporating awareness of the social nature of communication, including, but not limited to, the impact of, ethnicity, age, culture, gender, sexual orientation, and ability on communication styles and results. Students will learn to listen, read, speak, and write effectively using a variety of mediums and modalities.*

Performance Indicator Examples:
Defend; Discuss; Show; Demonstrate; Examine; Explain

Information*: Students will develop knowledge and abilities allowing them to identify, locate, and evaluate information pertaining to the problem under consideration. Students will learn how to responsibly research, use, share, and produce accurate, relevant information gleaned through skilled research methods.*

Performance Indicator Examples:
Distinguish; Demonstrate; Interpret; Differentiate; Examine; Evaluate

Quantitative*: Students will develop and expand their ability to understand numeric information through the gathering, examination, modeling, manipulation, analysis, interpretation, and representation of quantitative and/or scientific data.*

Performance Indicator Examples:
Formulate; Interpret; Synthesize; Explain

Intercultural*: Students will develop an intersectional understanding of modern social realities, which will help enable effective participation and communication in cross-cultural professional, academic, and social settings. This may include, but is not limited to, biological sex, gender identity, socio-economic status, race, sexual orientation, religion, country and culture of origin, and political stance.*

Performance Indicator Examples:
Discuss; Demonstrate; Interpret; Analyze; Explain

Applied Content*: Students will develop knowledge, skills, and abilities in all transfer distribution areas or program elements/areas. Students will build a foundation of information relevant to their program or focus of study while increasing knowledge and competency in their chosen field.*

Performance Indicator Examples:
Recognize; Apply; Demonstrate; Interpret; Relate; Describe; Explain; Interpret

Program Review: Assessing Learning Outcomes & Navigating the Program Review Process

SCC's Teaching & Learning Center and SLAC
February 21, 2023

Overview

Purpose: to provide you with tools, resources, & time to work on identifying and collecting evidence of assessment of program/distribution area learning outcomes.

Task:

-Review the "what and why" of program/distribution area learning outcomes

-Overview the "how" of completing the form and collecting evidence of PLO/DA assessment for Program Review

Criteria for Success:

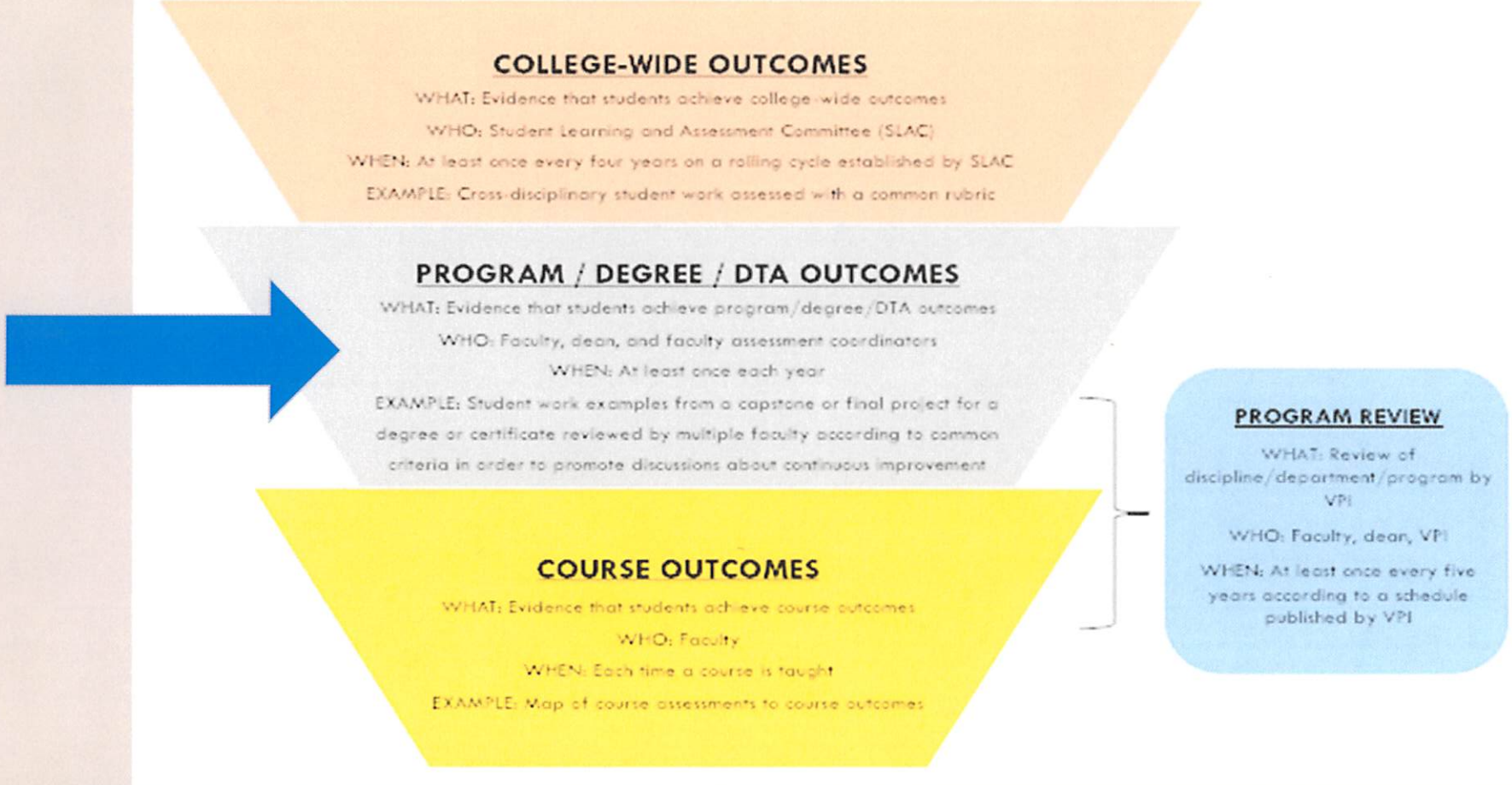
-Leave with a stronger understanding of program/distribution area learning outcome assessment

-Create an action plan to continue work after this workshop

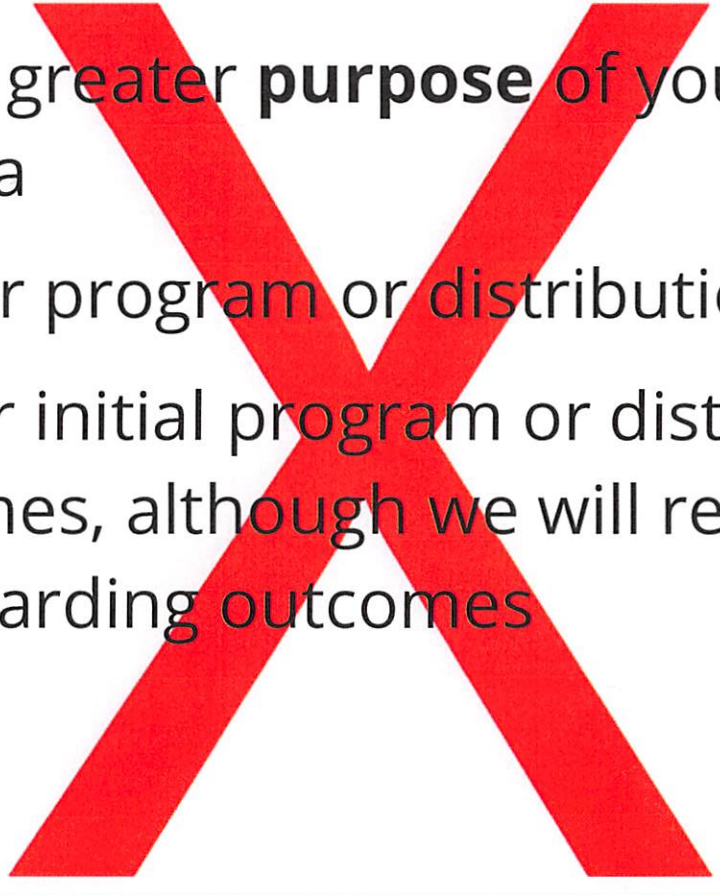
Agenda

1. Review the "why and what" of Program/Distribution Area Outcomes
2. Go through the Program Review Form sections specific to outcomes assessment, addressing the "how" of:
    - Using Curriculum Maps
    - Developing Your Assessment Process
    - Mapping Your Program/Distribution Area Outcomes to College-Wide Outcomes
    - Using Examples from Colleagues to Guide Your Work

Review: Assessment Levels at SCC



What today is NOT



. . . defining the greater **purpose** of your program or distribution area

. . . creating your program or distribution area **description**

. . . writing your initial program or distribution area learning outcomes, although we will review some general information regarding outcomes

What today is!

Reviewing the Program Review Form and discussing the process of assessing your Program or Distribution Area Learning Outcomes

Why: Outcomes Assessment

- Accreditation
- Faculty Responsibility
- Supports Program Review & Program Improvement

What: Outcomes Assessment

Expected learning outcome statements describe:

- What programs/distribution areas want students **to know** at the end of the program/DTA

  -AND-

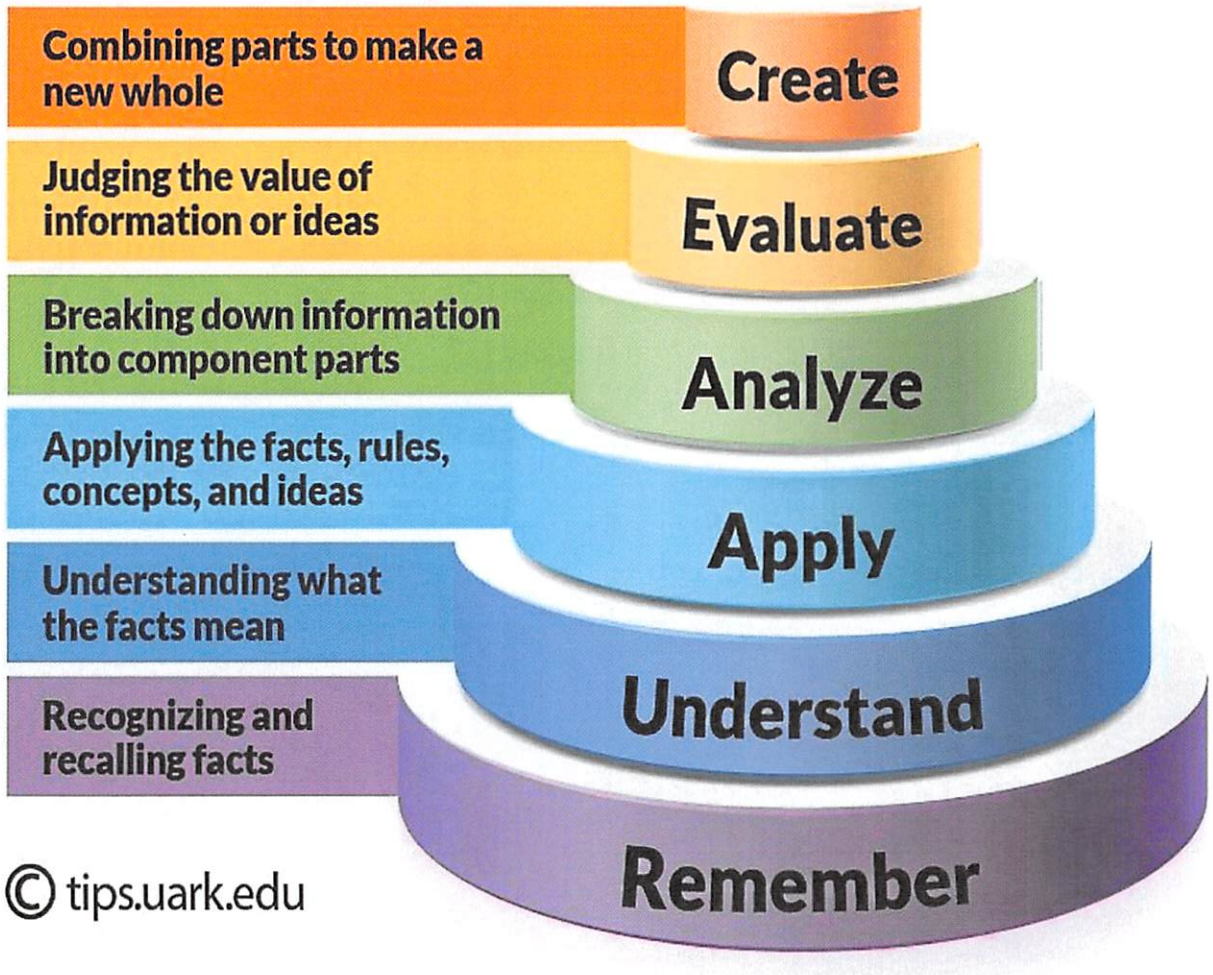
- What programs/distribution areas want students **to be able to do** at the end of the program/DTA.

What: Outcomes Characteristics

Learning outcomes have three major characteristics:

1. They specify an action by the student that is **observable**
2. They specify an action by the student that is **measurable**
3. They specify an action that is **done by the student** (rather than by the faculty member)

Effectively developed learning outcomes statements need all three of these characteristics



Bloom's Taxonomy

Accessed at https://tips.uark.edu/using-blooms-taxonomy/#

Differences Between Course, Program, & College-wide Key Literacies

- Course Learning Outcome:
  - *Understand abnormal arterial and venous blood flow characteristics and the results of abnormal physiology states. (VASC 132)*
  - *Perform diagnostic examinations tailored to the clinical question. (VASC 272)*
- Program Learning Outcome:
  - *Quantitate, subjectively evaluate, and interpret data collected to assist the physician in arriving at a diagnosis.*
- College-wide Key Literacy:
  - *Quantitative Literacy*

How: Using the Program Review Form

Turn to section specific to Program/Distribution Area Outcomes

HOW: Using Curriculum Maps

HOW: Curriculum Map Example #1

Learning Outcomes	VASC100	VASC112	VASC116	VASC117	VASC125	VASC213	VASC122	VASC123	VASC124	VASC126	VASC127	VASC133	VASC135	VASC131	VASC132	VASC134	VASC136	VASC138	VASC139	VASC140	VASC141	VASC142	VASC143	VASC144	VASC251	VASC252	VASC253	VASC254	VASC255	VASC256	VASC262	VASC272
Perform high quality vascular tests on patients, while tailoring the examinations to bring out abnormalities present.		I			I		I, R					I, R	R			R						R	R M	R M	R M		R M			R	M A	A
Develop skill in performing indirect and direct vascular imaging and Doppler assessment in all areas of the body.		I	I	I	I	I	I, R	R	R	R	R	R	R			R						R	R M	R M	R M		R M			R	M A	A
Quantitate, subjectively evaluate, and interpret data collected to assist the physician in arriving at a diagnosis.			I	I	I	I	I, R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R M	R M	R M	R	R M		R	R	M A	A
Develop clinical understanding of the anatomy, physiology, pathology, diagnosis, and treatment of the major vascular diseases and disorders.		I					I, R	R	R	R	R	R		R	R	R	R	R	R	R		R	R M	R M	R M	R	R M		R	R	M A	A
Communicate effectively in a professional manner with physicians, patients, and members of the healthcare team.	I					I	R					R		R	R	R			R	R		R	R M	R M	R M	R	R M	R M		R	M A	A

LEVELS OF MASTERY: "**I**" = Students are *introduced* to the outcome. "**R**" = The outcome is *reinforced* and the students afforded opportunities to *practice*. "**M**" = Students have had sufficient practice and can now demonstrate *mastery*. "**A**" = Students' mastery of outcome is *assessed* with evidence collected.

How: Curriculum Map Example #2

Spokane Community College
AA DTA: Mathematics/Science, Group A
Program Learning Outcomes

Learning Outcomes	MATH& 107	MATH& 141	MATH& 142	MATH& 146	MATH& 148	MATH& 151	MATH& 152	MATH& 153	MATH 201	MATH 211	MATH 212	MATH& 254
Students are able to select, use, or develop an appropriate model including numerical, graphical, or symbolic representations.	IRM	IRM	IRM	IRM	IRM	IRM	IRM	IRM	IRM	IRM	IRM	IRM
Students use evidence or sound reasoning to justify a position or draw conclusions using appropriate terminology and symbolism.	IRM	IRM	IRM	IRM	IRM	IRM	IRM	IRM	IRM	IRM	IRM	IRM

LEVELS OF MASTERY: "I" = Students are *introduced* to the outcome. "R" = The outcome is *reinforced* and the students afforded opportunities to *practice*. "M" = Students have had sufficient practice and can now demonstrate *mastery*. "A" = Students' mastery of outcome is *assessed* with evidence collected.

HOW: Developing Your Assessment Process

How: Step by Step Process

1. Select the Program/Distribution Area Outcome you will assess
2. Identify the course(s) you will use to assess that outcome
3. Identify what student artifact you will use to assess the outcome
4. Decide how you will evaluate the student work
5. Gather and evaluate sample student work
6. Aggregate and analyze results
7. Decide how you will use the results

HOW: Step by Step Process using the Program Review Addendum

HOW: Mapping Up to College-Wide Key Literacies

Spokane Community College has five College-Wide Key Literacies: Applied Content, Communication (written and oral), Information, Quantitative, and Intercultural. Please describe how elements of these literacies are taught and assessed in your program.

HOW: Using Examples from Colleagues

Going Forward: Action Plan

WHO are the additional stakeholders who should be involved in this process?

WHEN is your intended due date for next steps?

WHAT additional resources do you need to complete this work?

MORE HELP NEEDED?

Drop-In Support for Program and Distribution Area Learning Outcomes

WORKSHOP #4: Feb. 23, 2:30 – 4:00

Program Review: Assessing Learning Outcomes & Navigating Program Review Process (Drop-in Work Time)

WORKSHOP #5: March 7th, 2:30 4:00

Navigating SCC's Curriculum Committee Process

Stop by the TLC in-person or through Zoom to ask questions,

work with colleagues, or get feedback

SCC's Student Learning & Assessment Committee and
Teaching and Learning Center present:

Course & Program/Distribution Area Learning Outcomes Series

Winter Quarter 2023

TLC (1-G210) or Zoom: https://ccs-spokane.zoom.us/j/87385479857?pwd=ZFdydVU3WXBKMVpOMXVSTFliVGIwUT09

WORKSHOP #1: January 31st, 2:30-4:00 pm

Creating or improving your course student learning outcomes

WORKSHOP #2: February 7th, 2:30-4:00 pm

Aligning your assignments with your course student learning outcomes

WORKSHOP #3: February 21st, 2:30-4:00 pm

Program review: assessing learning outcomes & navigating the program review process (overview)

WORKSHOP #4: February 28th, 2:30-4:00 pm or Friday, March 3rd, 10:30 am to 12:00 pm

Program review: assessing learning outcomes & navigating the program review process (drop-in work time)

WORKSHOP #5: March 7th, 2:30-4:00 pm

Navigating SCC's Curriculum Committee process

Teaching and Learning Center

FOR MORE INFORMATION, CONTACT [redacted]

WORKSHOP DESCRIPTIONS:

Creating or improving your course-level student learning outcomes (1 of 2)
(Jan. 31, 2:30 - 4:00 – Zoom)
This session is the first in a two-part series supporting faculty as they write and/or revise course Student Learning Outcomes (SLOs). Meaningful SLOs should indicate (in specific, measurable ways) what students will know and be able to do with essential course content, skills, and dispositions gained by the end of quarter. Whether you are designing a new class or updating your SLOs for an existing course, join us to discuss strategies for writing good SLOs. *Bring any existing (or in process) SLOs with you.*

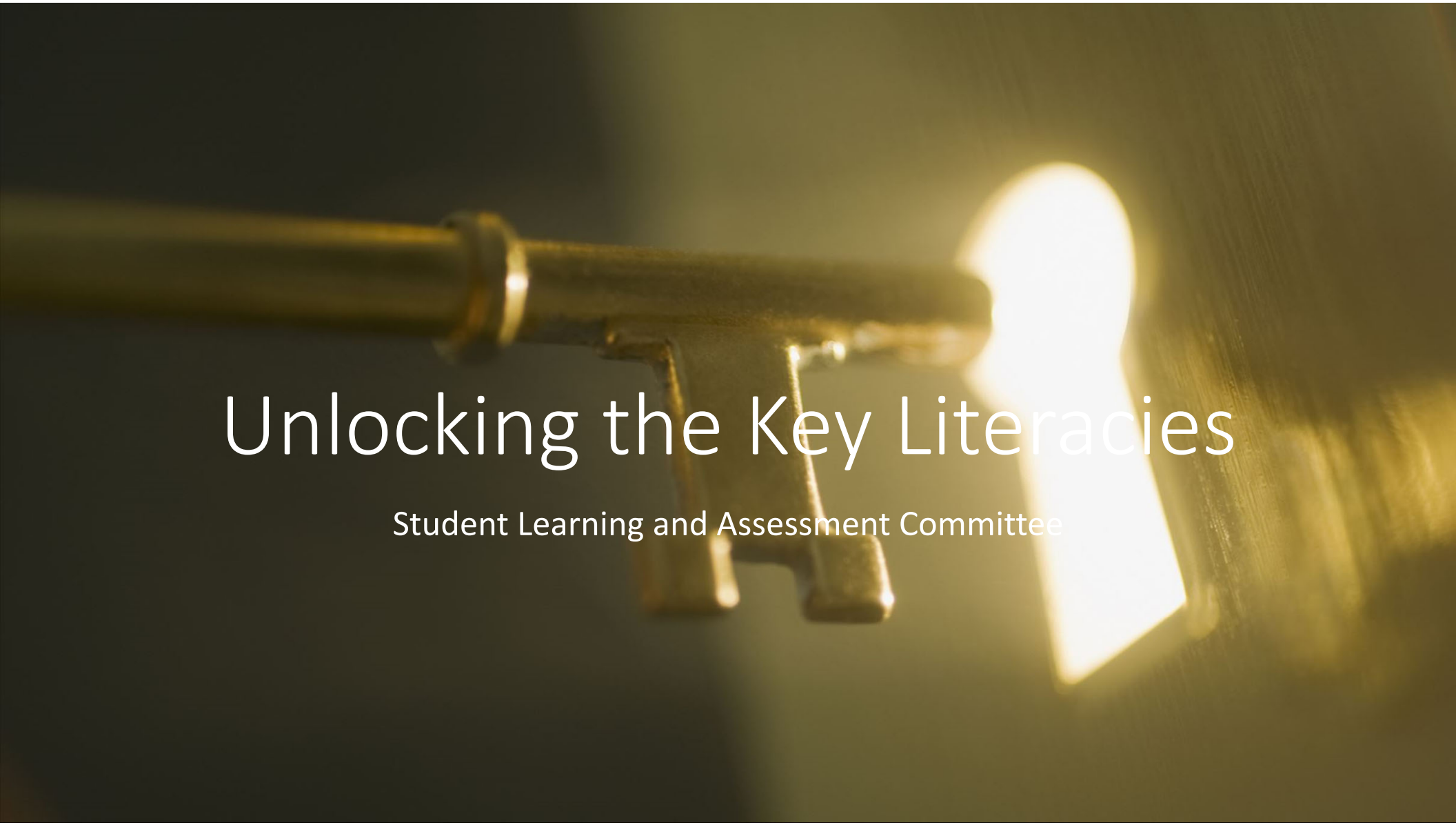
Aligning your assignments with your course-level student learning outcomes (2 of 2)
(Feb. 7, 2:30 - 4:00 – Zoom)
This session is second in the outcomes series supporting faculty writing or revising course-level Student Learning Outcomes (SLOs). Join us for a guided conversation about your approach to course grades: whether you use exams, quizzes, papers, discussions, labs, demonstrations, and/or presentations, you will have the opportunity in this session to reflect on and revise overall course assessments to make sure you're getting the most from your syllabus. *Please bring any existing (or in process) SLOs with you, as well as a syllabus and/or list of course assignments*.

Program review: assessing learning outcomes & navigating the program review process -- overview
(Feb. 21, 2:30 - 4:00 – Zoom)
Is your program scheduled for review this year? Join us for an overview of forms and processes focused on assessing your program or distribution area learning outcomes. See examples and hear from faculty who have recently completed program review.

Program review: assessing learning outcomes & navigating the program review process – drop-in session (Feb. 28, 2:30 - 4:00 or Mar. 3, 10:30 - 12:00 – Zoom)
Bring your questions or drafts for program review for additional feedback from SCC's faculty assessment facilitators, Rachel Kendoll and Stacy Kowtko.

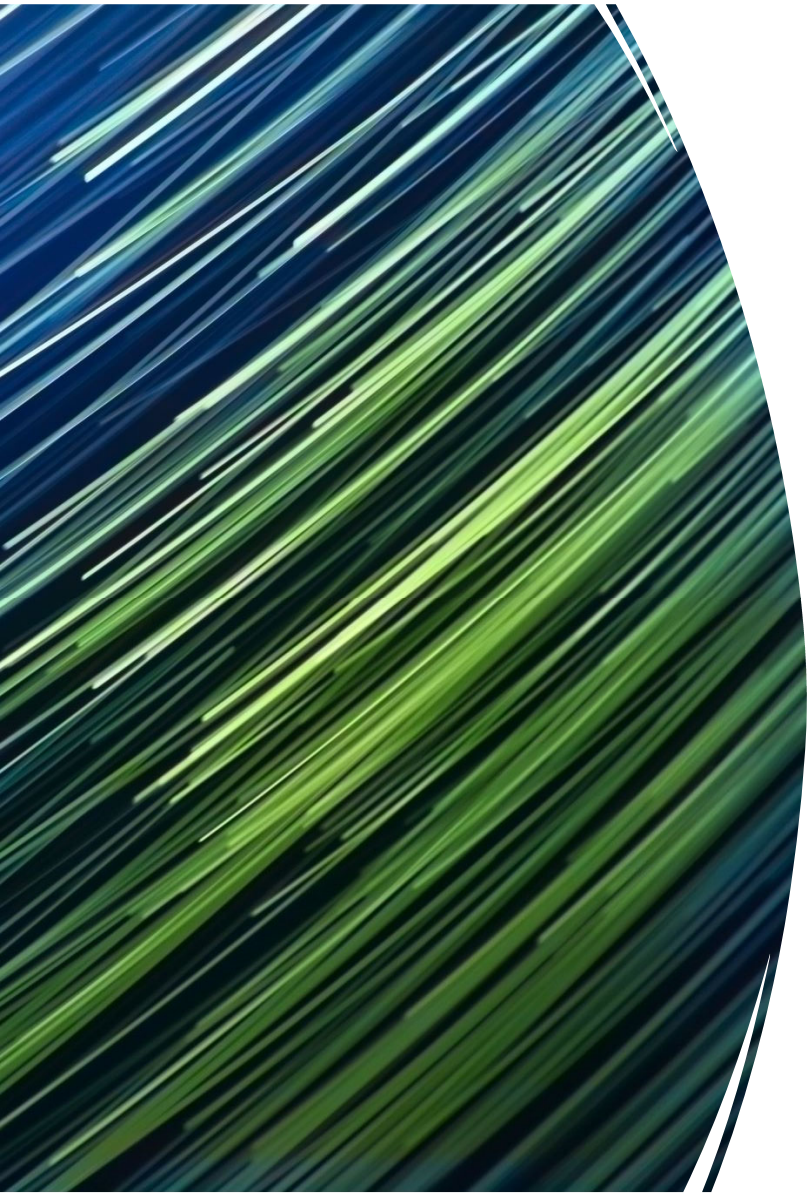
Navigating SCC's Curriculum Committee processes
(Mar. 7, 2:30 - 4:00 – Zoom)
This session explains the how, when, and why of working with SCC's Curriculum Committee. Hear from committee members about successfully navigating processes, procedures, and timelines.

FOR MORE INFORMATION, CONTACT [redacted]


Unlocking the Key Literacies
Student Learning and Assessment Committee

SLAC Purpose/Mission Statement:

In alignment with the vision and mission of the college and commitment to an equity culture, SLAC members strive to continuously improve ourselves, our relationships with students, and our teaching and learning practices. We do this in order to instill an assessment culture which values and embodies principles of antiracism, equity, and authenticity.



College-wide Outcomes/Abilities

Critical Thinking (Problem Solving)

- Assessed during 2014-15 academic year

Communication

- Written communication – assessed during 2016-17 academic year
- Oral communication – assessed during 2016-17 academic year

Personal Responsibility

- Assessed during 2017 – 18 academic year

Global Awareness

- Assessed during 2018 – 19 academic year

Do these outcomes really represent what we do here at the college?

What did we do?

- Reviewed all Program Learning Outcomes
  - SLAC reviewed all PLOs for all programs on campus to identify common themes
- Surveys for Faculty Feedback
  - First survey to rank possible Key Literacies
  - Second survey for feedback on top 5 Key Literacies
- Adopted and defined/described the new 5 Key Literacies

College-Wide Key Literacies

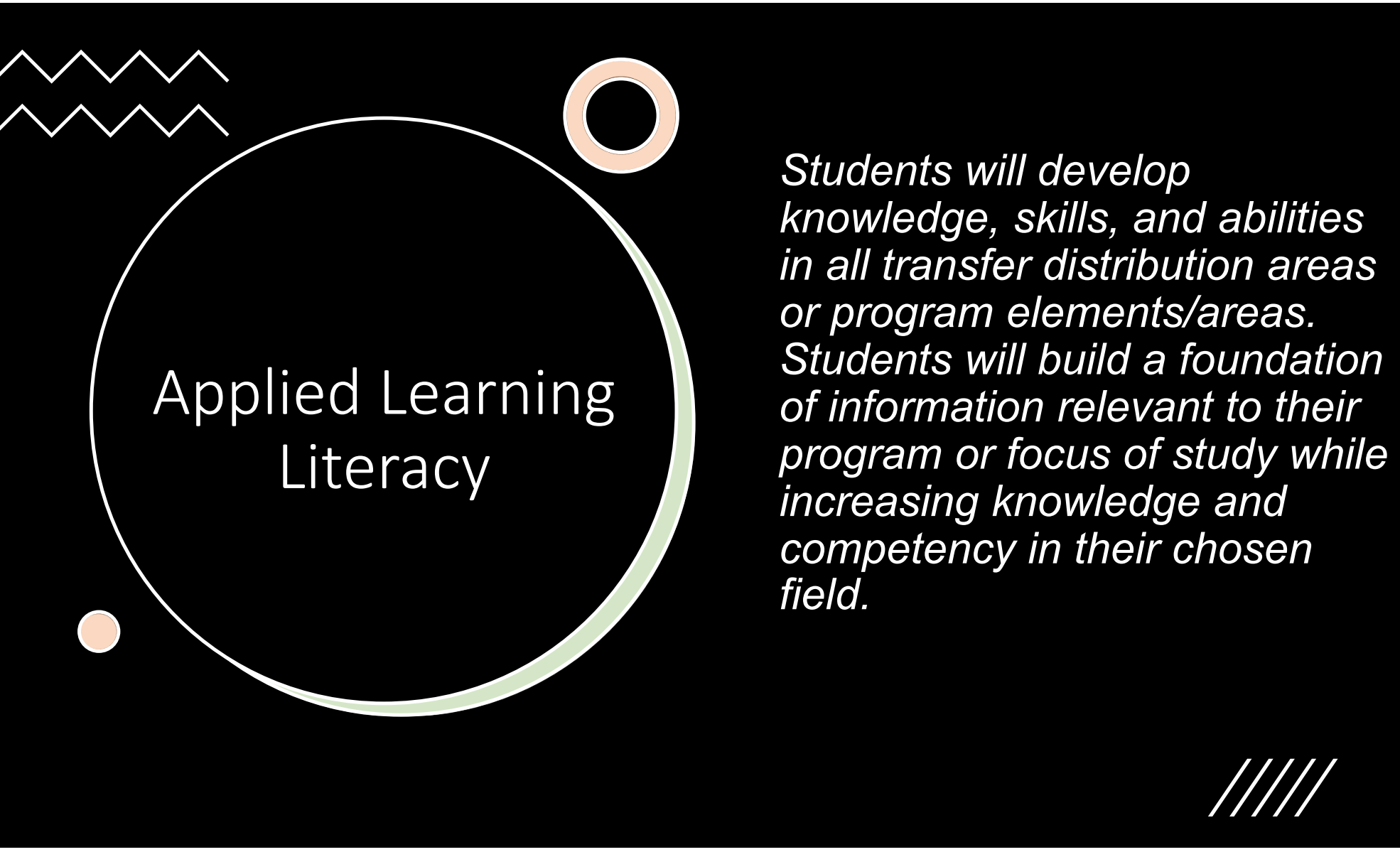
APPLIED LEARNING

COMMUNICATION

INFORMATION

INTERCULTURAL

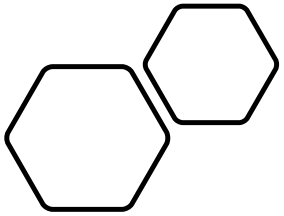
QUANTITATIVE


Applied Learning Literacy
Students will develop knowledge, skills, and abilities in all transfer distribution areas or program elements/areas. Students will build a foundation of information relevant to their program or focus of study while increasing knowledge and competency in their chosen field.

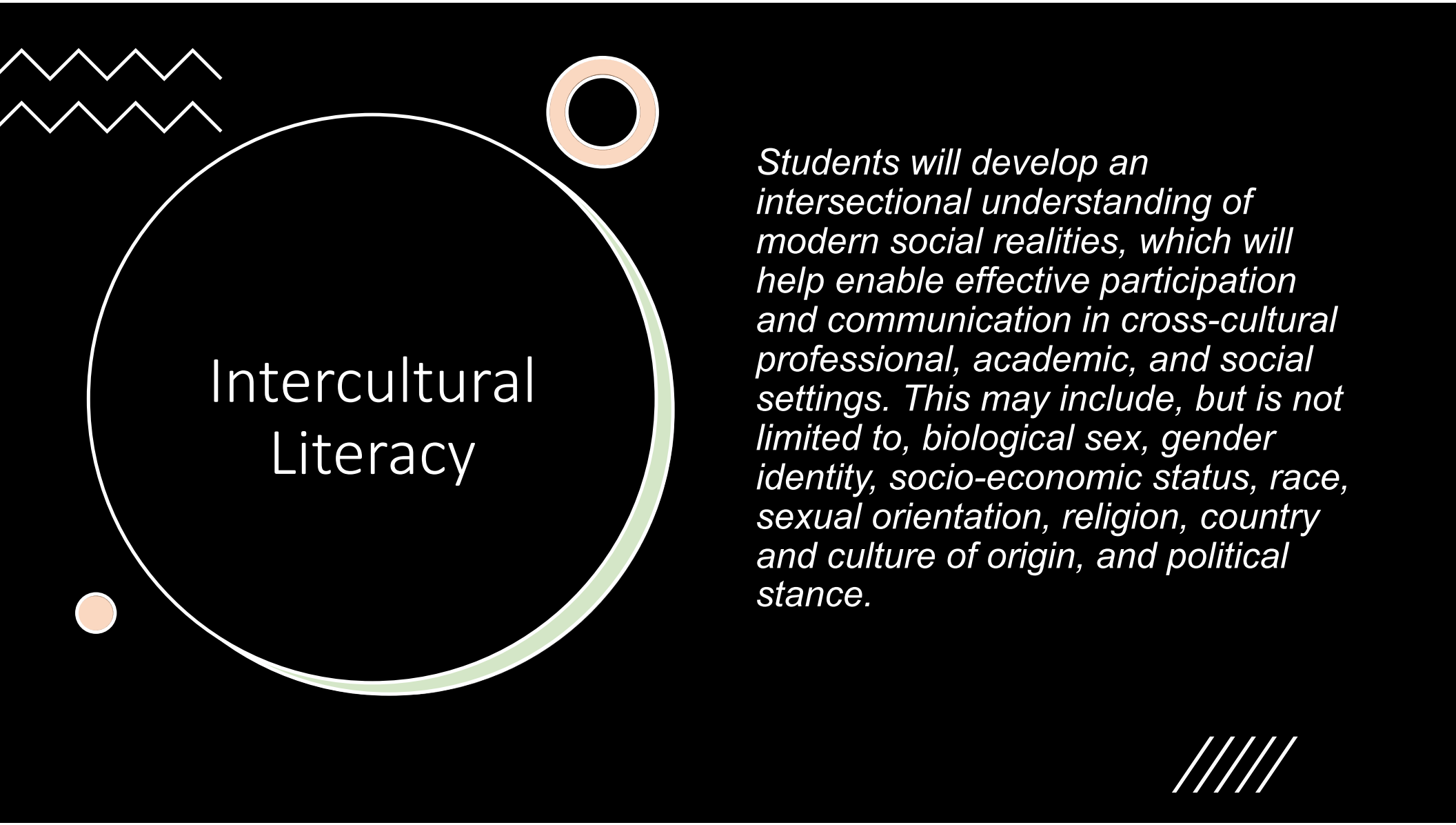
Communication Literacy

Students will develop the ability to create meaning and make connections between themselves and their audience, incorporating awareness of the social nature of communication, including, but not limited to, the impact of, ethnicity, age, culture, gender, sexual orientation, and ability on communication styles and results. Students will learn to listen, read, speak, and write effectively using a variety of mediums and modalities.

Information Literacy

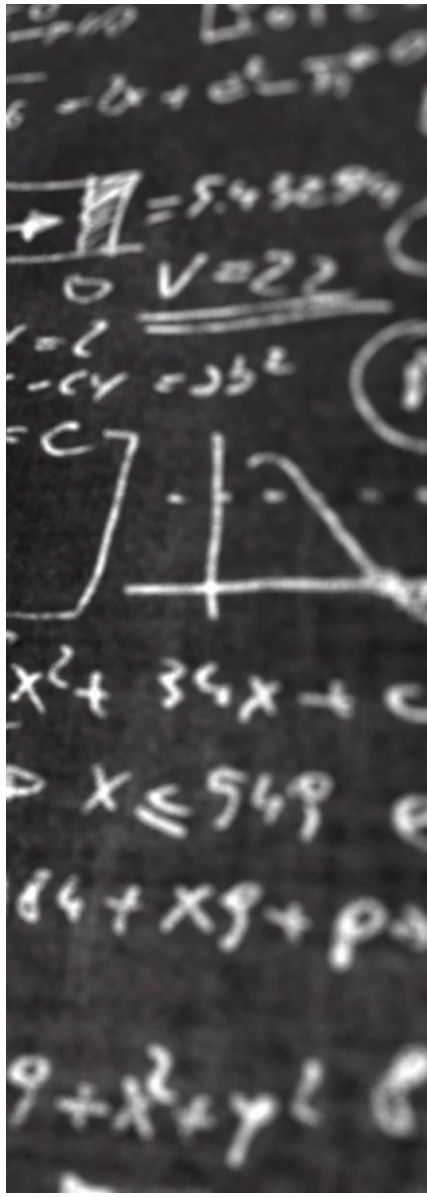


Students will develop knowledge and abilities allowing them to identify, locate, and evaluate information pertaining to the problem under consideration. Students will learn how to responsibly research, use, share, and produce accurate, relevant information gleaned through skilled research methods.


Intercultural Literacy
Students will develop an intersectional understanding of modern social realities, which will help enable effective participation and communication in cross-cultural professional, academic, and social settings. This may include, but is not limited to, biological sex, gender identity, socio-economic status, race, sexual orientation, religion, country and culture of origin, and political stance.

Quantitative Literacy

Students will develop and expand their ability to understand numeric information through the gathering, examination, modeling, manipulation, analysis, interpretation, and representation of quantitative and/or scientific data.



What does this mean to you?

Mapping: → Course Learning Outcomes → DA/Program Learning Outcomes → College-Wide Key Literacies

Indicator development

College-Wide Assessment of Key Literacies

Authentic & Transparent

Take what you are already doing and fit to literacies

Comprehensive & Faculty driven

How can ***all*** faculty contribute to assessment activities?

Data informed & Accessible

What data will we gather and where will it live?

Measurable & Used to close the loop

How are we going to measure and use the data once we collect it?

Community Colleges of Spokane

Spokane Community College

STUDENT SERVICES

PROGRAM REVIEW

(Last Updated: Winter 2023)

Background

The Community Colleges of Spokane's 2021-2025 Strategic Plan articulates CCS' vision to be "the best community college experience in the pacific northwest" and establishes the colleges' mission to "provide students an excellent education that transforms their lives and expands their opportunities."

The Plan also identifies seven values, listed here. Besides listing "students first" as the highest institutional priority, there is no reference in the place as to any of the remaining values being more critical than another.

students first
equity
access
excellence
integrity
leadership
responsiveness
stewardship

Finally, the Plan identifies three strategic priorities, which might also be viewed as a framework through which we discuss and commit our work; including:

student success
operational excellence
employee success and excellence

Accordingly, the program review process for the Division of Student Services is designed to ensure our programs and services fulfill this mission and are lead in a manner that demonstrates these values. Each functional area in student services will engage in a regular cycle of systematic, documented self-assessment and continuous improvement. There should be a clear connection between the program review process and the following:

- Institutional strategic planning
- Accreditation standards and mission fulfillment
- Budgeting and resource allocation
- Hiring and professional development
- Collaboration and partnership opportunities

The Programs

As of January 2023, the following distinct functional areas or departments have been identified for conducting program reviews on a three-year cycle:

- Admissions and Registration
- Bigfoot Central
- Career Services
- Colville Center (including Inchelium and Republic)
- Counseling
- Disability Access Services
- Dual Enrollment
- Financial Aid
- Health Clinic (Medical Services)
- Mental Health Services
- Multicultural Student Services and the Center for Inclusion and Diversity
- Newport Center
- Outreach and Campus Tours
- ReEntry Programs
- Student Activities
- Student Conduct
- Testing and Placement
- Transcripts and Records
- Veterans Services
- Workforce Transitions

The Review

For the programs and services within the Division of Student Services at Spokane Community College, each review, completed every four years, should serve as an assessment of the program's role in contributing to the mission of the college as well as how it promotes and upholds the college's values.

There is prescribed set of questions or lickert scales to use in assessing a program/unit's performance. Instead, two principal 'frames' or perspectives should be the lens through which each review is completed; (a) an analysis of strengths and challenges and (b) the colleges' three strategic priorities.

Strengths describe the positive attributes, tangible and intangible, internal to the unit/program.

What do you do well? What resources (time, talents, treasures) does the unit have that has enabled it to be successful?

These resources can include the positive attributes of the people involved, including their knowledge, backgrounds, education, training, or the skills they bring to the work. Strengths also include tangible assets such as available capital, equipment, information and processing systems, effective processes, and other valuable resources.

Weaknesses are factors that detract from the unit's ability to obtain or maintain operational excellence. Weaknesses might include lack of knowledge, limited resources, lack of access to skills or technology, or inferior offerings.

What is not functioning as well as it could be? How can the unit improve its performance and/or services?

This assessment of weaknesses should prioritize or focus on factors that may be influenced by unit/department leaders or others within Student Services or at the college; not things outside of institutional control. Weaknesses can capture the negative aspects internal to your organization that detract from the value you offer or place you at a functional disadvantage.

Opportunities reflect the potential the program/unit could realize through implementing strategies. Opportunities may be the result of organizational or market growth, resolution of problems associated with current situations, or the ability to offer greater value that will create a demand for your services. If relevant, place timeframes around the opportunities; identifying a deadline by when that potential could or should be realized. Does it represent an ongoing opportunity or is it a window of opportunity?. Opportunities might include new technology or new initiatives to support staff.

Threats or challenges are created by an unfavorable trend or development that may lead to deterioration of the program/unit. The original source of the challenges may external – you have no control over them, but you may benefit by having contingency plans to address them if they should occur. These may include governmental regulation or oversight, technology, a loss of staff, or services considered obsolete.

When describing strengths, weaknesses, etc., frame them within the three (3) priorities identified in the CCS 2021-25 Strategic Plan; student success, operational excellence, and employee excellence. Elements of the strategic priorities are identified here within these adapted descriptions. Sample questions to consider for each are also offered.

Student Success
(a) Expanding the recruitment, enrollment, retention and academic achievement of students through (b) innovative student support models that best serve the needs of …

Does the program/unit seek alignment with best practices in the field? How?
What innovations has the program/unit initiated since its most recent review?
Does the culture and/or the operations of the program/unit support any of the above?

Operational Excellence
Continuous improvement of our financial sustainability through (a) on-going student service innovation, (b) data-informed decision-making, and (c) the pursuit of organizational efficiencies.

What information is considered when making unit decisions?
What efforts has the program/unit initiated to create efficiencies since its most recent review?
Does the culture and/or the operations of the program/unit support any of the above?

Employee Success and Excellence
Advancing the engagement and change management capacity of staff through (a) purposeful recruitment, (b) development and retention, (c) consistent standards of performance and accountability, and (d) relevant, timely and transparent internal communication.

What has the program/unit initiated to develop more purposeful recruitments of prospective staff?
What has the program/unit initiated to support the development and retention of its staff?
What have unit leaders initiated to enact consistent standards of performance?
What internal communications and information-sharing have been initiated?
Does the culture and/or the operations of the program/unit support any of the above?

Summary Report Components

In addition to the strengths analysis, the review should include a list of recommendations for action with priorities assigned. The priorities, when applicable, should be listed as:

High: the unit will not be able to function successfully for much longer unless/until this action is taken

Medium: the unit will function more successfully once this action is taken, but the timeline is not urgent (i.e., the action could wait for a subsequent fiscal year)

Low: the unit can be successful whether the action is taken or not, and while the action is desirable, it can wait for 2-3 years if necessary

	Department/Program		2022	2023	2024	2025	2026	2027	2028	2029	
1	Academic and Career Counseling	[redacted]			X				X		
2	Admissions & Registration					X				X	
3	Basic Needs Support			X				X			
4	Bigfoot Central				X				X		
5	Career Services			X				X			
6	Colville				X				X		
7	Disability Access Services				X				X		
8	Dual Enrollment					X		X			
9	Equity and Inclusion					X				X	
10	Financial Aid					X				X	
11	Mental Health Services			X				X			
12	Newport				X				X		
13	Outreach			X						X	
14	ReEntry			X				X			
15	Student Activities					X				X	
16	Student Conduct				X				X		
17	Student Health Clinic					X		X			
18	Testing & Assessment			X				X			
19	Transcripts & Records				X				X		
20	Veterans Services			X				X			
21	Workforce Transitions					X				X	

Approved February 2023