

*Evaluation of Institutional Effectiveness (Y7)*

**Peer-Evaluation Report**

**Spokane Falls Community College**

**Spokane, Washington**

**April 28-30, 2021**

*A confidential report of findings prepared for the  
Northwest Commission on Colleges and Universities*

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**I. Evaluation Committee**

<b>Name</b>	<b>Role in Committee</b>	<b>Academic Title</b>	<b>Campus</b>
Lori Stinson	Chair	Provost & Vice President for Academic Affairs	Lewis-Clark State College, Lewiston, Idaho
Melissa Deadmond	Evaluator	Associate Dean, Assessment and Planning	Truckee Meadows Community College, Reno, Nevada
Leslie Jernberg	Evaluator	Division Manager, Business & Technology	College of Eastern Idaho, Idaho Falls, Idaho
Michelle Schutt	Evaluator	Vice President of Student Services	College of Southern Idaho, Twin Falls, Idaho
Patricia Charlton	Evaluator	Vice President and Provost, Henderson Campus	College of Southern Nevada

**NWCCU Liaison to the Committee:**

Dr. Selena Grace  
Senior Vice President  
Northwest Commission on Colleges and Universities

## **I. Introduction**

A 5-person evaluation team conducted a virtual Year Seven Evaluation of Institutional Effectiveness (EIE) visit to Spokane Falls Community College (SFCC), from April 28-30, 2021. The visit covered Standards One and Two in response to the *Year Seven Self-Evaluation Report* submitted by the College to the Commission on March 1, 2021.

## **II. Assessment of Self-Evaluation and Support Materials**

The Standard One and Standard Two self-evaluation reports were well-written and included extensive links to supporting documentation that were easy to access remotely. The report provided the context for broad discussion and inquiry by the Team, with valuable insights gained from the additional materials submitted by the college during the visit.

### Eligibility Requirements

The college provided narrative and links to supporting documentation to demonstrate it meets Eligibility Requirements 1-19, and 21-24, as evidenced throughout the report. The Team did not find evidence that Eligibility Requirement 20 is met.

The college reported in the self-evaluation, which was validated by the evaluation team, that annual financial statements and audits were last completed for the period ending June 30, 2015. Fiscal years 2016, 2017, 2018, 2019, and 2020, have not been completed.

## **III. Visit Summary**

Spokane Falls Community College is one of two schools within the Community Colleges of Spokane (CCS) district. During the virtual visit, the evaluation team met with members of the district Board of Trustees, and district and college administration, including deans and department chairs. Forums were held with students, staff and faculty.

## **IV. Standard 1: Student Success and Institutional Mission and Effectiveness**

### a. Standard 1.A: Institutional Mission

#### i. 1.A.1.

The college's mission statement, "Spokane Falls Community College meets the needs of our community by advancing student achievement through quality, accessible learning opportunities that embrace diversity, promote equity, and foster global awareness," was reaffirmed by the college and the district Board of Trustees in 2014. The purposes enunciated in the mission are appropriate for the college and give directions for its efforts regarding student learning and achievement.

### b. Standard 1.B: Improving Institutional Effectiveness

#### i. 1.B.1-1.B.4

For the majority of this past accreditation cycle, the college assessed institutional effectiveness through a set of core themes with defined objectives and indicators. Core theme teams reviewed indicator data

annually and submitted reports of their assessments, along with recommended actions for improvement, to the Institutional Effectiveness Team (IET). The IET prioritized recommendations based on degree of effort, resource intensity, and perceived impact, before moving them forward to the President's cabinet for final decision-making and implementation.

The college recently abandoned the core theme structure in favor of Guided Pathways. Guided Pathways (GP) has become the primary focus for the college, requiring the collaboration of all employees, and impacting units across campus. The IET felt that the GP Essential Practices and Washington State's Student Achievement Initiative (SAI) progress milestones aligned well with both the college's mission and the 2020 NWCCU Standards, with their focus on equity and student achievement.

The college experienced tremendous turnover in its administrative ranks, with four (4) presidents in a four-year timeframe, and similar transition among the vice president positions. The situation was further compounded by a painful, state-mandated migration to a new enterprise resource planning (ERP) system, which upended nearly every data-related aspect of college operation. As a consequence of this administrative and ERP system instability, established planning and resource allocation structures were changed or abandoned altogether. For example, in a previous structure, a Resource Allocation Team was assigned to align funding requests with IET recommendations. With the new ERP, the team was unable to receive accurate reports of the financial resources available for allocation, and therefore ceased its work.

The college identifies the Essential Practices of Guided Pathways as a proxy for ongoing and systematic planning, with assessable, institutional level outcomes of student achievement. The college's self-evaluation report and conversations with campus groups and individuals pointed to some examples of data informed improvements at department or program levels. However, a complete, connected, and formalized process for institutional strategic planning that assesses institutional key performance indicators (KPIs) of student learning and achievement, is tied to resource allocation, allows for campus input regarding resource allocation and decision-making, and drives improvements for institutional effectiveness and student learning and achievement, is not yet in place. The absence of ongoing, systematic processes for assessment and consistent use of data was affirmed by multiple individuals. Concern: An inclusive process of evaluation and planning, based on indicator data, is not formalized and systematically used to inform the assignment of resources and to improve institutional effectiveness, student learning, and student achievement.

Recommendation: The evaluation team recommends that the institution formalize an inclusive, systematic planning and evaluation process, which informs and refines institutional effectiveness, assigns resources, and improves student learning and student achievement

Additionally, administration and employees reported the establishment of a new shared governance structure to support the prioritization and allocation of resources as a campus-wide priority. A Governance Steering Committee has been established and will soon present its recommendations to campus. The evaluation team wishes to be respectful of the details shared with the Team, but can affirm a proposal for broad constituent representation, input, and communication in decision making and resource distribution.

The new governance structure is anticipated to lead to renewed processes for institutional planning, assessment, and resource assignment that leads to improvement in student achievement and student learning. The processes will be informed by Guided Pathways and the district's updated strategic plan, expected to be approved by the trustees in July, 2021. The Washington State Board for Community and Technical Colleges (SBCTC) Student Achievement Initiative (SAI) momentum points will serve as indicators of student achievement, allowing the college to compare itself to peer institutions in the state.

The college has identified both regional peers in Washington State and national peers based on its IPEDS cohort. The college's Guided Pathways Steering Committee has begun articulating college-wide goals and objectives around disaggregated SAI indicators, particularly historically underserved (HU) minorities. This complements the college's longstanding and extensive commitment to diversity and equity. Across multiple forums, college employees highlighted and praised the work of the Diversity, Equity, and Global Awareness (DEGA) committee, particularly the development of its Search Advocate programming to assist screening committees with conducting an inclusive, fair, and equitable process, and its Safe Campus Advocates to support underrepresented and historically minoritized students by removing barriers and promoting retention. These programs have been adopted at the district level. The college's Multicultural Office for Students Actively Involved in Community (MOSAIC) also provide services to historically minoritized students. The college is complimented on its longstanding and extensive commitment to diversity, equity, and inclusion, as evidenced by programming and events hosted by DEGA and the MOSAIC office

c. Standard 1.C: Student Learning

i. 1.C.1

The college offers AA and AS transfer degrees, career technical degrees (AAS and AAS-Transfer) and certificates, Associate in Fine Arts degrees, and a Bachelor of Applied Science. These degree offerings are consistent with its mission. The college assures program content and rigor through adherence to policies and procedures outlined by the Washington State Board of Community and Technical Colleges (SBCTC), and the approval process outlined in the Academic and Professional-Technical Curriculum Manual.

Statewide articulation agreements (Direct Transfer Agreements) support content and rigor for academic transfer degrees. The Fine Arts degrees articulate to at least one baccalaureate institution. Articulation, facilitated by the Transfer Degree Review Advisory Committee (TDRAC), supports designators consistent with program content in recognized fields of study for academic programs with an articulation agreement.

Career technical programs have technical advisory committees, which review content and rigor to support specific job types. Several career technical programs participate in specialized accreditation, further demonstrating appropriate rigor. Job placement and technical advisory committees for AAS/ BAS programs support designators consistent with program content in recognized fields of study.

ii. 1.C.2

Policies and procedures regarding the awarding of credit and degrees is communicated through multiple sources, including the website, catalog, and through program faculty and academic advisors. The program approval process, influenced by articulation agreements, assures the appropriate breath, depth, and sequencing of courses. Guided Pathways informs appropriate degree program scope and sequence, which are published in the catalog. Degrees are awarded in a manner consistent with institutional policies, based on documented student achievement.

iii. 1.C.3

Program-level learning outcomes (PLLOs) are published for the Fine Arts degrees, career technical degrees and certificates, and the BAS. The AA/AS transfer degrees do not have published PLLOs, although there are program-level learning outcomes written and under consideration for 18 academic transfer degree programs. Concern: The academic transfer programs do not have published program learning outcomes.

Course learning outcomes (CLOs) are published for all courses, available through the online catalog, and provided to enrolled students via a



syllabus. Syllabi are housed electronically at the division level; most include course level learning outcomes. Upon review of numerous syllabi, some inconsistencies were noted with the course outcomes published on the website. This may be related to the Course Learning Outcomes Revision Process, through which the outcomes in 600 of the college's 900 courses have been updated to include an action verb from Bloom's Taxonomy, to facilitate assessment. The college is complimented on including course-level learning outcomes on the website. This practice allows students to know and understand the substance of the class prior to enrollment.

iv. 1.C.4

Admissions and graduation requirements are published in the catalog and on the website. They are clearly defined and accessible through many avenues.

v. 1.C.5

The Community Colleges of Spokane Curriculum Handbook describes the approval processes for courses and programs, including new courses and programs, revisions to existing courses and programs, and new and existing course and program level learning outcomes. All curriculum proposals originate with faculty, then move through an established internal process to the curriculum committee, comprised of faculty, staff, and administrators. Additional processes are in place for state and accrediting body approval, for career technical programs, and for transfer courses and degrees. Faculty affirm that they are actively involved in curriculum development and implementation.

Faculty confirm they play an active role in assessing student learning and improving instructional programs. The ITALIC committee, chaired by faculty, supports faculty in course, degree, and program assessment. The Clarify the Path (CtP) workgroup helps faculty create meaningful and measurable student-focused outcomes for career technical and academic programs. Academic faculty report the Guided Pathways work has provided a holistic view of the student, which has opened cross-curricular conversations, informing the development of draft program level learning outcomes (PLLOs) for 18 academic transfer programs.

Academic program review was historically addressed through the General Education Student Learning Outcomes (GESLOs). Guided Pathways has led to the development of a new academic review process. The outline is under review by ITALIC and will be presented to deans and chairs for review and refinement during the spring 2021 quarter. Career technical program review occurs through a well-documented process, which speaks highly for the desire to reflect on program accomplishments and make

program improvements. Concern: The evaluation team is concerned that there is no established process for ongoing assessment of program learning outcomes for academic transfer programs.

Many program learning outcome assessments were effective in tying achievement of a learning outcome to direct measures, such as a specific portfolio assignment (Interior Design, Business Management), an internship evaluation (Early Childhood Education), or a capstone exam (Audio Engineering; Hearing Instrumentation Specialist). In many reviews, at least one program learning outcome relied on an indirect measure such as course pass rates, as a proxy, for meeting specific program learning outcomes. Best practices in outcomes assessment may serve as a guide as the college refines the program outcomes assessment process.

Recommendation: The Evaluation Team recommends the college identify and publish expected program and degree learning outcomes, and engage in regular and ongoing assessment to evaluate quality of learning in its academic transfer programs.

vi. 1.C.6

General Education Assessment is integrated with Guided Pathways and informed by the assessment of General Education Student Learning Outcomes (GESLOs). All general education courses are mapped to at least one GESLO. Assessment data is housed in a Canvas shell and documented with clear and understandable data visualization.

Faculty drive the mapping, creation of signature assignments, and norming for GESLOs, and regularly collect and assess artifacts. To date, four two-year assessment cycles have been completed. Results of GESLO assessment are disaggregated by age groups, minority status, sex, credits achieved, GPA, participation in pre-college English or math, and academic intent. The college is to be complimented on the continued efforts toward General Education Student Learning Outcomes assessment, proactively determining reasons for low participation, and establishing a series of plans and paths toward assessment to inform improvement of student learning.

vii. 1.C.7

Processes and infrastructure are in place for GESLO assessment, however, the college reports low participation rates, which impacts the ability to make decisions based on the data. The college has been pro-active in determining and addressing reasons for low participation and have taken steps to overcome barriers. Chairs and faculty report optimism that continued focus on assessment will improve participation and lead to a robust system of general education assessment. As an essential practice in

Guided Pathways, the college uses assessment of English and math learning outcomes and course success rates to inform curriculum offerings and delivery, improve courses, and increase pass rates. Examples include the development of a non-algebra-based math sequence for non-STEM students, use of multiple measures for placement, and accelerated scheduling models.

As noted, academic transfer programs are in an emergent stage with respect to program outcomes assessment, which present challenges for documenting improvement. Campus discussion confirmed informal assessment is taking place and improvements to courses are made based on course assessment. The college is encouraged to continue to build GESLO and academic transfer assessment efforts with faculty input, that lead to effective assessment of student learning and to improved student learning.

Though inconsistently documented in reflection reports, career technical chairs and faculty describe use of program outcomes assessment to inform teaching practices, revise curriculum, and seek professional development. The self-evaluation provided examples of program improvement that resulted from program review and/or advisory committee recommendation. Concern: While much effort has gone into the creation of student learning outcomes, there is not always documented evidence of direct assessment, nor documented utilization of the results of assessment that leads to improved student learning.

viii. 1.C.8

Transfer credit is awarded through transcript evaluation, following a process published in the college catalog, on the web site, and via in-person assistance, including SBCTC 4.30 Transfer Policies and SBCTC Inter-College reciprocity policy. Career technical program faculty are consulted on equivalency of career technical courses. Common course numbering aids with transfer between and among Washington's community and technical colleges. Students have the right to seek clarification regarding their transfer evaluation and request reevaluation, according to established processes.

The college has a clearly defined process for enrolled students to receive credit for prior learning for military experience, through testing, and work experience. Work experience includes industry certifications, licensures, and portfolio assessment for both career technical credit and academic transfer credit. The college publishes a cross-walk for industry certifications with institutional courses, and provides links to CLEP, AP, CI, and IB exams options. The process for applying for Credit for Prior

Learning is clearly presented on the college website, is easy-to-understand, free of jargon, and straightforward to navigate.

ix. 1.C.9

The institution does not offer graduate programs.

d. Standard 1.D: Student Achievement

i. 1.D.1

The college has well-developed recruitment plans in alignment with the district's, including a focus on Running Start (high school dual enrollment) and international students. The college has a dashboard, which displays the numbers and percentages of students who have enrolled after completing each of various admissions steps. Information is disaggregated by first-generation, Pell-eligibility, and historically underserved minority groups, to inform equitable recruitment and enrollment practices. A thorough new student orientation, Big Foot Orientation (BFO), provides "just in time" information and builds a foundation for success upon admission to the college. In 2020, BFO was revised to an online format, and became a requirement of all students. Focused BFOs are available to international and Running Start students, and for the Pullman campus.

Requirements for graduation are made available to students on the website and the district online catalog, as are links to direct transfer agreements (DTAs) for transfer programs. Career and technical program pages include special admission requirements, as well as financial aid eligibility and expected costs.

ii. 1.D.2 - 1.D.3

For much of the accreditation cycle, the college regularly assessed Core Theme (CT) indicators as an evaluation of student success and mission fulfillment. Several core theme indicators were disaggregated by ethnic minority and race, such as retention, persistence, completion, and post-graduation success. Monitoring of these indicators has recently ceased as implementation of Guided Pathways continues. The evaluation team affirmed the college is at an emerging level regarding the identification, assessment, and use of achievement indicators to inform planning, decision making, and resource allocation for mission fulfillment and continuous improvement.

Under GP, the college will utilize the Washington State Board for Community and Technical Colleges' (SBCTC's) Student Achievement Initiative (SAI) indicators, which are part of the state's performance-based funding. SAIs include achievement milestones towards the completion of a degree or certificate (first-year retention, accumulation of credits, completion of college level English and math in the first year, second year retention and completion of 45 credits towards transfer or workforce

readiness). The college's dashboard includes SAI data, disaggregated by historically underserved populations, race/ethnicity, receipt of need-based aid, gender, and socioeconomic status. This dashboard complements others through the state and district, to facilitate data-informed decision-making at department levels. The evaluation team compliments the college on its extensive suite of dashboards for informed decision-making across the college.

The campus is excited about a new feature which captures a student's disciplinary pathway through the admission process. This will allow advisors to intervene if the student registers for courses that do not align with the degree plan, allowing the college to readily remove barriers and promote student progression.

Previously, the college identified regional and national peers, which now need to be reevaluated. Regional peers will consist of other Washington community colleges to support comparison of SAI metrics, which feature prominently in Guided Pathways. As of the writing of the self-evaluation and the visit, the college is seeking mechanisms to, but is not yet benchmarking against external peers in a meaningful way. Concern: The college has not yet compared identified student achievement indicators to regional and national peers in a meaningful way.

iii. 1.D.4

Since submission of the self-evaluation, the Guided Pathways Steering Committee established long-term goals for some of the SAI indicators, including 51% of students completing college-level math in the first year, 30% of students completing 30 credits, and a 46% degree completion rate (Details of the presentation were requested during the visit but not provided). As part of the college's strategy, front-line workers will establish shorter-term quarterly or annual goals to track progress towards the long-term goals of the college.

Overall, the college has initial plans in place for a new strategic planning process, that uses SAI and other metrics to establish institutional effectiveness and student achievement benchmarks through an equity lens, assess data, and use the results of that assessment work for decision making and resource allocation. However, there is work to be done to make these plans actionable.

**V. Standard 2: Governance, Resources, and Capacity**

a. Standard 2.A: Governance

i. 2.A.1

Spokane Falls Community College is one of two colleges within the Washington Community College District 17, known as the Community Colleges of Spokane (CCS). Each institution in the District is separately accredited, and managed by common, Governor-appointed, Board of

Trustees. The multilayered governance structure is well understood by the college's stakeholders, with the roles of district and college administrations clearly delineated in policies and procedures.

ii. 2.A.2

Administrative duties are shared by the district, which oversees day-to-day operations for some functions, such as human resources, fiscal affairs, and facilities, while college leadership provides oversight to the college, including student learning and achievement. The college's executive team is comprised of the president, the vice president for student affairs, and the vice president of learning. There are number of other administrative groups such as the Dean Team, Guided Pathways, and Extended Cabinet.

iii. 2.A.3

The president is appointed by and reports to the chancellor. The chancellor annually evaluates the president's performance. The president determines the organizational structure of the college, implements the Board of Trustees' policies, and represents the college to the legislature and civic groups. The current president joined the college in 2019, has more than 30 years of experience in post-secondary education, and holds a doctorate in educational leadership.

iv. 2.A.4

As noted, the college has experienced significant leadership change over the past five years. The president has formed a representative Governance Committee to draft ideas for a new internal institutional governance structure, that supports transparency and campus input into decision-making and resource allocation. At the forums, faculty and staff expressed support for this process and are eager to hear the committee's recommendations later this month. There is a shared interest in increased and consistent campus input in decision-making and resource allocation within any new structure.

b. Standard 2.B: Academic Freedom

i. 2.B.1

The college promotes the principles of academic freedom and respects faculty rights as specified in Article 3, Section 1 of the Community Colleges of Spokane Master Contract 2020. Internal and external influences, pressures, and harassment are addressed in the guide, State Ethics Law & You, which is distributed to all employees annually, and affirmed through Administrative Procedure 2.10.06: A General Ethics for Employees and Officers.

Faculty and students verified though forums, and other conversations, that the principles of academic freedom are adhered to at the college.

- ii. 2.B.2  
Academic freedom is affirmed through the college's core value of academic freedom, which is incorporated in its vision statement. Students' rights and responsibilities, as well as declaration of the value of diversity, equity, and inclusion, are affirmed through the mission statement core values. Faculty, staff, and students verify an institutional environment which supports independent thought in the pursuit and dissemination of knowledge.
- c. Standard 2.C: Policies and Procedures
  - i. 2.C.1  
The college's website provides a clear path for students wishing to transfer to another college or university. Transfer credits and credit for prior learning are accepted at the college in a systematic and unified process. The college offers seven mechanisms to evaluate credit for prior learning, and employs two methods to evaluate transfer credits - prerequisite evaluation and full evaluation,- both of which involve the expertise of program faculty. The Degree Plans outline which classes are required for transfer degrees and are available for various universities in the region.
  - ii. 2.C.2  
The college posts all required information related to students' rights and responsibilities, academic honesty, conduct, appeals, grievance, and accessibility services on the college's website. The website was content heavy and at times difficult to navigate, as validated by some in the student forum. The college catalog clearly called out Student Rights and Responsibilities, including Student Right to Know.
  - iii. 2.C.3  
The college's website and academic catalog detail admission policies and procedures, including the submission of placement information to ensure reasonable probability of student success. The district Administrative Procedure 4.40.01-A outlines the grade policy. The Academic Standards Policy identifies progressive warning, probation and suspension, but does not identify support mechanisms or the appeal process for students who find themselves in poor academic standing. Concern: It was difficult to locate this information on the institutional website.
  - iv. 2.C.4  
The College has an established policy regarding student records, district Policy 3.40.01-B, which clearly states a student has a right to inspect their educational record. The college catalog has a section dedicated to the process of amending a student's educational record. Students' FERPA rights are thoroughly explained in catalog and on the website.

d. Standard 2.D: Institutional Integrity

i. 2.D.1

The college accurately and clearly represents itself in its announcements, statements and publications, which are primarily web-based. Information to guide student success such as degree requirements, time to degree completion, financial aid, and academic policies, are stated on the website and in the district catalog.

ii. 2.D.2

The district publishes policies related to institutional integrity, and seeks to exemplify high ethical standards in regards to its student, staff, and faculty, and the communities it seeks to serve. Policies and expectations are found in the district catalog, the policies and procedures manual, and other web-based resources, such as the State Ethics Law and You brochure.

iii. 2.D.3

Conflict of interest is detailed in the district policy and procedures manual, and applies to employees, students and officers of the district and colleges. Employees are expected to disclose any conflicts of interest, and are required to act in the best interest of the district and college.

e. Standard 2.E: Financial Resources

i. 2.E.1

The college's financial operations are managed under the Community Colleges of Spokane (CCS) district office. District operations are centralized, including budgeting, central accounting, student accounting, foundation accounting, travel, employee reimbursements, grant and contract accounting, purchasing, contracting, cashiering, internal audit, and payroll. The district chief financial officer prepares and provides recurring reports to the CCS Board of Trustees, and presents financial information monthly. Budget to actual reports demonstrate the financial stability and sufficient cash flow of the college.

The trustees have instituted a reserve policy, Administrative Procedure 5.20.04-A Designated Reserves, which provides for the purposes of reserves, and Administrative Procedure 5-20-04-B Operating Reserves, which sets forth processes for determining levels of reserves and appropriate conditions and use of reserves.

The CCS is subject to annual financial audit procedures and processes, conducted by the State of Washington. Audits of financial statements and the A-133 are required on an annual basis. The college has completed the A-133 each year, and assures adherence to internal controls of federally funded programs and compliance with federal regulations.



The college served as part of the initial implementation of a new statewide enterprise resource planning (ERP) system known as CTCLink. Because of deployment challenges, financial and other data were not available during the transition. The self-evaluation noted that annual financial statements and corresponding audits were last completed in 2015. In discussion with district staff, it was communicated that in 2018, the State Board closed the financial books for years 2016, 2017 and 2018, without reconciliation.

The district office confirmed a plan is underway to address prior year audits, including securing the temporary services from Moss Adams, LLP, to complete financial statements for the periods 2016, 2017, 2018, and 2019. Once completed, a separate firm will perform audits of the financial statements. June 30, 2021 is the expected date for completion of 2016 and 2017; no date was known for completion of the 2018, 2019, and 2020 audits. Concern: The college has no audited statements, since 2015, to demonstrate financial stability to achieve and fulfill its mission.

Recommendation: the evaluation team recommends that the college complete financial audit processes in a timely manner (Eligibility Requirement 20).

ii. 2.E.2

The college's operating resources are comprised primarily of state appropriations, local student tuition, and college operating support. The state appropriation, which is the largest revenue source, is allocated annually by the Washington Legislature through the State Board for Community and Technical Colleges (SBCTC), to the CCS district. The district budget office oversees the allocation process which funds the institutions and the district office. Revenue forecast for tuition and college operations are developed by the district budget staff, which guides the development of expenditure budgets to support college operations. Projections are developed using historical data, trends in enrollment, and associated activity. Operating budgets are developed and reviewed under the leadership of the college's cabinet, and authorized by the Board of Trustees.

Budget updates are provided to the campus community through quarterly college wide town halls and to faculty at bimonthly meetings. The evaluation team observed that strategies to increase collaboration and engagement of the campus community on resource allocation are in development. In the face of challenges with CTCLink implementation, the district office and college administration have added dedicated staff to create financial dashboards. And, the budget officer provides reports to department managers and college leadership to keep them apprised of revenue and expenditure actuals.

Risk management is coordinated at the district office. Several processes are in place including self-insurance liability program administered through the State of Washington, and commercial policies through the state for asset protection.

iii. 2.E.3

District policies and procedures are in place that establish processes for annual budgetary approval and systematic (monthly) budget reports. The college's new governance structure is anticipated to include a budget committee for transparency, engagement, and inclusion, on financial resource use and decision making.

f. Standard 2.F: Human Resources

i. 2.F.1

The college has a comprehensive process for onboarding employees that informs employees of conditions of employment, work assignment, contracts, supervisor, and compensation. Orientation sessions are held within the first month of employment and provide information regarding benefits, payroll and leave, parking, security, and important employee trainings, including right to know, mandatory reporting requirements, right to a harassment free workplace, complaint process, and state ethics standards. In addition, on a recurring basis, employees receive information on Drug-Free Workplace, Reporting Abuse and Neglect, and Rights in Being Free from Discrimination. Chapter 2 of the Board of Trustees Policy and Procedure handbook provides human resource and labor relations guidelines.

ii. 2.F.2

The college provides employees with a wide array of professional development opportunities, including offerings in areas such as college policy, soft skills, safety and security, technical skills, and diversity. In addition, employees are provided opportunity for participation in conferences, workshops, and seminars. The evaluation team received positive feedback from faculty and staff on the robust professional development offerings, access to external tools, and support from supervisors and management to participate in development activities. The college is to be complimented on the use of the Title III grant to bring professional development to faculty on data literacy. Many faculty members report that this knowledge has been transformational in visualizing data and bringing diversity and equity to the forefront of assessment.

iii. 2.F.3

The college adheres to established district policies regarding personnel 2.10.04, Personnel Selection, consistent with the state of Washington

WAC 131.16-080 and instructional personnel WAC 131.16.091. The college employs enough qualified faculty to achieve its educational objectives per its master contract.

iv. 2.F.4

Evaluation processes, practices, and standards are defined in the policy and procedures manual and included in the master contract/ agreement (collective bargaining document). The evaluation team noted that evaluations are being completed in the prescribed timeframe, however, evaluations are not consistently completed across all employee classifications. Concern: Employee evaluations are not consistently completed across all employee classifications.

Recommendation: The evaluation team recommends that the college demonstrate that all faculty, staff, and administrators are evaluated on a regular and systematic basis.

g. Standard 2.G: Student Support Resources

i. 2.G.1

In addition to the grant-supported Guided Pathways framework, the college has mandated new student orientation and advising, which incorporates financial planning into the academic planning discussion. And, the Career and Transfer Center provides comprehensive career planning tools for students. Focus on the closure of equity gaps is evidenced through the thorough inclusion of multiple offices invested in providing student support resources, and was validated by students.

ii. 2.G.2

The college/ district publishes an annual college catalog detailing current and accurate information on institutional mission, programs, and a vast array of policies and procedures.

iii. 2.G.3

The college informs prospective out of state students that its online degrees are not known to lead to on professional licensure. A link is provided for reciprocity agreements and contacts for the various U.S. states and territories.

iv. 2.G.4

Financial Aid at the college is consistent with the mission of the college, student needs, and institutional resources. Students are oriented on types of aid, FAFSA completion and eligibility. Financial literacy offerings have been offered to students.

- v. 2.G.5  
Students have multiple interactive tools available, demonstrating their repayment obligations. Students first learn about these tools during Bigfoot Orientation. The “How to Pay for College” website appeared easy to understand, and includes a link to the institutional student loan default rate. The college has a web page dedicated to defaults and repayment.
  - vi. 2.G.6  
New student orientation provides a structure to enhance student development and success, while ensuring students understand and can appropriately engage with resources. Numerous counselors (employed advisors) and faculty advisors (volunteers) are available to assist students with academic advisement, and it was reported that support in these areas was increased in the online delivery period required during the COVID-19 pandemic. Notably, there was little mention of staffing concerns in this area.
  - vii. 2.G.7  
The college ensures identity verification when students access online courses, through two factor verification. Proctored exams, which also require identity verification, are utilized by some faculty.
- h. Standard 2.H: Library and Information Resources
- i. 2.H.1  
The library has adopted a collections management process that guides the appropriate balance between digital and print acquisitions. Library staff regularly engage with faculty to ensure collections decisions are evidence-based, and students are surveyed to ensure their library needs are being met.  
  
It was shared with the evaluation team that financial resources, particularly with district level changes, have been a significant area of concern for the library, inhibiting the expansion of services and library collections in recent years. Elimination of the library dean position, and assigning library oversight to another dean, presents concerns regarding library support and/or advocacy.
- i. Standard 2.I: Physical and Technology Infrastructure
- i. 2.I.1  
The college has in place emergency management, safety, and security in support of the campus community. The evaluation team learned through review of documents and the website, and in employee and student

forums, that the campus community feels safe and secure, and acknowledges the college's commitment and responsiveness to public safety. Crime statistics, campus safety policies, and other required disclosures were verified and available.

Facilities are appropriate to support the college's mission, academic programs, and services. The facilities team has been on campus throughout the COVID-19 pandemic, providing support of the college's buildings and grounds. Staff and operations have maintained building maintenance (preventive and deferred). The priority of maintaining healthy and safe facilities during this unprecedented time has been a priority of the custodial and facilities technical teams, which are prepared for the resumption of campus operations when appropriate.

The district Information Technology Office (ITO) provides technology and infrastructure support to the college, including lifecycle replacement of equipment, software, and other services. Replacement of equipment has occurred in a timely manner in support of students, academic programs, and services. As the college transitioned to a remote environment in March 2020, the ITO which houses the learning management system, Canvas, engaged in a high-level support of faculty, staff, and students, procuring laptops, assisting in transition of pedagogy and delivery of curriculum in the virtual environment, and securing additional remote access tools.

## **VI. Summary**

The college is a successful institution that serves the higher education needs of a diverse population of students within its service region. It has endured numerous changes in leadership, the trials of the new enterprise resource planning system, and the many challenges associated with the COVID-19 pandemic. College staff and faculty have demonstrated resilience in the face of these challenges and remain committed to equity, diversity, and inclusion, and the success of its students.

As the college moves into the future, it is well postured to develop a meaningful, inclusive and systematic planning and evaluation process to measure student success, leading to improvement. With its enthusiastic support of Guided Pathways, the college is on a good course for the future.

## **VII. Commendations and Recommendations**

- a. Commendations
  - i. Commendation 1:

The evaluation team commends the college for its dedication to student success, as demonstrated by implementation of and enthusiasm for Guided Pathways.

ii. Commendation 2:

The evaluation team commends the college for its commitment to diversity, equity, and inclusion, that is well understood, articulated, and operationalized at all levels of the institution.

iii. Commendation 3:

The evaluation team commends the college for the resilience of faculty and staff, and their continued care for, and commitment to, the college and its students through challenging times and circumstances, including implementation of the ERP and the COVID-19 pandemic.

b. Recommendations

i. Recommendation 1:

The evaluation team recommends that the college formalize an inclusive, systematic planning and evaluation process, which informs and refines institutional effectiveness, assigns resources, and improves student learning and student achievement (Standards 1.B.1, 1.B.3).

ii. Recommendation 2:

The evaluation team recommends that the college identify and publish expected program and degree learning outcomes, and engage in regular and ongoing assessment to evaluate quality of learning in its academic transfer programs (Standards 1.C.3., 1.C.5.).

iii. Recommendation 3:

The evaluation team recommends that the college complete financial audit processes in a regular and timely manner (Eligibility Requirement 20, Standard 2.E.1).

iv. Recommendation 4:

The evaluation team recommends that the college demonstrate all faculty, staff, and administrators are evaluated on a regular and systematic basis (Standard 2.F.4).