Spokane Falls Community College
## Year Seven Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

Spring 2021

Community Colleges of Spokane
Spokane Falls Community College

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APPENDIX J:
INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)

Institutional Report Certification Form

On behalf of the Institution, I certify that:

☒ There was broad participation/review by the campus community in the preparation of this report.

☒ The Institution remains in compliance with NWCCU Eligibility Requirements.

☒ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Spokane Falls Community College
_____
(Name of Institution)

Kimberlee S. Messina
_____
(Name of Chief Executive Officer)

Kimberlee S. Messina
_____
(Signature of Chief Executive Officer)

March 1, 2021
_____
(Date)

STANDARD ONE

Student Success and
Institutional Mission and Effectiveness

Prepared for the Northwest Commission on Colleges and Universities

Spring 2021

Spokane Falls Community College

Table of Contents

Table of Contents

Preface

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

Established in 1967, Spokane Falls Community College (SFCC) is a public two-year college, covering 127 acres on its main campus. It is one of two separately accredited institutions comprising Washington State Community College District 17. The district is within a six-county, 12,302 square mile region along the Washington-Idaho border serving a population of approximately 630,920. SFCC serves Spokane, an economically challenged urban area in addition to the surrounding rural, isolated counties of Ferry, Lincoln, Pend Orville, Stevens, and Whitman. SFCC delivers educational services at its main campus in Spokane, via distance learning, and at a satellite campus in the community of Pullman, WA. The College responds to the educational needs of students and employers by providing four types of programs: (1) academic credit-transfer, (2) career-technical, (3) college-readiness, and (4) non-credit continuing education, many of which can lead to an Associate degrees.

Spokane Falls Community College has faced many substantial changes and challenges over the last six years which inform new opportunities ahead to make significant and sustainable improvements in how we do the work of fulfilling our mission to our students and community.

Challenges we have faced:
- Implementation of a new enterprise records system (ctcLink) in Fall 2015, in which many elements of the implementation did not go as planned,
- Multiple leadership changes at the executive level contributed to disrupted planning, slower implementation of organization-level change, and disrupted utilization of assessment, and
- Budgetary uncertainty due to both reduction in state funding and ctcLink financial reporting capacity.

Organizational opportunities we have identified:
- Utilization of Guided Pathways as both a framework and a planning guide for organizational efforts in support of improved student learning,
- Increase commitment to diversity, equity, and inclusion throughout all the work of the college,
- Review, affirm, or restructure our governance model, committees, and processes, and
- Direct efforts for capacity building and sustainability to improve institutional effectiveness.

The NWCCU accreditation self-report process provides a structured opportunity for SFCC to be intentionally reflective about the challenges we have faced and their impact on our institutional culture and effectiveness. We have areas both to celebrate and to improve upon. We are in a time of optimism as we begin to see the implementation of Guided Pathway designs, incorporation of equity throughout our work, and an ongoing commitment to student learning and success despite the disruption of COVID-19. In this report, we address our challenges and opportunities and how we continue improving as an institution and fulfilling our mission to our students and community.

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institutional: Spokane Falls Community College

Mailing Address: 3410 W. Whistalks Way
Address 2:   MS3010
City: Spokane
State/Province: WA
Zip/Postal Code: 99224
Main Phone Number: 509-533-3500
Country: USA

Chief Executive Officer	**Accreditation Liaison Officer**	**Chief Financial Officer**
Title (Dr., Mr., Ms., etc.): Dr.	Title (Dr., Mr., Ms., etc.): Mr.	Title (Dr., Mr., Ms., etc.): Ms.
First Name: Kimberlee	First Name: Jim	First Name: Lisa
Last Name: Messina	Last Name: Brady	Last Name: Hjaltalin
Position (President, etc.): President	Position (President, etc.): VP of Learning	Position (President, etc.): CFO
Phone: (509) 533-3535	Phone: (509) 533-3764	Phone: (509) 434-5210
Fax:	Fax:	Fax:
Email: Kimberlee.messina@sfcc.spokane.edu	Email: jim.brady@sfcc.spokane.edu	Email: lisa.hjaltalin@ccs.spokane.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

☑ Comprehensive

☐ Specialized

☐ Health-Centered

☐ Religious-Based

☐ Native/Tribal

☐ Other (specify): _____

Degree Levels *(Choose all that apply)*

☑ Associate

☑ Baccalaureate

☐ Master

☐ Doctorate

☐ If part of a multi-institution system, name of system: _____

Calendar Plan *(Choose one that applies)*

☐ Semester

☑ Quarter

☐ 4-1-4

☐ Trimester

☐ Other (specify): _____

Institutional Control

☐ City   ☐ County   ☑ State   ☐ Federal   ☐ Tribal

☑ Public   OR   ○ Private/Independent

○ Non-Profit   OR   ○ For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: _____ 2020 _____ (most recent year) FTE Student Enrollments

Classification	Current Year: 2020	One Year Prior: 2019	Two Years Prior: 2018
Undergraduate	3230	3953	4033
Graduate			
Professional			
Unclassified			
Total all levels	3230	3953	4033

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: _____ 2020 _____ (most recent year) Student Headcount Enrollments

Classification	Current Year: 2020	One Year Prior: 2019	Two Years Prior: 2018
Undergraduate	4059	4868	5019
Graduate			
Professional			
Unclassified			
Total all levels	4059	4868	5019

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 131   Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	118	0		1	11	75		31
Associate Professor								
Assistant Professor								
Instructor	13	0			1	11		1
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank		171		10	61	81		19

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	65,292	15
Associate Professor		
Assistant Professor		
Instructor	60,282	12
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank	5,700	7

Institutional Finances

Financial Information. *Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).*

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- *Statement of Cash Flows*
- *Balance Sheet – collapsed to show main accounts only; no details*
- *Operating Budget*
- *Capital Budget*
- *Projections of Non-Tuition Revenue*

See attached:

- *2019 Total Resources*
- *CCS Budget 2019 V2*
- *CCS Expenses by Function IPEDS 7-19*
- *2020 CCS Budget Build – 6.3.19*
- *Other Resources 2018*

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2020__ - 2021_ (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
New program	Associate of Art	Associate in Computer Science	Computer Science

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites <u>within the United States</u> where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number* *(unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number* *(unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Pullman Center **Data for current AY**	185 Veterans Way	Pullman, WA 99164	Associate of Art; Associate of Business	**29**	**202**	**19**

Domestic Off-Campus Degree Programs and Academic Credit Sites *(Continued)*

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. *If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.*

* This listing does not substitute for a formal substantive change submission to NWCCU

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On Site Staff (Yes or No)	Co Sponsoring Organization (if applicable)
See attached Excel spreadsheet. Data for current academic Year						

Distance Education *(continued)*

* <u>*This listing does not substitute for a formal substantive change submission to NWCCU*</u>

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On Site Staff (Yes or No)	Co Sponsoring Organization (if applicable)

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites <u>outside the United States</u> where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number* *(unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number* *(unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None						

Programs and Academic Courses Offered at Sites Outside the United States *(continued)*

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

COMMUNITY COLLEGES OF SPOKANE - TOTAL RESOURCES
Compiled: May 1, 2020

In addition to State allocated operating budget funds, CCS receives revenue from a variety of other sources. These include grants and contracts, student fees, continuing and corporate education, various enterprise activities, and financial aid and scholarships.

Resources		FY 2018-19 Unaudited
Board Approved State Operating Allocation, Tuition Revenue	$	88,376,466
Other Resources - Grants, Fees, and Allocations		
Workforce Grants		
Perkins		936,638
WorkFirst		1,205,345
Basic Food, Employment and Training (BFET)		831,868
Head Start, ECEAP and related programs		22,591,147
WA Dept. Of Corrections		1,874,680
Other Grants and Contracts		4,109,195
Running Start		8,721,895
Self-support and Corporate Education		1,054,319
Student and Technology Fees		7,175,085
S&A Fees		3,225,472
Instructional Sales (Orlando's, bakery, greenery, cosmetology)		359,298
Capital Projects		18,926,435
Auxiliary Enterprises		
Bookstore		289,375
Vending		44,227
Private Pay Child Care		1,809,747
Printing		11,437
Parking		741,711
Student Financial Aid and Scholarship		
Pell Grant		21,210,765
Federal Work Study		719,343
Other State Grants Including State Work Study		13,346,704
Other Federal Grants		668,459
Scholarships		945,888
Military Assistance		1,598,944
Total CCS Resources (Unaudited)	$	200,774,441

**Direct Loans are not considered revenue to CCS but a pass through - 2019 Total: 22,681,180

Community Colleges of Spokane
June 6, 2018

2019 State Appropriation and Tuition Budget Distribution

TOTAL 2019 STATE OPERATING ALLOCATION   59,364,449

		Allocation	SCC	SFCC	**Admin		Total
1	District Enrollment Allocation Base (DEAB) + Stop Loss	45,151,924					
2	DEAB - less DMC	24,285,078	12,302,821	6,003,271	1,704,609	$	20,010,701
2a	Facilities, Capital and Security		1,379,239	679,326		$	2,058,565
2b	Provost Office		628,529	309,574		$	938,103
2c	Information Technology		856,065	421,644		$	1,277,709
3	Weighted Enrollments	3,492,514	2,363,580	1,128,934	-	$	3,492,514
4	Performance Based Funding (SAI)	2,544,391	1,477,976	1,066,415	-	$	2,544,391
5	Minimum Operating Allocation (MOA)	5,700,000	2,850,000	1,368,000	422,885	$	4,640,885
5a	Facilities, Capital and Security		341,783	168,341		$	510,124
5b	Provost Office		155,709	76,692		$	232,401
5c	Information Technology		212,115	104,475		$	316,590
6	Costs Managed at the District	8,236,840	4,214,007	2,186,426	1,836,407	$	8,236,840
7	Stop Loss - Year three	893,101	446,551	214,344	66,259	$	727,154
7a	Facilities, Capital and Security		53,552	26,376		$	79,928
7b	Provost Office		24,398	12,016		$	36,414
7c	Information Technology		33,235	16,370		$	49,605
8	ADJUSTED ALLOCATION - SUBTOTAL	45,151,924	27,339,559	13,782,204	4,030,160	$	45,151,924
9	SAFE HARBOR (EARMARKS AND PROVISOS)						
10	Wage Increases	4,638,944	2,691,180	1,643,309	304,455	$	4,638,944
11	Health Insurance	3,126,354	1,813,685	1,107,486	205,183	$	3,126,354
12	Pension	409,411	237,511	145,030	26,870	$	409,411
13	Tuition Backfill for Previous Compensation	741,539	416,672	246,470	78,397	$	741,539
14	Leases and Assessment	134,700	90,383	44,317	-	$	134,700
15	Aerospace Enrollments - High Demand	314,568	314,568	-	-	$	314,568
16	College Affordability Program	1,547,025	960,232	481,542	105,251	$	1,547,025
17	Guided Pathways	100,000	-	100,000	-	$	100,000
18	Financial Literacy, Course Material, HS Test	17,440	11,528	5,912	-	$	17,440
19	MESA	125,000	-	125,000	-	$	125,000
20	Worker Retraining	1,692,771	1,406,535	200,603	85,633	$	1,692,771
21	Aerospace Apprenticeships	29,236	29,236	-	-	$	29,236
22	Disability Accomodations	219,814	157,917	61,897	-	$	219,814
23	Hospital Employee Education & Training	350,505	105,655	244,850	-	$	350,505
24	Opportunity Grants (ELTA)	540,000	290,000	250,000	-	$	540,000
25	Opportunity Grants (GFS)	58,822	29,411	29,411	-	$	58,822
26	Students of Color	46,480	30,971	15,509	-	$	46,480
27	Workforce Development Projects	119,916	119,916	-	-	$	119,916
28	Total State Operating Allocation	59,364,449	36,044,959	18,483,540	4,835,949	$	59,364,449
		-					
29	Tuition Revenue	28,649,300	14,045,979	7,191,404	1,852,650	$	23,090,033
30	Facilities/Security		1,523,399	750,331		$	2,273,730
31	Provost		1,242,844	612,147		$	1,854,991
32	Information Technology		958,466	472,080		$	1,430,546
33	Total Tuition Distribution	28,649,300	17,770,688	9,025,962	1,852,650	$	28,649,300
34	Total State Allocation and Tuition	88,013,749	53,815,647	27,509,502	6,688,599	$	88,013,749
			0.611	0.313	0.076		
35	Operating Support (2018 Estimated)	9,740,414	3,841,471	3,937,651	1,961,292	$	9,740,414
36	Total Allocation, Tuition & Est. Operating Support	97,754,163	57,657,118	31,447,153	8,649,891	$	97,754,163

** Administration = Chancellor, Business Office, Human Resources, Public Information/Marketing Offices

Expenses by Functional Classification
Information was taken from IPEDS Reporting Part C-1

	Per GL				Allocate 7170	
2018-2019	**District**	**SCC**	**SFCC**		**SCC**	**SFCC**
	7170	**7171**	**7172**	**Grand Total**	**66%**	**34%**
Instructional	2,918,734	37,747,957	19,037,977	59,704,668	39,674,321	20,030,346
Academic	4,660,666	6,416,034	3,331,332	14,408,032	9,492,074	4,915,958
Student Services	23,631,486	8,741,313	4,459,556	36,832,355	24,338,094	12,494,261
Institutional	15,275,741	1,340,180	1,442,386	18,058,306	11,422,169	6,636,138
Fellowship	2,524	20,415,173	14,213,776	34,631,472	20,416,838	14,214,634
Other	26,997,209	2,821,433	7,624,938	37,443,581	20,639,591	16,803,989
Auxillary Enterprise	1,519,216	4,317,215	2,670,047	8,506,479	5,319,898	3,186,581
Total Expenses by Functional Class	75,012,745.94	81,806,475.98	52,787,182.95	209,584,891.87	131,302,985.76	78,281,907.11

	Per GL				Allocate 7170	
2017-2018	**District**	**SCC**	**SFCC**		**SCC**	**SFCC**
	7170	**7171**	**7172**	**Grand Total**	**66%**	**34%**
Instructional	2,569,056	36,849,691	19,287,248	58,705,996	38,545,268	20,160,728
Academic	4,729,349	5,915,159	3,108,832	13,753,339	9,036,529	4,716,811
Student Services	19,222,794	7,798,062	4,093,809	31,114,665	20,485,106	10,629,559
Institutional	13,515,158	1,327,817	1,310,611	16,153,586	10,247,821	5,905,765
Fellowship	-	20,527,496	14,609,131	35,136,627	20,527,496	14,609,131
Other	12,838,520	12,457,071	19,226,422	44,522,014	20,930,495	23,591,519
Auxillary Enterprise	3,272,668	1,311,935	1,445,141	6,029,744	3,471,896	2,557,848
Total Expenses by Functional Class	56,154,715.39	86,194,401.25	63,088,366.38	205,415,970.02	123,244,610.87	82,171,360.15

	Per GL				Allocate 7170	
2016-2017	**District**	**SCC**	**SFCC**		**SCC**	**SFCC**
	7170	**7171**	**7172**	**Grand Total**	**64%**	**36%**
Instructional	2,329,044	35,861,511	18,438,572	56,629,127	37,352,099	19,277,027
Academic	4,683,538	5,957,628	3,252,452	13,893,617	8,955,092	4,938,525
Student Services	17,206,722	7,486,989	5,164,861	29,858,571	18,499,291	11,359,281
Institutional	16,981,405	1,413,484	1,015,673	19,410,562	12,281,583	7,128,979
Fellowship	-	12,029,195	8,358,866	20,388,061	12,029,195	8,358,866
Other	13,048,757	17,936,013	14,555,457	45,540,227	26,287,218	19,253,009
Auxillary Enterprise	2,782,185	1,120,202	1,377,649	5,280,036	2,900,800	2,379,236
Total Expenses by Functional Class	57,038,821.18	81,812,192.34	52,170,700.61	191,000,201.13	118,305,278.74	72,694,923.39

Community Colleges of Spokane
Business Office
6.3.19

<p style="color:red; text-align:center">*Estimated Draft 2020 State Appropriation and Tuition Budget Distribution</p>

TOTAL ESTIMATED 2020 STATE OPERATING ALLOCATION   61,486,205

		Allocation	SCC	SFCC	**Admin		Total
1	District Enrollment Allocation Base (DEAB)	47,787,215					
2	DEAB - less DMC	27,910,900	12,203,330	6,486,299	2,556,144	$	21,245,773
2d	Campus Support Services		4,351,972	2,313,155		$	6,665,127
3	Weighted Enrollments	3,907,801	3,548,334	359,467	-	$	3,907,801
4	Performance Based Funding (SAI)	3,106,829	1,797,073	1,309,756	-	$	3,106,829
5	Minimum Operating Allocation (MOA)	4,576,000	2,288,000	1,098,240	329,802	$	3,716,042
5d	Campus Support Services		581,052	278,905		$	859,958
6	Costs Managed at the District	8,285,685	5,195,842	2,584,768	505,075	$	8,285,685
7	Stop Loss - Year three	-	-	-	-	$	-
	Perkins/IT Budget Adjustments		(248,223)	(36,863)	285,086	$	-
8	ADJUSTED ALLOCATION - SUBTOTAL	47,787,215	29,717,381	14,393,726	3,676,108		47,787,215
9	SAFE HARBOR (EARMARKS AND PROVISOS)						
10	Wage Increases	5,685,112	2,525,836	1,536,605	449,806	$	4,512,246
10a	Campus Support Services		729,233	443,632		$	1,172,865
10c	Foundational Support	455,245	202,261	123,046	129,938	$	455,245
11	Health Insurance	1,021,558	453,868	276,113	80,826	$	810,806
11a	Campus Support Services		131,036	79,716		$	210,752
12	Pension	191,575	85,115	51,780	15,157	$	152,052
12a	Campus Support Services		24,573	14,949		$	39,523
13	Tuition Backfill for Previous Compensation	466,594	207,303	126,114	36,917	$	370,333
13a	Campus Support Services		59,850	36,410		$	96,261
14	M&O, Leases, and Assessment	14,000	9,394	4,606	-	$	14,000
15	Aerospace Enrollments - High Demand	314,568	314,568	-	-	$	314,568
16	College Affordability Program	1,595,057	990,045	496,493	108,519	$	1,595,057
17	Guided Pathways	200,000	100,000	100,000	-	$	200,000
18	Financial Literacy, Course Material, HS Test	17,440	11,528	5,912	-	$	17,440
19	MESA	125,000	-	125,000	-	$	125,000
20	Worker Retraining	1,692,771	1,368,113	250,493	74,165	$	1,692,771
21	Aerospace Apprenticeships	29,236	29,236	-	-	$	29,236
22	Disability Accomodations	172,035	123,592	48,443	-	$	172,035
23	Hospital Employee Ed & Training / Nurse Training	-	-	-	-	$	-
24	Opportunity Grants (ELTA)	540,000	290,000	250,000	-	$	540,000
25	Opportunity Grants (GFS)	58,822	29,411	29,411	-	$	58,822
26	Students of Color	39,568	26,365	13,203	-	$	39,568
27	Workforce Development Projects	120,220	120,220	-	-	$	120,220
27a	Nurse Educators	960,189	960,189	-	-	$	960,189
	Sub Total Safe Harbor	13,698,990	8,791,736	4,011,926	895,328		13,698,990
28	Total State Operating Allocation	61,486,205					61,486,205
29	Tuition Revenue	27,826,375	13,110,401	6,865,219	1,704,913	$	21,680,532
29a	Campus Support Services		4,033,641	2,112,203		$	6,145,843
33	Total Tuition Distribution	27,826,375	17,144,041	8,977,421	1,704,913	$	27,826,375
34	Total State Allocation and Tuition	89,312,580	55,653,158	27,383,074	6,276,348		89,312,580
			62.3%	30.7%	7.0%		
35	Operating Support (2019 Estimated)	8,070,816	2,405,835	3,450,000	2,214,981	$	8,070,816
36	Total Allocation, Tuition & Est. Operating Support	97,383,396	58,058,993	30,833,074	8,491,329	$	97,383,396

*   Draft Budget will be updated after Governor's budget is released, after legislature releases a budget, and when SBCTC budget released
**   Administration = Chancellor, Business Office, Human Resources, Public Information/Marketing Offices

State Allocation and Tuition Reconciliation

Total Campus Support Services & DMC	15,107,200	7,863,739
Campus Budgets without CSS & DMC	40,545,958	19,519,335

COMMUNITY COLLEGES OF SPOKANE - TOTAL RESOURCES

Compiled: May 1, 2019

In addition to State allocated operating budget funds, CCS receives revenue from a variety of other sources. These include grants and contracts, student fees, continuing and corporate education, various enterprise activities, and financial aid and scholarships from a variety of sources.

Resources	FY 2017-18 Unaudited
Board Approved State Operating Allocation, Tuition Revenue	$ 89,036,386
Other Resources - Grants, Fees and Allocations	
Workforce Grants	
Perkins	947,648
WorkFirst	1,269,074
Basic Food, Employment and Training (BFET)	527,591
Head Start, ECEAP and related programs	17,898,347
WA Dept. Of Corrections	1,740,498
Other Grants and Contracts	3,878,919
Running Start	6,179,312
Self-support and Corporate Education	424,641
Student and Technology Fees	6,150,168
S&A Fees	3,477,671
Instructional Sales (Orlando's, bakery, greenery, cosmetology)	328,130
Capital Projects	17,766,514
Auxiliary Enterprises	
Bookstore	569,856
Vending	40,103
Private Pay Child Care	1,506,457
Printing	103,285
Parking	844,590
Student Financial Aid & Scholarship	
Pell Grant	22,457,819
Federal Work Study	692,195
Other State Grants Including State Work Study	11,332,654
Other Federal Grants	498,492
Scholarships	1,163,885
Military Assistance	1,716,505
Total CCS Resources (unaudited)	$ 190,550,740

**Direct Loans are not considered revenue to CCS but a pass through, $24,173,500 for FY 2018

Name of Site	Physical Address	Degree Type	Program Name	Distance Education	Student Enrollment (Unduplicated Headcount)	On Site Staff
Spokane Falls Comm College	3410 W Whistalks Way; Spokane, WA 99224	Associate of Arts (AA)	Academic Transfer AA DTA	50% or More	2037	Yes
Spokane Falls Comm College	3411 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Addiction Studies	50% or More	118	Yes
Spokane Falls Comm College	3412 W Whistalks Way; Spokane, WA 99224	Certificate (45 quarter credits or more)	Addiction Studies	50% or More	2	Yes
Spokane Falls Comm College	3413 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Administrative Assistant	50% or More	19	Yes
Spokane Falls Comm College	3414 W Whistalks Way; Spokane, WA 99224	Certificate (Less Than 45 Quarter Credits)	Alternative for CDP	50% or More	0	Yes
Spokane Falls Comm College	3415 W Whistalks Way; Spokane, WA 99224	Associate of Arts (AA)	Associate in Business DTA/MRP	50% or More	95	Yes
Spokane Falls Comm College	3416 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Associate in Computer Science DTA/MRP	50% or More	21	Yes
Spokane Falls Comm College	3417 W Whistalks Way; Spokane, WA 99224	Associate of Science (AS)	Associate in Mathematics DTA/MRP	50% or More	0	Yes
Spokane Falls Comm College	3418 W Whistalks Way; Spokane, WA 99224	Associate of Science (AS)	Associate in pre-Nursing DTA/MRP	50% or More	219	Yes
Spokane Falls Comm College	3419 W Whistalks Way; Spokane, WA 99224	Associate of Science (AS)	Associate in Science (AS-T1) Biological Sciences, Environmental/Resource Sciences, Chemistry, Geologyâ€¦	50% or More	75	Yes
Spokane Falls Comm College	3420 W Whistalks Way; Spokane, WA 99224	Associate of Science (AS)	Associate in Science (AS-T2) Civil and Mechanical Engineering Pathway (AS-T 2/MRP)	50% or More	77	Yes
Spokane Falls Comm College	3421 W Whistalks Way; Spokane, WA 99224	Associate of Science (AS)	Associate in Science (AS-T2) Computer and Electrical Engineering Pathway (AS-T 2/MRP)	50% or More		Yes
Spokane Falls Comm College	3422 W Whistalks Way; Spokane, WA 99224	Associate of Science (AS)	Associate in Science (AS-T2) Engineering, Computer Science, Physics and Atmospheric Science	50% or More	49	Yes
Spokane Falls Comm College	3423 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Audio Engineering	50% or More	50	Yes

Name of Site	Physical Address	Degree Type	Program Name	Distance Education	Student Enrollment (Unduplicated Headcount)	On Site Staff
Spokane Falls Comm College	3424 W Whistalks Way; Spokane, WA 99224	Certificate (45 quarter credits or more)	Audio Engineering	50% or More	0	Yes
Spokane Falls Comm College	3425 W Whistalks Way; Spokane, WA 99224	Bachelor of Applied Science (BAS)	Bachelor of Applied Science - Applied Management	50% or More	51	Yes
Spokane Falls Comm College	3426 W Whistalks Way; Spokane, WA 99224	Bachelor of Applied Science (BAS)	Bachelor of Applied Science - Applied Management - Fitness Lifestyle Management	50% or More		Yes
Spokane Falls Comm College	3427 W Whistalks Way; Spokane, WA 99224	Bachelor of Applied Science (BAS)	Bachelor of Applied Science - Cyber Security	50% or More	30	Yes
Spokane Falls Comm College	3428 W Whistalks Way; Spokane, WA 99224	Certificate (45 quarter credits or more)	Business & Software Applications	50% or More	2	Yes
Spokane Falls Comm College	3429 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Business Management	50% or More	99	Yes
Spokane Falls Comm College	3430 W Whistalks Way; Spokane, WA 99224	Certificate (45 quarter credits or more)	Business Management	50% or More	3	Yes
Spokane Falls Comm College	3431 W Whistalks Way; Spokane, WA 99224	Certificate (45 quarter credits or more)	Computer Forensics/Network Security	50% or More	2	Yes
Spokane Falls Comm College	3432 W Whistalks Way; Spokane, WA 99224	Certificate (Less Than 45 Quarter Credits)	Cyber Defender - Advanced Cyber Defense	50% or More		Yes
Spokane Falls Comm College	3433 W Whistalks Way; Spokane, WA 99224	Certificate (Less Than 45 Quarter Credits)	Cyber Defender - Basic Cyber Defense	50% or More		Yes
Spokane Falls Comm College	3434 W Whistalks Way; Spokane, WA 99224	Certificate (Less Than 45 Quarter Credits)	Cyber Defender - Intermediate Cyber Defense	50% or More		Yes
Spokane Falls Comm College	3435 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Digital Marketing Specialist	50% or More	10	Yes
Spokane Falls Comm College	3436 W Whistalks Way; Spokane, WA 99224	Certificate (45 quarter credits or more)	Digital Marketing Specialist	50% or More	3	Yes
Spokane Falls Comm College	3437 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Early Childhood Education	50% or More	64	Yes
Spokane Falls Comm College	3438 W Whistalks Way; Spokane, WA 99224	Other	Early Childhood Education	50% or More		Yes
Spokane Falls Comm College	3439 W Whistalks Way; Spokane, WA 99224	Certificate (45 quarter credits or more)	Education Paraeducator	50% or More	3	Yes

Name of Site	Physical Address	Degree Type	Program Name	Distance Education	Student Enrollment (Unduplicated Headcount)	On Site Staff
Spokane Falls Comm College	3440 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Education Paraeducator - Early Childhood Education	50% or More	13	Yes
Spokane Falls Comm College	3441 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Education Paraeducator - School Library Media Technician	50% or More		Yes
Spokane Falls Comm College	3442 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Education Paraeducator - Special Education	50% or More		Yes
Spokane Falls Comm College	3443 W Whistalks Way; Spokane, WA 99224	Other	Graphic Design	50% or More		Yes
Spokane Falls Comm College	3444 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Health/Fitness Technician	50% or More	21	Yes
Spokane Falls Comm College	3445 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Hearing Instrument Specialist	50% or More	28	Yes
Spokane Falls Comm College	3446 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Information Technology - Cybersecurity Emphasis	50% or More	42	Yes
Spokane Falls Comm College	3447 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Information Technology - Information Systems Emphasis	50% or More	67	Yes
Spokane Falls Comm College	3448 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Integrated Community Services	50% or More	30	Yes
Spokane Falls Comm College	3449 W Whistalks Way; Spokane, WA 99224	Other	Interpreter Training Program	50% or More	10	Yes
Spokane Falls Comm College	3450 W Whistalks Way; Spokane, WA 99224	Certificate (45 quarter credits or more)	Interpreter Training Program	50% or More	7	Yes
Spokane Falls Comm College	3451 W Whistalks Way; Spokane, WA 99224	Associate of Applied Science (AAS)	Library and Information Services	50% or More	28	Yes
Spokane Falls Comm College	3452 W Whistalks Way; Spokane, WA 99224	Certificate (Less Than 45 Quarter Credits)	Library and Information Services	50% or More	6	Yes
Spokane Falls Comm College	3453 W Whistalks Way; Spokane, WA 99224	Certificate (45 quarter credits or more)	Office Assistant	50% or More	5	Yes
Spokane Falls Comm College	3454 W Whistalks Way; Spokane, WA 99224	Certificate (45 quarter credits or more)	Retail Management	50% or More	2	Yes
Spokane Falls Comm College	3455 W Whistalks Way; Spokane, WA 99224	Certificate (Less Than 45 Quarter Credits)	Social Media Marketing	50% or More	1	Yes
Spokane Falls Comm College	3456 W Whistalks Way; Spokane, WA 99224	Certificate (45 quarter credits or more)	State Early Childhood Education Certificate	50% or More	5	Yes

Name of Site	Physical Address	Degree Type	Program Name	Distance Education	Student Enrollment (Unduplicated Headcount)	On Site Staff
Spokane Falls Comm College	3457 W Whistalks Way; Spokane, WA 99224	Certificate (Less Than 45 Quarter Credits)	State Initial Early Childhood Education Certificate	50% or More	1	Yes
Spokane Falls Comm College	3458 W Whistalks Way; Spokane, WA 99224	Certificate (Less Than 45 Quarter Credits)	State Short Early Childhood Education Certificate - Family Child Care	50% or More		Yes
Spokane Falls Comm College	3459 W Whistalks Way; Spokane, WA 99224	Certificate (Less Than 45 Quarter Credits)	State Short Early Childhood Education Certificate - General	50% or More	15	Yes
Spokane Falls Comm College	3460 W Whistalks Way; Spokane, WA 99224	Certificate (Less Than 45 Quarter Credits)	State Short Early Childhood Education Certificate - Infant Toddler Care	50% or More		Yes
Spokane Falls Comm College	3461 W Whistalks Way; Spokane, WA 99224	Certificate (Less Than 45 Quarter Credits)	State Short Early Childhood Education Certificate - School-Age Care	50% or More		Yes
Spokane Falls Comm College	3462 W Whistalks Way; Spokane, WA 99224	Certificate (Less Than 45 Quarter Credits)	State Short Early Childhood Education Certificate - Administration	50% or More		Yes
Spokane Falls Comm College	3463 W Whistalks Way; Spokane, WA 99224	Certificate (Less Than 45 Quarter Credits)	State Short Early Childhood Education Certificate - Home Visitor/Family Engagement	50% or More	1	Yes

Standard 1.A – Institutional Mission

1.A The institution has a statement of mission that defines the institution's broad educational purposes and its commitment to student learning and achievement.

In 2014, Spokane Falls Community College and the Community Colleges of Spokane (CCS) Board of Trustees reaffirmed its 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.* – and five Core Themes:

- **Excellent Instruction/Learning**
  SFCC faculty, students, and administration commit to excellence in instruction and learning.
- **Student Achievement**
  SFCC provides students with the tools and opportunities to achieve their goals.
- **Broad Access**
  SFCC opens access to all students through a variety of teaching methods, modalities of instruction and services, and locations.
- **Diversity, Equity, Global Awareness**
  SFCC advances diversity, promotes equity, and prepares students to live responsibly in an increasingly global civilization.
- **Responsiveness to Community Needs**
  SFCC meets the changing needs of our community stakeholders through collaboration and innovation.

The College affirmed the Core Theme objectives, indicators, thresholds, and institutional actions in 2014 through the deliberative process by the Core Theme Teams (CTTs) and the Institutional Effectiveness Team. During the 2013-2014 academic year, SFCC engaged in a process, led by then President Janet Gullickson to review its mission and core themes. Faculty, staff and administrators compose the Institutional Effectiveness Team (IET), formerly named the Executive Accreditation Steering Committee. The committee drafted two mission statements after seeking the advice of the College's constituents and surveyed the college community for feedback on the statements. The input was extensive, including excellent suggestions that the IET then synthesized, drafting the final version for Board of Trustee consideration which was approved at their June 2014 monthly meeting. Core Theme Three (Broad Access) narrowed its focus to student onboarding from first contact through the first ten days (census) of class.

In 2016, SFCC began the conversation about the Guided Pathways (GP) model framed by the research of the Community College Research Center (CCRC) and the Washington State Board of Technical and Community Colleges (SBCTC). The book *Redesigning America's Community Colleges: A Clearer Path to Student* Success by Bailey, Jaggars, and Jenkins was the seminal text to inform the conversation. In 2018, the College received College Spark and SBCTC grants, making it a member of the state's second Guided Pathways (GP) cohort. At that time, GPs began supplanting the Core Theme (CT) model in function if not in form. No changes were made to the College's core themes because of the natural alignment between GP, core themes, and SFCC's mission statement.

Additional Documents
- 2014 Year One Report: Standard One: Mission, Core Themes, and Expectations
- Core Theme 3 Yearly Report AY1718

Standard 1.B – Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process of assessing institutional effectiveness, including the assessment of student learning and other support services to facilitate student learning and achievement. The institution uses that ongoing and systematic evaluation and planning to inform and refine its key processes, assign resources, and improve student learning.

Until 2018, the College assessed institutional effectiveness and mission fulfillment using the Core Theme model with clearly defined objectives and indicators. Membership in the CT teams (CTTs) included one or more deans as chair or co-chairs, faculty, student affairs staff, institutional research, and students. The CTTs reviewed indicator data, developed institutional knowledge about actions and interventions that aligned with the objectives, and made recommendations to the Institutional Effectiveness Team (IET) regarding prioritization and resource allocation. The Office of Planning, Institutional Effectiveness, and Research (PIER) developed a Core Theme Report which is accessible to all SFCC employees.

In support of strategic prioritization and allocation of resources, the CTTs presented recommendations to IET for review and discussion. IET utilized a rubric and quadrant matrix to score and prioritize each recommendation. IET presented the highest prioritized recommendations to the Administrative Council for discussion or modifications before sending any recommendations to the President's Cabinet for a final decision.

Prompted by peer evaluators during the mid-cycle accreditation visit in 2016, SFCC attempted to visually represent the communication and decision-making structures that support the college's governance and assessment of institutional effectiveness (Image 1). The result was clear documentation of confusing processes. The College's many decision-making groups and committees were unclear as to their roles in assessing institutional effectiveness, reviewing and reporting the results, and making recommendations. Several groups had only limited interaction or communication with direct decision-making processes.

Image 1: 2016 Communication and Decision-Making Diagram
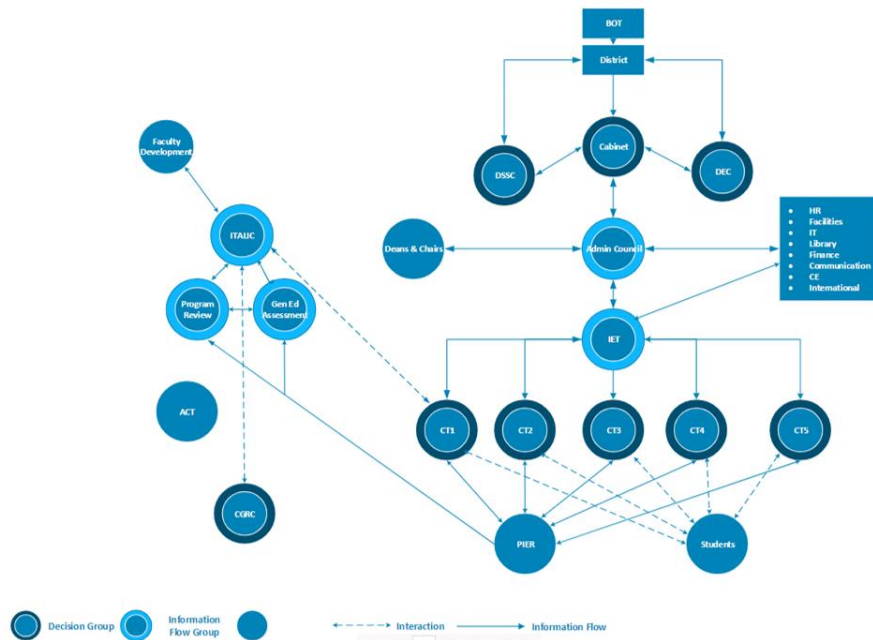
In 2019, President Messina started the process of reviewing and restructuring the College's governance structure to address the confusion, and substantial progress has been made by moving to the GP framework and ongoing governance redesign.

Institutional Effectiveness Team

In 2013, after the completion of the seven-year accreditation cycle and visit, the College refocused the Executive Accreditation Steering Committee to serve as the Institutional Effectiveness Team (IET). The IET served as a clearinghouse to review and respond to data and recommendations from the CT teams and communicate to the Administrative Council issues and concerns based on the Core Theme Team reports.

The effectiveness of the Core Theme structure diminished in the latter half of the seven-year cycle for two primary reasons. The first was changes in executive leadership positions. In the period from 2015 through Winter 2020, SFCC experienced four different presidents, three different vice presidents of learning and three different vice presidents of student affairs. The second reason was the shift in focus by the College to Guided Pathways; work that relied substantially on the same body of faculty and administrators as the CTTs. The College prioritized GP in the management of workloads, and believing the GP work would advance student success more effectively, reassigned time and resources to those efforts. In AY1920, the focus of IET changed to preparing for the new accreditation standards and a final review of the core themes.

The data and reports supplied by IET continue to inform the College's ongoing commitment to the principles of retention, completion, advising, equity, and student learning. The alignment of resources to those goals is illustrated below in Table 1.

Table 1: Institutional Commitments and Aligned Data

Issue	Commitment
Retention and Completion	Pursuit of Guided Pathway and Title III grants, Developmental Education reform
Advising	Commitment to NACADA-informed model of advising, Welty grant
Diversity and Equity	Search Advocates training, MOSAIC Center, MESA Center, Diverse Learning Environment Student Survey
Student Learning	General Education assessment, CTE Program assessment, updating of Student Learning Outcomes

As the College develops and implements a new governance model (addressed more fully in Standard 2.A), the organizational structure for systematic and continuous process of evaluating the College's effectiveness within the Guided Pathways (GP) model will be collaborative and robust. At present, the work of assessment and evaluation continues but at the department, area, initiative, or program level.

Institutional Effectiveness Movement to Guided Pathways

During this accreditation cycle, an increased emphasis emerged on success, retention, completion, and success in transfer with an intentional focus on equity of access, participation, and success through the College's monitoring of the Core Theme objectives and indicators. The College reinforced these priorities through an ongoing collaboration with Achieving the Dream and the state's adoption of a Student Achievement Initiative which determines a portion of Washington community and technical colleges' state allocation through the accumulation of student momentum points. The College believes the transition to GP will more effectively address these student outcomes and close the achievement gaps. The required yearly GP workplan and data reflection reports assists the College in developing regular and systematic processes of reviewing and acting upon assessment and evaluation data.

The first two years of the GP essential practices implementation schedule focused on planning, designing, and operationalizing the essential elements of Guided Pathways. Now entering the third year of the GP grants, the College is determining institutionally relevant key performance indicators (KPIs), appropriate state and national peer institutions for benchmarking, and equity priorities and goals. These priorities and goals will inform the associated college assessments to begin in AY2122. The state's established milestones of student progress have served, and will continue to serve, as the high level KPIs. These include achievement of 15, 30, and 45 college-level credits, completion of college-level English and math in the first year, retention from the first year to second year, and award completion.

The College followed a multi-year process in its movement to the Guided Pathways model with intentional efforts to find the resources and supports necessary to make it successful. The holistic nature of the GP model with wrap-around student support and substantial advising aligns with the prior work of SFCC, including:

- More intentional engagement in NACADA with an aim of enhancing SFCC's advising model beyond a 30-or-below credit model through a joint effort of Student Affairs and Instructional Administration;

- Applied for and received a local Welty grant in 2016, *Guided Pathways: Zero to Completion*, aimed at complementing the early advising modeling work developed in NACADA institutes with a research review to design an advising model and integrating additional advisor training into a Guided Pathways framework;

- Applied for, but did not receive, an American Association of Community Colleges *Join the Pathways Project* in 2015 in conjunction with its sister college, Spokane Community College;

- Applied for in 2017 and received in 2018, a Title III Strengthening Institutions grant *Change: Pathways to Student Success* to develop GP student success courses, professional development for advising, purchase technology to support student success efforts, and develop data literacy professional development and resources;

- In the fall of 2017, applied for and was accepted as a member of the second cohort of Washington Community Colleges engaged in a five-year Guided Pathways Initiative jointly funded by the College Spark Foundation and the State Board of Community and Technical Colleges (SBCTC). As a member of the cohort, SFCC will receive a minimum of $1,094,000 toward the implementation of a Guided Pathways model.

By the fall of 2018, the Guided Pathways Initiative provided an effective means of planning, allocation and assessment for the College through its essential practices and five-year work plan. The current

president, Dr. Kimberlee Messina, affirmed this new role through the Establishing and Aligning Direction documents for AY1920 and AY2021, developed in conjunction with SFCC Administrative leadership and the Guided Pathways Steering Committee (GPSC).

Image 2: Guided Pathways Steering Committee

In 2019, IET discussed the ongoing use of the core themes for reporting mission fulfillment considering the movement of SFCC towards Guided Pathways and the changes in the NWCCU accreditation standards. The members agreed that the new standards were more representative of the College's mission and aspirations and that, while the CTs and the objectives and indicators could be assumed under the GP vision, they were less organic to the ongoing GP work. IET developed a crosswalk of CT and GP identifying alignment and challenges. At that time, each CTT was asked to complete any review, work, or reports to inform the ongoing work under the GP model.

Because of its workplan structure, the Guided Pathways initiative has resulted in participatory planning, clarifying the connection between planning and allocation of resources. However, that has taken time to develop and the process has not yet been formally presented as SFCC's primary institutional effectiveness structure. Now in the second year of Dr. Messina's administration, SFCC has begun a process that will clearly define and communicate the governance structure (Standard A.1) and incorporate the fundamental practices and principles of GP into the College's processes for planning, allocation, and assessment in a more comprehensive and systematic manner.

When that work is complete, the systematic process will inform the new work of institutional effectiveness. The work of assessment has continued, even if not within a desired holistic organizational structure. The Core Theme Teams and the Office of Planning, Institutional Effectiveness, & Research (PIER) maintain the work of data collection.

Utilizing Data

The Office of Planning, Institutional Effectiveness, & Research (PIER) collects, analyzes, and reports on data for use in planning, assessment, and evaluation. Due to the conversion to the ctcLink ERP in fall 2015, PIER focused on providing access to data, including for operational as well as institutional research purposes through a Data Central portal. PIER built new data reports to increase availability and usability of the data including data visualizations for Core Theme indicators, CTE program review data, and general education student learning outcomes in support of institutional planning and effectiveness decisions. In 2019, PIER began adding a focus on data utilization through data literacy professional development

opportunities. While lacking a formal strategic planning structure, the College does use results to inform and refine key process and align resources to improve student learning as reflected in Table 2.

Table 2: Institutional Actions and Data

Area of Focus	Data Collection	Institutional Actions
Retention and Completion	− 1.2.1 Success After Transferring to Public WA 4-yr Schools, by First Year at 4-yr School − 2.1.2 Percentage of Students Earning 45 College-Level Credit SAI Point Within 2 Years − 2.1.1 Fall-to-Fall Retention Rate, Degree-Seeking Students − 2.2.1 150%-Time Completion Rate, Degree-Seeking Students − Retention and Completion Report	− Pursuit and acquisition of $1,094,000 in funding for Guided Pathways implementation − $150,000 College Spark grant to implement transcript-based placement − $100,000 College Spark grant to accelerate completion of college-level math
Advising	− 2.1.1 Fall-to-Fall Retention Rate, Degree-Seeking Students − 2.2.1 150%-Time Completion Rate, Degree-Seeking Students − Academic Standing Report − Enrolled by not Registered for Next Quarter Report − SFCC Pathways Maps Report	− College-sponsored attendance at NACADA institutes − $25,000 Welty grant to design first draft of GP advising model and associated training − Redesign of NSO to NSAR − Bigfoot Advising Plan with increased resources & positions − Advising professional development through Title III − Advising milestones embedded in GP maps − Design & pilot intervention for student on academic probation
Diversity and Equity	− 4.1.1 Gap In Retention Rate (Equity Index) for Minorities − 4.1.2 Gap In Completion Rate (Equity Index) for Minorities − 4.3.1 Students' Experience Contributed to Development in Understanding People of Other Racial/Ethnic Backgrounds	− Creation of MOSAIC Center − College-sponsored creation of MESA Center and acquisition of annual state support − Search Advocates program − Safe Campus Advocates training − Development of DEI definitions

Area of Focus	Data Collection	Institutional Actions
	− Diversity Learning Environment Survey	− TILT and Universal Design review of class syllabus and content − Review of course for inclusive language and materials;
Student Engagement	− Pre-engineering Scholarship Program − CCSSE − Student Satisfaction Inventory − COVID-19 student need & transition surveys − HOPE RealCollege Housing & Food Insecurity − Peer services tutoring survey & "secret shoppers"	− NSF-STEM grant − Virtual lounges − additional laptops & hot spots to check out − Student foodbank & Farmers Market − Peer Services Student Employee Professional Development Series workshops
Student Learning	− Career-Technical Programs Verify Students Achieve Program Learning Outcomes − Achievement of General Education Student Learning Outcomes − Student Course Learning Outcomes Report	− Revision and expansion of CTE Program Review − Course Learning outcome revision project 2019-2021 − Commitment to development of Academic Program Review 2020-21 − Gateway vs. gatekeeper courses identification and review − Use of "Mastery" in-class assessments with immediate feedback − Creation of non-STEM math pathway − Increased self-placement co-requisite class model in math − ALP model in English − Discipline based modifications in class/course/program to align with industry expectations (ex. Drama) − $150,000 College Spark grant to implement HS transcript-based placement − Teaching & Learning Center launching in AY2021

Additional Documents
- AY1516 Core Theme Team Charge
- AY1718 IET Charge
- AY1819 IET Charge
- AY1920 IET Charge
- AY1819 Core Theme Recommendations
- AY1920 Core Theme Recommendations
- Yearly Core Theme Team Report Plan
- Core Theme Five Report: Community Need
- Core Theme One Report: Teaching and Instruction
- Core Theme Two Report: Student Success
- Core Theme Three Report: Broad Access/Onboarding
- Core Theme Four Report: Diversity, Equity, & Global Awareness
- Institutional Effectiveness Team's Five Rs
- Operational Planning Process

1.B.2 (ER 4, ER 5, ER 6, ER 19) The institution sets and articulates meaningful goals, objectives, and indicators to define mission fulfillment and improve its effectiveness in the context of and comparison with regional and national peer institutions.

In 2014, the College reviewed existing core themes, objectives, and indicators as evidence of mission fulfillment. After the affirmation of the college mission statement, the core themes were reconsidered for change in definition of goals, objectives, and alignment of the indicators. In 2017, the Institutional Effectiveness Team (IET) conducted a guided discussion on the definition of effectiveness and mission fulfillment and IET's role. This proved helpful to the team members to understand the organizational role of IET in continuous improvement.

Movement to Guided Pathways

With the receipt of a $594,000 grant from College Spark and $500,000 from WA state in 2018, Guided Pathways came to the forefront as a model for mission fulfillment and improving institutional effectiveness. As the College works on the transformation to the GP model, the goals and indicators that define mission fulfillment are those that focus on student success outcomes in alignment with the state Student Achievement Initiative (SAI) progress milestones. These have been researched and documented by both the state and CCRC as meaningful and measurable. The College is now able to quickly review key GP Student Progress and Completion milestones and compare SFCC student progress to that of the SBCTC system colleges. This report, available to all college employees within SBCTC, provides easily accessible, understandable, and explorable data to inform decision-making.

In Winter 2021, the Guided Pathway Steering Committee is developing goals and timelines to address achievement gap priorities using the GP milestones and disaggregated student population groups. In fulfillment of SFCC's commitment to indigenous populations, the College also prioritized increase access for Native American students. College data has consistently shown that Pell eligibility or being in the lower socio-economic quintiles does not negatively correlate with achievement; at SFCC the larger gap correlates with race/ethnicity.

As the College moves forward operationalizing GP work, additional indicators, both leading and lagging such as those around cost, program quality, and professional development which had been part of the Core Themes, will be added. SFCC's Title III office is providing the funding for a Tableau developer to create additional reports and dashboards (hired January 2021). In Fall 2020, members of the GP workgroups, student affairs professionals, and administrators participated in two days of meetings with the Achieving the Dream coaches to start structured discussions on data needed to establish that the GP essential practices as put in place and scaled up are having the intended effects.

Regional Peer Institutions

The College did not regularly compare outcomes with regional or national peers under the previous accreditation standards and core themes. State student success metrics such as common course completion and success rates and Student Achievement Initiative points are regularly reported by SBCTC with all colleges' data and reviewed by deans, CTTs, and IET. As SBCTC provides improved data reports and visualizations, the ability to compare SFCC's student outcomes within the state peers increases. Peer institutions for SFCC within the SBCTC system include Clark College, Highline Community College, Renton, Seattle Central College, Seattle North College, and Yakima Valley College. The peer set was selected in 2011 based on a similarity of student population and programmatic mix.

National Peer Institutions

In AY1920 when the IET decided to write to the new accreditation standards, PIER proposed a national peer group for comparison on data available through IPEDS. While this data does not provide student learning indicators, it does provide key institutional effectiveness indicators and disaggregated race/ethnicity data for enrollment and awards. The national peers were selected based on Carnegie type, with the criteria being primarily an associate awarding college but with some bachelors, and a similarity of student population and programmatic mix. The national peer institutions identified are Hocking College (Nelsonville, Ohio), SUNY Broome Community College (Binghamton, New York), Tyler Junior College (Tyler, Texas), and University of Cincinnati-Blue Ash College (Blue Ash, Ohio).

Image 3: Graduation Rates by Race/Ethnicity National Peer Comparison

Figure 18. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2012 cohort
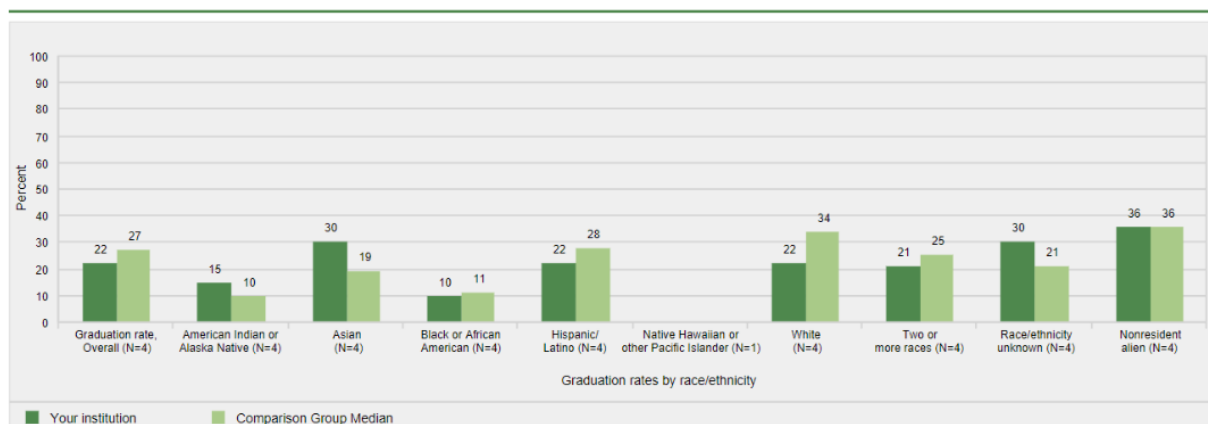
NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

Additional Documents
- *SFCC GP Grant Application*
- *IPEDS Data Report—State Peers*
- *IPEDS Data Report—National Peers*
- *GP Data for Prioritizing*

1.B.3 (ER 4, ER 19) The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

During the many leadership changes since 2011, the College's planning process was weakened but remained inclusive, collaborative, and core to the work culture at the College. Throughout most of the current seven-year accreditation cycle through the 2018-19 academic year, SFCC had no comprehensive planning body; de facto planning largely occurred through the President's Cabinet (President, Vice President of Learning, and Vice President of Student Services) and Administrative Council (comprised of administrators from across the campus) with the recommendations from the Institutional Effectiveness Team. Annual strategic plans were not created or disseminated beyond the ongoing work of the CTTs. Some departments and programs utilized the College's Strategic Planning Online (SPOL) software for planning, but there was no institutional expectation. SPOL was used for document management for technology fee and campus improvement requests as it aligned the requests to Core Theme objectives. While no comprehensive strategic plan was shared with campus constituencies, communication and opportunities for feedback on the college's strategic priorities were provide during all-college and all-faculty forums. With the receipt of the Guided Pathways grants, SFCC determined the GP framework was a better planning structure for the college than the CTs and has since taken steps to develop the planning structures to support it.

Change of Planning Process in Move to Guided Pathways

In AY1819, SFCC acquired a $594,000 grant from the College Spark Foundation, accompanied by $500,000 from the State Board of Community and Technical Colleges (SBCTC) to fund the implementation of a Guided Pathways (GP) model at SFCC. By committing itself to the requirements of the grant, SFCC was obliged to build and follow a five-year plan for the design and implementation of a GP model, while allocating grant, state, and local resources to the student success-centered initiative with annual expectations of evaluation and the development of key performance indicators, all with an equity lens.

Dr. Kimberlee Messina's first year as president coincided with the second year of the initiative, and in each of her first two years, she facilitated the development of *Establishing and Aligning Direction* documents, designed to emphasize and prioritize the annual goals of the project as the goals of the College. Campus participation and input on the implementation of GP is facilitated by a GP Steering Committee (composed of cabinet members, co-chairs of the focus groups (Stay on the path, Get on the Path, Stay on the Path and , Technology), and eLearning) tasked with the design and coordination of the key elements of the project, and monthly all-college GP meetings.

Under Dr. Messina's leadership, SFCC is currently engaged in a process to design and affirm a governance structure for the college. Once completed, SFCC will complete the extension of the Planning/Allocation/Assessment structure associated with the GP effort to the College.

While institutional strategic planning did not occur at a comprehensive level beyond the work of the Core Theme Teams (CTTs), over the last seven years representative groups did have responsibility for focused planning. Each of the following committees included faculty and staff representing different segments of the campus:

- ITALIC* (Institutional Teaching And Learning Improvement Coordinating Committee – division faculty and deans) coordinated and funded assessment efforts, including general education assessment and training in the development of course learning outcomes. Communication of the work of ITALIC to the campus community is supported by a Canvas shell;

- Facilities and Grounds* (representation by building) received updates and informed planning by Facilities, who then made recommendations to the president;

- Technology Fee Committee (primarily composed of students with faculty and dean representation) reviews technology requests submitted from across the campus annually, requests clarifying information from IT and proposes and prioritizes proposals within available funding; and

- Diversity, Equity and Global Awareness* (DEGA, represented by faculty from each division, Counseling, classified staff, students and administration) committee works closely with the Core Theme 4 Team, including intentional overlap between the memberships, to increase coordination. It serves as a clearinghouse for much of the college-wide work relating to diversity, equity, and global awareness. Some of these efforts predate the creation of DEGA and are now unofficially sponsored by DEGA, such as the Red Nations Pow Wow, International Peer Mentors, Intercultural Week, and the International Film Festival. Others have developed from of conversations taking place within DEGA, such as the college-wide learning communities around the books *Courageous Conversations About Race* by Glenn Singleton *and Leading with Cultural Intelligence* by David Livermore. In 2018, a team of nine faculty and administrators attended the Diversity Institute hosted by HERI at UCLA and presented a report with recommendations for planning around diversity, equity, and inclusion. There are also two district-wide programs that are an outgrowth of a DEGA subcommittee: Search Advocates and Safe Campus Advocates.

Evidence of Improvement in Institutional Effectiveness

Ongoing assessment informs planning and resource allocation across the campus in support of the Guided Pathways essential practices, which now function as planning strategies. The College has emphasized two of these essential practices, increasing the completion of college-level English and math in a student's first year, and the integral work addressing diversity, equity, and inclusion. The English and mathematics departments developed multi-pronged plans that address placement and curriculum. Equity is a fundamental aspect of Guided Pathways and is infused throughout the work.

Student Learning

English Reform

To accomplish the essential GP practice of more students completing college-level English in their first year the English department prioritized the strategy of an Accelerated Learning Program (ALP) in English, motivated by the department's commitment to reduce the number of quarters required for students to complete the college-level composition course. The department developed a model

whereby student complete the last developmental course and the first college-level course in the same quarter. The model also includes a focus on noncognitive issues impacting success. The planning, implementing, assessing, and revising has been ongoing since 2011.

Image 4: English Improvement Process

2011
- Fall, Dr. Glen Cosby charges English to rethink its DevEd program.
- Initial Study Taskforce: Jared Anthony, Christie Anderson, Heather Keast, Jean LaBauve, Lori Monnastes, Alexis Nelson, Connie Scott, Tom Versteeg, Josh Westermann.

2012
- English 98 Writing Lab Pilot--moves from self-paced lab to lecture.
- English 94 Study Skills Pilot--moves from self-paced lab to lecture

2013
- English 94 and 98 continue as lecture courses.
- English 99/98 ALP Pilot--5 + 2 credits--begins.

2014
- English 99/98 ALP--5 + 2 credits--continues.
- Spring ALP Conference at Baltimore, MD: Christie Anderson, Bradley Bleck, Cynde DeLauder, Lori Monnastes, Barb Simmons.

2015
- Winter English Retreat--*A Day of ALP* training--facilitated by the Baltimore team.
- ABE and Precollege (DevEd) Alignment conversations--Christie Anderson, Raju Hegde, Joal Lee, Angela Rasmussen.
- Spring ALP training sessions.
- Fall English 101/99 ALP Pilot--5 + 5 credits (8 sections).

2016
- Winter English 101/99 ALP continues (5 sections).
- Continue revising and improving all pre-college courses.

2017
- ALP students maintain simliar portfolio passing rates as English 101 students, i.e. hovering around 70%.
- English 98 recommendations to English 101 at 90%.
- English 94/96 fills to overflowing.

2018
- ALP students meet or exceed passing rates of English 101 students, i.e. hovering around 80%.
- English 98 recommendations remain steady.
- English 94/96 enrollemnts decline.

2019
- ALP students meet or exceed passing rates of English 101 students, i.e. hovering around 90%.
- English 98 recommendations remain steady.
- English 94/96 stay steady.

2020
- IR reports ALP students perform with higher grades in other coursework subsequent quarters of college.
- ALP students still meet or exceed passing rates of ENG& 101, but COVID-19 effects brings retention down in Spring.
- Pilot one section of ENG 98 compressed with ENG 96 Spring quarter.
- Offer two sections of ENG 98 compressed with ENG 96 Fall quarter.

Improved Completion of College-Level English

The SBCTC dashboard provides comparison data of the College's effectiveness in assisting students' completion of college-level English compared to select peer institutions and all other colleges in the state system.

The College defined the primary student cohort for reporting purposes as first time ever in college; fall start; academic transfer, baccalaureate, or professional-technical award seeking; full-time in their first quarter students. Graph 1 presents the percentage of students, disaggregated by Black/African American and Hispanic/Latino race/ethnicity groups, who complete college-level English in their first year over the last five years. Graph 2 presents summary data of those five years comparing SFCC to both its peer group of six Washington community and technical colleges and the SBCTC system.

Graph 1: Completion of College-level English in the First Year

% Completing College-Level English in the First Year by Race/Ethnicity Group

	2015	2016	2017	2018	2019	5 Year
Hispanic	56%	53%	52%	58%	53%	54%
Black	47%	54%	60%	50%	45%	50%
All Students	59%	57%	56%	62%	58%	59%
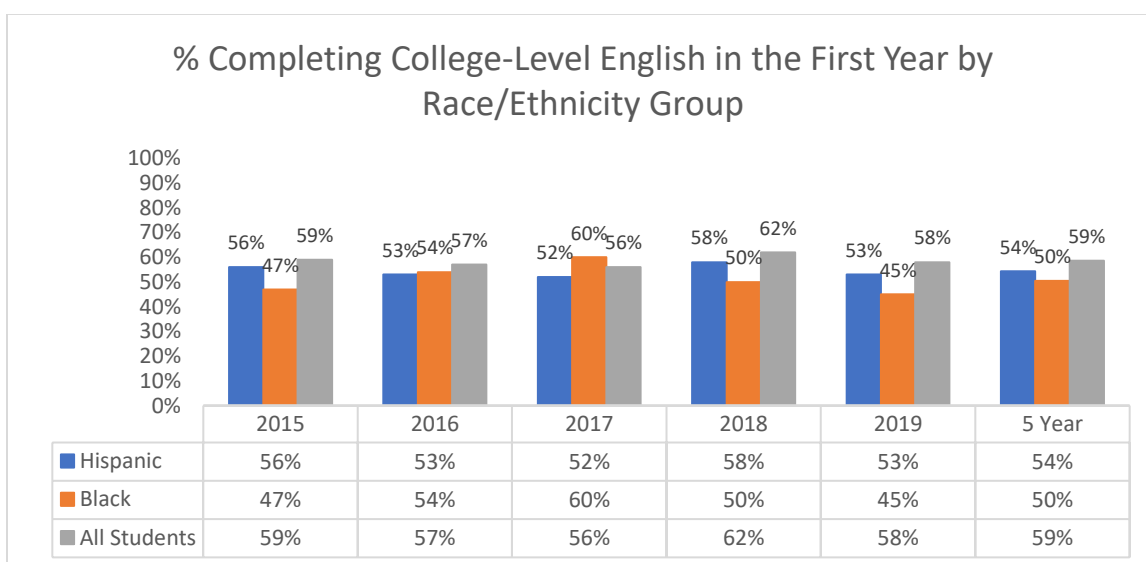
Graph 2: Comparison of Three-Year Average of Completion of College-level English in the First Year

5-Year Average of % Completing College-Level English in the First Year

	Spokane Falls	Peer	System
Hispanic	54%	58%	53%
Black	50%	54%	50%
All students	59%	58%	56%
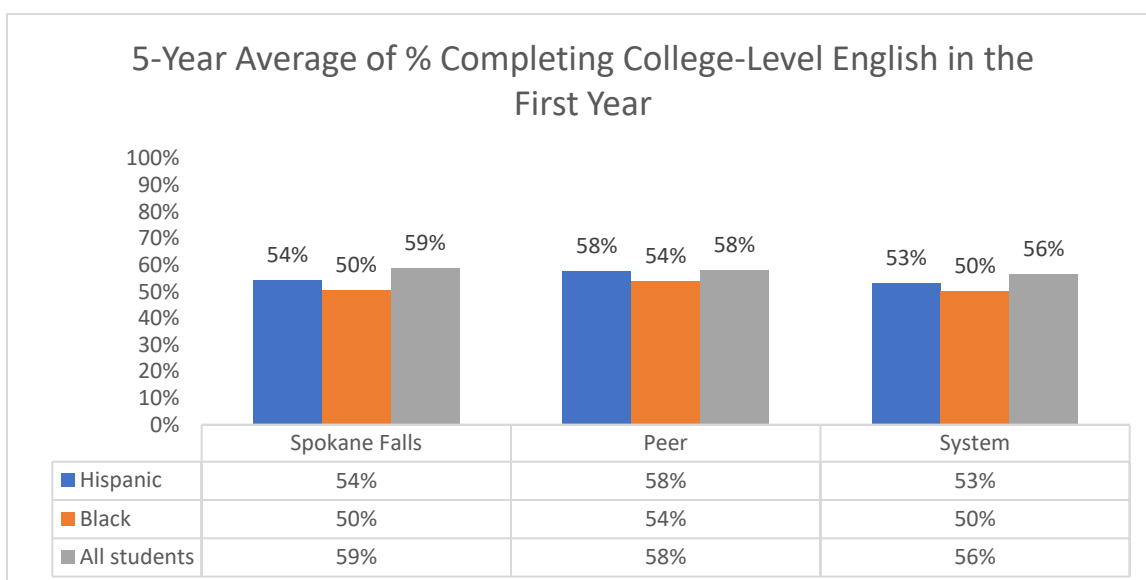
Math Reform

SFCC's math department has been actively engaged in efforts to improve student outcomes in mathematics for two decades. In coordination with the Office of Planning, Institutional Effectiveness, and Research (PIER), the department published an annual Math Report from 2004-05 through 2013-14.

Since then, data relevant to math success has been available through an online Math Report, SCOR (a report on success rates by course, discipline, and modality), Instructor Enrollment and Success Report (success rates by course and by instructor), and two state dashboards Math and English State Report and Guided Pathways Dashboard. Early efforts and successes in improving developmental math curriculum and placement processes led to support from the College, most prominently through the approval of an additional tenured math instructor; a remodel of the self-paced, competency–based Mathematics Learning Center into a math student success center supporting drop-in tutoring; enhanced access to computers; and a MESA (Mathematics Engineering Science Achievement) Center.

The college has pursued external support for math reform as well, including two College Spark Foundation grants aimed at the development of high school performance-based approaches to placement and accelerated tracks to completion of college-level math.

These efforts have led to clear successes, both in reducing unnecessary developmental math enrollments and increasing college-level enrollments in comparison to developmental math enrollments while also ensuring student success in the appropriately placed course.

Image 5: Developmental Math Enrollment Trends
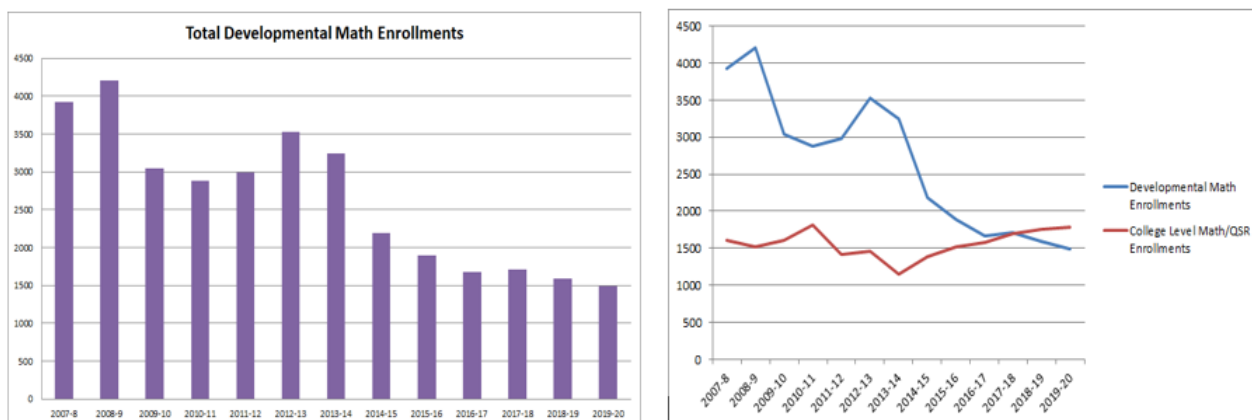
Data in alternative format is available upon request

Improved Completion of College-level Math

Graph 3 presents the percentage of students, disaggregated by Black/African American and Hispanic/Latino race/ethnicity groups, who completed college-level English in their first year over the last five years. Graph 4 presents summary data of those five years comparing SFCC to both its peer group of six Washington community and technical colleges and the SBCTC system.

Graph 3: Percentage of Cohort Students Completing College-level Math in First Year by Select Race/Ethnicity Groups

% Completing College-Level Math in the First Year

	2015	2016	2017	2018	2019	5 year
Hispanic	13%	14%	16%	14%	22%	16%
Black	7%	21%	13%	22%	24%	16%
All students	18%	22%	23%	26%	33%	24%
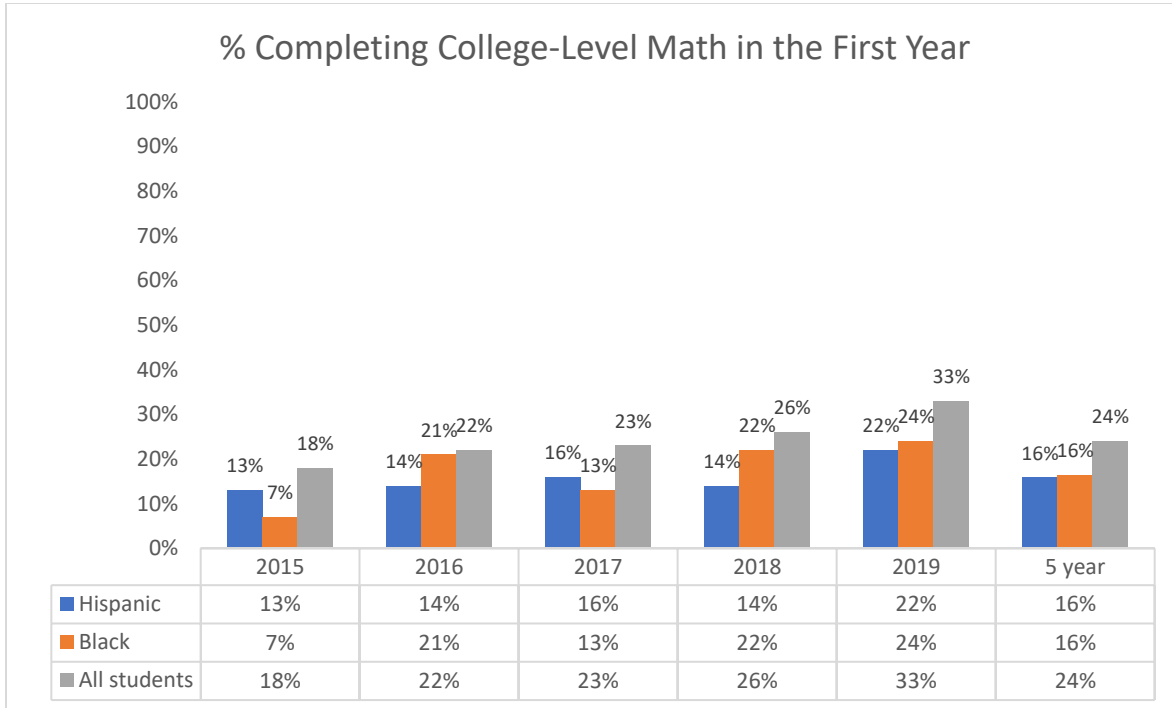
Graph 4: State Peer Comparison of Three-Year Average Percentage of Cohort Students Completing College-level Math in First Year

5-Year Average % Completing College-Level Math in the First Year

	Spokane Falls	Peer	System
Hispanic	16%	21%	25%
Black	16%	21%	22%
All students	24%	28%	31%
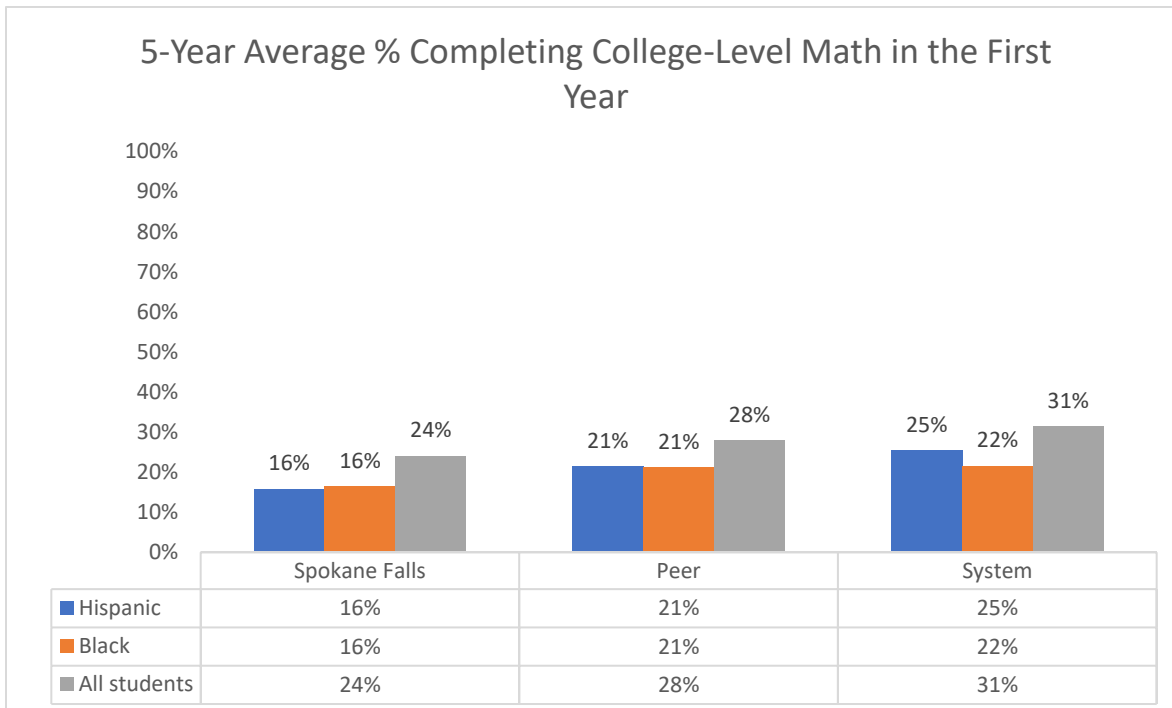
Data in alternative format is available upon request

Diversity, Equity, & Inclusion

Employee Diversity--Search Advocates

The challenge to hire faculty and staff that reflects the student population is not one limited to SFCC; however, the College's location in Spokane with an 87% white population contributes to the challenge. In response to data that showed that while SFCC's recruitment processes were bringing in diverse candidates, they were then being screened out at the search committee level at disproportionate rates. In Fall 2014, the president of SFCC charged a subcommittee of DEGA to develop a program that would equip and train volunteers to serve on SFCC screening committees with the purposes of assisting them to conduct a fair and equitable selection process. Since 2015, over 251 Community Colleges of Spokane employees have been trained. The role of the Search Advocate is to assist the committee to base the selection of candidates solely on factors related to job performance, decreasing unintentional bias and reducing unnecessary barriers. While Search Advocates do not score application materials, they actively participate in the process, including the creation of screening, interview, and reference check tools.

Improved Diversity of Applicants and Hiring

While 2019 represented a regression, the data suggests a positive impact trend. Table 3 shows the percent of remaining applicants who are persons of color at each stage of the hiring process, by year.

Table 3: Percentage of Applicants Who Identify as People of Color in Stages of the Hiring Process

SFCC Percentage of applicants for all positions who identify as people of color in stages in the hiring process					
Year	**Applied**	**Met Min. Qualifications**	**Interviewed**	**Finalists**	**Hired**
2019:	21.7%	21.6%	15.1%	11.3%	5.0%
2018:	21.4%	21.8%	29.0%	30.1%	44.0%
2017:	25.7%	26.1%	27.3%	32.1%	37.9%
2016:	18.2%	17.9%	19.2%	23.8%	23.1%

Table 4: Percentage of Applicants for Faculty Positions Who Identify as People of Color in Stages of the Hiring Process

SFCC Percentage of applicants for faculty positions who identify as people of color in stages in the hiring process					
Year	**Applied**	**Met Min. Qualifications**	**Interviewed**	**Finalists**	**Hired**
2019:	20.0%	18.4%	6.3%	4.0%	0.0%
2018:	22.0%	22.7%	32.6%	28.6%	28.6%
2017:	30.2%	30.6%	33.8%	37.5%	45.4%
2016:	14.1%	13.5%	10.3%	7.1%	11.1%

Campus Environment

In spring of 2017, a group of students from the MOSAIC center (Multicultural Office for Students Actively Involved in Community) attended a DEGA meeting to share some of their concerns. In response to this listening session, multiple actions were taken:

- All-Gender Restrooms. A subcommittee of DEGA conducted a thorough inventory of all our restrooms on campus, updated the campus maps and lists of all-gender restrooms, developed and posted informational signage and maps. Moving forward, all new construction will include some all-gender restrooms.

- Disability Support Services (DSS). The new director of DSS updated the look and feel of the office, making it a more welcoming space. In addition, she worked with a subcommittee of DEGA to create programming that would be more relevant and engaging to the campus community.

- Safe Spaces. The Safe Campus Advocates subcommittee created a badging system that indicates clearly to students which employees have been trained to be advocates and how recently. They also incorporated a way for students to anonymously report on how the advocates were doing.

- Quiet Spaces: The library has designated some of their study rooms as spaces that can be used as visual and auditory quiet spaces for neuro-divergent students or anyone who needs them.

- Cultural Intelligence Training: One group discussed ways that we might leverage our Safe Camps Advocate (SCA) program to raise the general level of cultural competence at our campus and decided to encourage all deans and directors to incorporate SCA into their employee on-boarding processes. DEGA representatives visited the Dean Team and spoke with the Vice President of Student Affairs about the idea, and the suggestion seemed to be well-received.

Additional Documents
- Best Practices in Recruiting and Retaining Diverse Faculty
- Search Advocate Review Notes
- HR Recruitment Diversity Analysis
- College Spark Work Plan Feedback

1.B.4. (ER 4) The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.—Evidence of monitoring internal and external environments, and through the governance system, assessing strategic position and define future direction.

SFCC monitors its internal and external environments to support and advance the work of improved student learning and success. Multiple faculty and administrative committees and workgroups--Administrative Council, Deans and Chairs, Dean Team, Student Affairs Leadership Team, Guided Pathways Steering Committee, Enrollment Management, Institutional Effectiveness Teams--participate in the continuous process of monitoring and recommending institutional actions based on both internal and external data.

Table 5: Institutional Actions and Internal and External Data

Area of Focus	Internal & External Data Collection	Institutional Actions
Planning & Institutional Effectiveness	– Core Theme Reports – Enrollment (College, State) – Achieving the Dream – Guided Pathways	– Early adopter of Guided Pathways – Increased online modality offerings – Data Walk
Program Review & Development	– CTE Program Review – Occupation and Skills Analysis – Advisory Committees – Workforce Training & Education Board – Employment and Job Market	– Program level continuous improvement; modified coursework in response to changes in industry – Development of GP maps; identify occupational trends – Development of new program options (ASL option in Paraeducator program) and degrees (Cyber security, Computer Science AAS, Fitness Applied Management BAS, Digital Filmmaking, etc.)
Equity & Campus Climate	– Student Listening Event – Core Theme Reports – Faculty Listening Event	– Administered Diverse Learning Environment Student Survey – Safe Campus Advocates Program
Student Support	– Student COVID-19 Surveys	– Increased professional development in advising, eLearning, accessibility compliance, etc.

Monitoring External Environments

Using a combination of SFCC and SBCTC dashboards, the College responds strategically to patterns and trends. The College regularly monitors the external environment through enrollment, program outcomes, and student success indicators through the SBCTC dashboards that provide statewide comparisons, local advisory councils, labor market third-party software (Burning Glass and JobsEQ), and college surveys. Data Reports generated through IPEDS are used for high level comparison on measure of overall institutional health.

External Employment Demand Data Monitoring

External employment demand data, while imperfect, has been increasingly utilized by SFCC in the development and review of CTE programs and, in the last year, academic programs in the development of pathway maps. Burning Glass and JobsEQ provide key employment and labor data for CTE program review, Bachelor of Applied Art (BAS) degree programs, and program modification or development. Skills sets associated with emerging career fields, such as digital filmmaking and cybersecurity, inform the development of new programs or suggest modification to existing ones, such as an American Sign Language option in the Education Paraprofessional program. The College, in collaboration with the Community Colleges of Spokane (CCS) district IR office, began a data sharing agreement with the State of Washington Employment Security Department to receive quarterly downloads of employment data for our students, the first community college district in the State of Washington to do so. Employment data obtained through this relationship is more timely than that which can be obtained from other sources, such as the Washington Education Research and Data Center (ERDC). CCS can learn of students' employment status, industry of employment, and wages within three months of leaving a CCS college, compared to a year or more from other sources. In addition, the data includes where students were working before college, as well as while they are enrolled in college.

When Guided Pathway map development began in 2018, the College faculty researched potential career outcomes using the Occupation Outlook Handbook to inform curriculum selection and organization. This new GP informed approach assists students to identify potential careers within areas of interest and potential programs and paths to enter those careers. In fall 2021, labor data for careers in pathway areas of study will be available on the website.

Table 6: External Monitoring Sources by Outcome

Outcome	External Monitoring
CTE Program Development and Review	General Advisory Council; External accrediting agencies for Allied Health programs; SBCTC Program Enrollment & Completion by Career Cluster; Worker Retraining Grant
Employment	Perkins Comprehensive Local Needs Assessment;
Transfer	National Student Clearinghouse;

External State Monitoring Reports

Table 7: External State Monitoring Sources by Outcome

External (State Level) Monitoring Data Central Reports	
Enrollment Management	Allocation Report
	Enrollment Report
	eLearning Student Report (FTES & Headcount)
	Program Enrollment & Completions by Career Cluster
Student Outcomes	Financial Aid Program Recipient Overview & Outcomes
	First-Time Entering Student Outcomes

External (State Level) Monitoring Data Central Reports	
	Precollege Placement & Outcomes
	Common Course Outcomes
	After College Status--Transfer
	After College Status-Professional-Technical Program and Apprenticeships
Institutional Effectiveness	Student/Faculty Ratios
	Faculty and Staff Data (FTEF & Demographics)
	Student Achievement Initiative dashboard
	Student Achievement Initiative by Student Groups dashboard

Diversity and Equity External Environment Monitoring

New sources of external data that support the diversity, equity, and inclusion (DEI) work of the College include the Opportunity Atlas, a data tool developed by the U.S. Census Bureau, Harvard University, and Brown University. This data tool allows SFCC to identify at the census track level, neighborhoods in our service area with less economic mobility disaggregated by race and sex. This information can then be used to develop targeted outreach and recruitment efforts. SBCTC in partnership with the Center for Community College Research (CCRC) developed a research tool to disaggregate student enrollment by program data; this data informs a state concern that students of color are not participating in high paying programs of study at an equitable rate.

In response to the Black Lives Matter movement, SFCC's Administrative Council drafted a statement of support, available on the website. In addition, the College supported the street name change from Fort George Wright Drive to Whistalks Way in recognition of the native populations of the area.

Monitoring Internal Environments

Data Central

With the growing demand for data to inform planning and assess institutional effectiveness, as well as monitor and act upon current trends, the PIER office developed multiple reports to provide on-demand data. Links to these reside in a Data Central which is organized by suites based on end users.

Table 8: Internal Monitoring Data Central Reports

Internal Monitoring Data Central Reports	
Enrollment Management	Academic Plan Costs and Fees Breakdown
	Applicant to Enrolled
	CCS Student Applicant Trends
	Class Openings Report
	Class Openings for Deans

Internal Monitoring Data Central Reports	
	Current Students Not Enrolled
	Enrollment Activity
	Enrollment to Allocated FTES
	Fill Rates
	Transactional Enrollment Trends
Student Outcomes	Academic Standing
	CCS Graduation & Transfer Rates
	Retention & Completion Rates
	SCOR - Tableau
	SFCC Math Report
	Student Athlete Title IX EADA Report
	Students Meeting Plan Requirements with No Completion
Institutional Effectiveness	Annual Program Enrollments and Completions
	BOT Executive Dashboard
	Course Fee and Book Cost Review
	Course Outcomes Generator
	Department & Program Indicators
	Program Schedule Matrix
	SFCC Core Theme Report
	SFCC Program Review

College Surveys

In addition to reports that are updated quarterly and/or yearly, the College also monitors institutional effectiveness and the student experience through college-wide surveys. The data and reports reside on the College's intranet.

Table 9: Internal Monitoring College Surveys

Collegewide Survey/Assessment	Year
Achieving the Dream Principles Self-Assessment	2014
Achieving the Dream COVID-19 Assessment	2020
Achieving the Dream Institutional Capacity Assessment	2017
Achieving the Dream Scale of Adoption-Equity	2018

Collegewide Survey/Assessment	Year
Campus Climate Survey (college developed)	2013
Community College Faculty Survey of Student Engagement	2011, 2014, 2017
Community College Survey of Student Engagement	2011, 2014, 2017
Diverse Learning Environment Survey	2018
Employee Remote Work needs (college developed)	2020
Real College--food & housing insecurity (Hope Institute, Temple Univ.)	2019
SFCC Governance Survey (college developed)	2020
Student Communication Preference	2014
Student Satisfaction Inventory (Ruffalo/Noel-Levitz)	2015, 2018
Student Transition to Remote Learning series (college developed)	2020

Monitoring Internal Diversity/Equity Environment

In addition to informal student-shared experiences with faculty and staff, the College Core Theme 4 team (Diversity, Equity, and Global Awareness) regularly reviewed indicator data about students' sense of safety on campus (4.2.1). Table 10 list additional structured data collection activities.

Table 10: Internal Monitoring of Diversity, Equity, and Campus Environment

Internal Monitoring of Diversity, Equity, and Campus Environment	
Diverse Learning Environment Student Survey	PIER--Spring 2019
Student Listening Session	Core Theme Team 4—Spring 2017
Employee Listening Sessions	Core Theme 4--Spring 2020
CCS Hiring Report	Human Resources--ongoing

The College recognized that in addition to providing access to data, additional support and professional development is needed to translate data into information and then into insight. In 2018, the College was awarded a Title III grant with a significant component committed to building institutional capacity for data utilization through data literacy professional development and support. The data literacy trainer position was filled in summer 2019 and fundamental level trainings were provided. A focused curriculum will be delivered to the Guided Pathways Steering Committee to increase organizational capacity among academic and student affairs leadership as well as faculty. A separate, enrollment-focused curriculum is planned for the deans and senior administrators.

Additional Documents
- Report for SFCC's Diversity, Equity, and Global Awareness Committee
- Data Literacy Canvas Shell
- Burning Glass Digital Filmmaking

Standard 1.C – Student Learning

1.C.1 (ER 5) The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Degrees and Certificates

SFCC offers programs supported by appropriate degrees and certificates in academic transfer and career-technical education consistent with the policies and procedures outlined by the Washington State Board of Community and Technical Colleges (SBCTC). Programs are supported by developmental courses as needed and appropriate for student preparation.

Academic credentials offered by the College include the Associate in Arts (AA) degree, the Associate in Science, Track 1 (AS-T 1), the Associate in Science Track 2 (AS-T 2) and corresponding major-specific implementations of these degrees (called Major Related Pathways in Washington, or MRPs). Career-Technical credentials offered are Associate in Applied Science (AAS), Associate in Applied Science-Transfer, Bachelor of Applied Science (BAS), and both short (less than 45 credits) and long (45 or more credits) career-technical certificates.

SFCC also offers three Associate in Fine Arts degrees: Drama, Fine Arts and Music. While not supported by statewide articulation agreements, each degree must have an identifiable core of general education courses and be supported by at least one articulation agreement with a baccalaureate institution.

State-level articulation agreements, developed through SBCTC, support each of the transfer degrees and corresponding implementations. The articulation agreement supporting the AA degree applies to every public four-year institution in the state and most private four-year institutions, affirming that a student completing the degree has satisfied lower-division general education requirements upon transfer to a baccalaureate. The AS-T degrees are designed for STEM majors and focus primarily on satisfying the pre-major requirements for associated majors while providing for the safe transfer of a core of general education credits.

1.C.2 (ER 5) The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning

Program Development Process

SFCC faculty ensure the content and rigor of all SFCC courses and programs through a robust program development and curriculum review process. Proposals for new, revised, or deactivated courses and programs follow an approval process described in the Academic and Professional-Technical Curriculum Manual. All programs are listed in the CCS catalog and include program learning outcomes and typical student schedules for CTE programs.

Academic Transfer Degrees

In the development of academic (i.e., transfer) proposals, SFCC's curriculum process affirms the value of degrees and courses in transfer. The default support required for transfer degree proposals is alignment with a state articulation agreement. The district's Transfer Degree Review Advisory Committee (TDRAC) reviews packets to ensure proposals align with articulation requirements. For courses intended to meet general education distribution requirements, the Curriculum Office sends "Letters of Transferability" to Washington baccalaureate institutions, asking they certify how the course would articulate without the protection of a completed AA degree. At least three responses must be received and added to the packet before it will be considered by the curriculum committee.

With the College's movement to the GP model, the College asked faculty to identify a primary transfer institution appropriate for that area of study to inform the development of the advising maps. With Eastern Washington University just 30 minutes from the College and the primary transfer destination, it was the default. Some programs (i.e., Pre-Pharmacy) developed maps to support the program outcomes for Washington State University as it is the primary transfer destination for students in that area of study.

Transfer Degree Review Advisory Committee (TDRAC)

TDRAC is a district committee comprised of faculty and staff from SFCC and SCC. TDRAC includes CCS district representatives from the Intercollegiate Relations Commission (ICRC), a voluntary association of NWCCU accredited institutions that exists to facilitate seamless transfer in the state of Washington. It meets yearly to review all proposals involving transfer degrees and AA distribution courses and determines if proposals meet established statewide standards for transfer degrees and AA distribution. TDRAC operates in an advisory capacity to inform the approval process.

Career and Technical Program Development

Career and technical programs are developed in accordance with SBCTC's Professional-Technical Program Approval Process. SFCC offers 19 Associate in Applied Science (AAS) degrees and five Associate in Applied Science-Transfer (AAS-T) degrees. SFCC also offers three Applied Baccalaureate Degrees, developed in accordance with SBCTC's Applied Bachelor Program Approval Process.

The originating faculty member begins by preparing a detailed proposal packet that is vetted by the department chair and dean before submission to the Curriculum Office. The Curriculum and Graduation Requirements Committee (CGRC) reviews and votes on all proposals. If a proposal involves curriculum shared by both colleges in the CCS district, both colleges review and vote on it. The process culminates with state approval, implementation, and archiving. Approval steps vary according to the scope of each proposal. At the time of this writing, a CCS district committee is finalizing a revised Curriculum Handbook to guide faculty through the curriculum process. Completion of the handbook is expected during AY2021.

CTE program learning outcomes are included in the program development process and developed in collaboration with the program advisory council. Prior to 2018, CTE programs evaluated select program learning outcomes (PLOs) each year and all within a three-year cycle. In evaluating the early iterations of the PLOs review process, the Program Review Team noted that far too often programs were not clearly distinguishing between outcomes tied to student learning and outcomes more indicative of student program progression. In the latter half of the AY1516, the team worked with CTE programs to affirm

their programs were associated with measurable learning outcomes and to limit program learning outcomes to a manageable number. Revisions were completed and approved by the curriculum committee in AY1617.

Curriculum Impacts of Guided Pathways

The Guided Pathways (GP) initiative impacts curriculum through the creation of program maps within the transfer degrees and by complementing existing Career-Technical Education (CTE) maps known as typical student schedules (TSS). In transfer pathways, GP program maps are carefully curated subsets of major-related and general education choices developed by faculty associated with the pathway. Each program map consists of courses in a progression designed to optimize student success in their chosen discipline at both the community college and university level. At this time, all degrees and major areas of study have a primary map and most also have versions appropriate for students taking pre-college English or math.

The GP workgroup Clarify the Path (CtP) developed a [learning inventory worksheet](#) for discipline faculty building the maps which covers aligning the map courses with potential transfer majors and careers; the knowledge, skills, and abilities (KSAs) required by those careers; alignment of general education requirements to the KSAs; and alignment of the AA-DTA transfer distribution requirements to the KSAs. Clarify the Path conducted workgroup sessions with faculty to facilitate the work.

Additional Documents
- [Transfer Council Introduction to Transfer Degrees](#)
- [SFCC Pathway Maps](#)
- [Applied Baccalaureate Policy](#)
- [Applied Baccalaureate Proposal Template](#)
- [Baccalaureate Budget Worksheet](#)
- [Example of Curriculum packet Digital Filmmaking](#)

1.C.3 (ER 5) The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students

Program Learning Outcomes

SFCC degrees and certificate programs are listed in the [CCS Catalog](#) and the SFCC college website. CTE programs also include the program's learning outcomes, typical schedule, estimated student costs, and career opportunities. Transfer degrees are supported by [distribution area](#) and general education outcomes. The College provides relevant degree and transfer information on a district catalog page dedicated to [transfer degrees](#). In accordance with the college's Guided Pathways initiative, SFCC's primary means of sharing its programs with prospective students is the *[What to Study](#)* webpages, prominently displayed in the banner atop all SFCC public facing pages. Rather than presenting programs from a catalog listing of available programs by degree, the *What to Study* pages guide students by their area of interest, combining all degree options (CTE and academic) supporting their chosen career path.

Course Learning Outcomes

All courses at SFCC provide enrolled students with accessible syllabi that outline the approved course learning outcomes (CLOs). Guidance for syllabus design is provided in the Faculty Handbook. Course learning outcomes serve as a form of transparent communication to the students describing what the learner should be able to 'do' at the end of the course.

In 2018, the Vice President of Learning launched a new CLO initiative* requiring all SFCC courses to revise existing course learning outcomes resulting in each course having three to seven meaningful and measurable learning outcomes. The faculty-led Institutional Teaching And Learning Improvement Coordinating Committee (ITALIC) provides faculty with critical support in the creation of meaningful and measurable course learning outcomes (CLOs), through process development, workshops and one-on-one assistance, and documentation.

Image 6: Timeline for the Course Learning Outcomes Revision Process
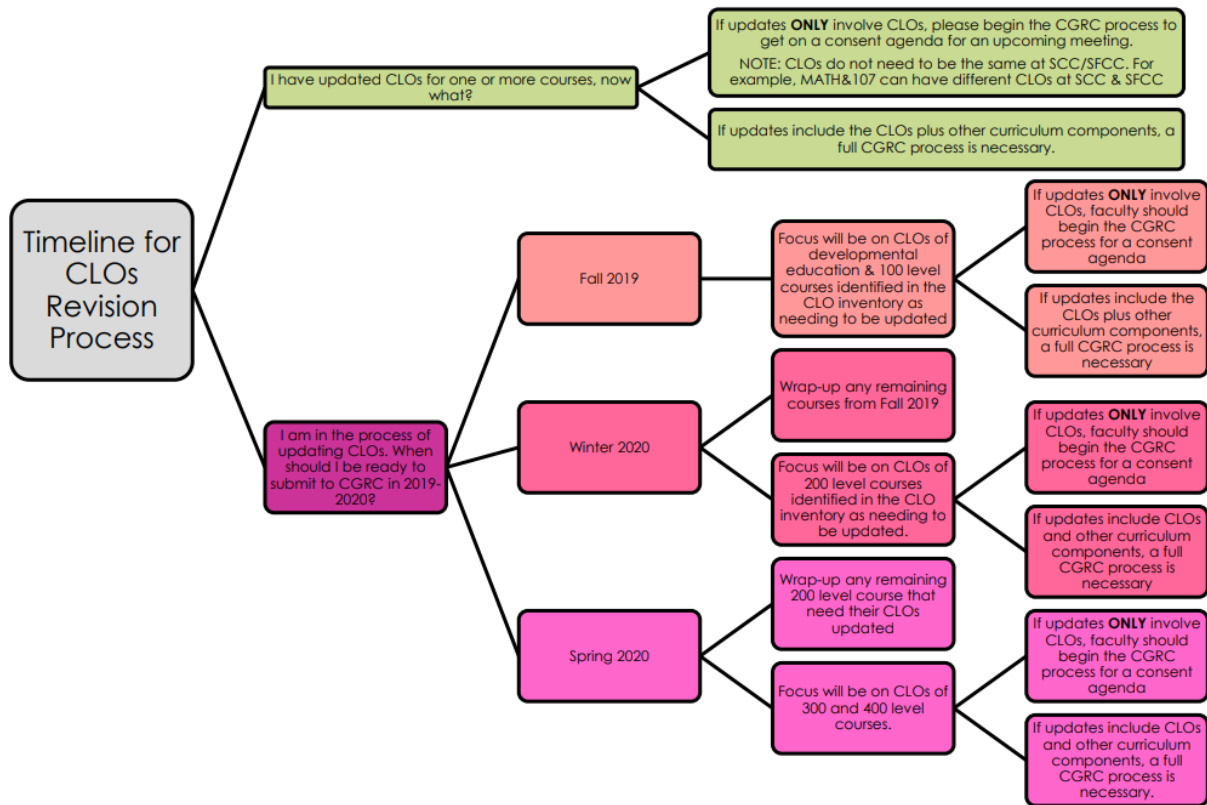
To facilitate the development of assessment instruments, each CLO incorporates an action verb from Bloom's Taxonomy that is appropriate to the course level and material. As of this writing, CLOs have been updated for approximately 50% of SFCC courses. The online course catalog displays CLO's through a link under each course description.

Additional Documents
- Associate in Applied Science-Graphic Design example
- CLO IT Project Plan
- CLO Rubric

1.C.4 (ER 17) The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Like all Washington state community and technical colleges, SFCC is an open admission institution. Information supporting the application process is available through the *Become a Student* link in the banner of every public-facing SFCC web page. This page provides guidance based on student status (e.g., new, returning, currently in high school, basic education, and international) and provides guidance to students regarding financial aid, placement, orientation, academic advising/counseling, and registration.

Additional Documents
- SBCTC Admission and Access Policy
- Graduation Requirements

1.C.5 (ER 5, ER 12, ER 13) The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs

Spokane Falls Community College asserts the primacy of faculty in assessment of student learning in both policy and practice. The faculty Master Contract establishes the role of faculty department chairs in Article 14, Section 2, A.7.

> *Educational Integrity: Facilitates departmental efforts to appraise and maintain instructional integrity, such as ongoing evaluation of the department's offerings and remain informed of programs within the department; stay familiar, where appropriate, with advisory committee issues through either meeting attendance, committee minutes review, or other means; facilitate departmental AEes [Academic Employees] in establishing and assessing course and program learning outcomes, and maintaining content guides; become involved in curriculum evaluation and revision; monitor prerequisites to ensure proper placement and consider related student appeals.*

SFCC assures the integrity of its programs and the associated learning outcomes through both the development process and ongoing support and review. The College's ITALIC* (Institutional Teaching And Learning Improvement Coordinating Committee) committee is chaired by faculty and all departments have faculty representation. ITALIC promotes effective teaching and facilitates student learning by supporting faculty in educational assessment at the course level and coordinating the assessment of degrees, programs, and instructional delivery systems. ITALIC supports these endeavors by connecting faculty with opportunities to conduct ITALIC-funded assessment projects, engage with colleagues around pedagogical approaches, and learn from peers through interdisciplinary conversations. Additionally, ITALIC serves as a support pillar as faculty perform course learning and general education outcomes assessment and develop writing-intensive class sections. ITALIC-supported activities occur throughout the academic year in the form of workshops, one-on-one sessions, and quarter-long professional development courses.

System of Establishing Curriculum

Faculty participation is required throughout the curriculum development process. Course and program proposals must be initiated by faculty and signed by the department chair before consideration. The college's curriculum committee is comprised of faculty from each major discipline, as well as staff and

administrators involved in the implementation and support of curriculum. While final approval falls to the Vice President of Learning, proposals must first be approved by the curriculum committee. The faculty role in program development is described in Standard 1.C.2.

Impact of Guided Pathways on Curriculum

Faculty, with structure and support provided by the Clarify the Path (CtP) workgroup, spent the first three years of the Guided Pathway grant substantially reorganizing the academic transfer curriculum structure to assist student progress. The process includes intentional efforts to increase equitable completion of college-level English and math within the first year, identification of gateway courses-- those critical courses which introduce students to a discipline, and structuring pathway exploratory sequences for undecided students. Comprised of faculty, dean liaisons, and the interim registrar, a sub-committee of the CtP workgroup designed a process comprised of three stages: 1) learning inventories, 2) program-level learning outcomes, and 3) program map design. Learning inventories served to align program specific knowledge, skills, and abilities (KSAs) reflecting both SFCC's General Education Outcomes and distribution areas of the AA-DTA degree plan. Clarify the Path used the learning inventory exercise to encourage dialogue centered on KSAs that students need to be successful in their general career field and how the programs at SFCC can build this foundation. It also prompted faculty to identify the learning opportunities and skill sets from general education outcomes and AA-DTA distribution areas that would be most helpful to students in their program.

To support faculty as they generated a listing of knowledges, skills, and abilities, CtP held faculty meetings at every level including divisional, departmental, and discipline focused meetings. In a document prepared for faculty, CtP outlined how program-level learning outcomes represent the curricular cohesion of the program while also conveying to students how the program will prepare them for success in both their continued education and on the job. The guide for faculty also included distinctions between course-level and program-level outcomes, examples of how to create student-focused outcomes that are meaningful and measurable, and explanations that multiple KSAs from the learning inventories may be addressed in a single program-level outcome.

In transitioning to a program-level learning outcomes stage, programs reflected on their KSAs and identified the five to seven most essential program KSAs. From there, programs constructed program-level learning outcomes congruent with KSAs. Because KSAs were previously linked to general education outcomes, the program level learning outcomes were informed by the KSAs. Furthermore, programs were encouraged to review their course learning outcomes as they designed program level learning outcomes to identify trends between their courses which indicated significant components of degree achievement.

In addition to creating the guide for faculty, Clarify the Path workgroup members also reached out to faculty to offer support in the construction of program-level learning outcomes (PLLOs). Three workshops were held in May 2019 in addition to the one-on-one support provided by workgroup members. For instance, Dr. Sarah Martin met one-on-one with the Sociology as well as Geography faculty to review their proposed program-level outcomes while Dr. Kira Burt facilitated the process with the Physical Science faculty. These small and large workgroup sessions resulted in eighteen programs completing PLLOs (Business DTA, Anthropology, Education, Geography, History, Political Science, Sociology, Comm Studies, Drama AA, English, Film, Modern Languages, Philosophy, Journalism, STEM AA, AST-2 Physical Sciences, Physical Education, Health/Kinesiology) by the end of the AY1920.
In SFCC's *Guided Pathways - Establishing and Aligning Direction* document for AY2021, the College is committed to the completion of learning inventories and associated program learning outcomes. The

Vice President of Learning is working with CtP, ITALIC, instructional deans, and department chairs to complete the construction of program learning outcomes associated with program maps.

System of Assessing Student Learning

Career-Technical Program Review

In 2012, then Vice President of Learning Dr. Jim Minkler brought together the college's institutional research lead, Associate Registrar, Curriculum Support Specialist, and two deans associated with workforce programs to design and implement a program review process. Joined later by a representative of Greater Spokane, Incorporated (Spokane's equivalent of a chamber of commerce), the Program Review Team has continued in roles of both development and support. Early efforts focused on an annual assessment of program learning outcomes using a template based on a Nichol's model (see excerpt below from AAY1516). Program leads were also provided with information regarding course success, scheduling, demand and average debt.

Table 11: CTE Program Review Nichol Model Example

Institutional Goal:	Program Goal(s): *as identified on the Career Planning Guide*	Means of Assessing Program Goal:	Summary of Data Collected:	Use of Results:
Develop and implement strategies to improve students' completion of their degrees and certificates.	Graduates of the Audio Engineering program will demonstrate technical proficiency operating digital audio workstations.	75% of all Audio Engineering students will pass the *Pro Tools 101 Assessment* test administered online by Avid. 80% of all Audio Engineering students will pass the *Pro Tools 210M Operators Certification* test administered online by Avid.	**101: 74% of students passed the exam (80% is the lowest passing score).** **210M: 96% of students passed the exam (80% is the lowest passing score).**	Data shows we are achieving the desired outcomes – we'll keep doing what we're doing since it is producing satisfactory results.

In evaluating the early iterations of the review process, the Program Review Team noted that far too often programs were not clearly distinguishing between program learning outcomes tied to student learning and outcomes more indicative of student program progression. In the latter half of the AY1516, the team worked with CTE programs to 1) affirm programs were associated with measurable student learning outcomes, and 2) limit learning outcomes to a manageable number. Revisions were completed and approved by the curriculum committee in AY1617. The documentation layout changed, including the additional element of an identified threshold.

Image 7: CTE Program Review Program Learning Outcome Example

Assessed Program Learning Outcomes

Program Learning Outcome: Graduates of the Audio Engineering program will demonstrate technical proficiency operating audio consoles and signal processing equipment in both recording studio and live sound applications.	Core Theme best supported by Outcome: Excellent Instruction/Learning
Means of Assessing Program Goal: Practical Final Examinations given in the following two courses: Audio Engineering II (Audio 255) and Live Sound II (Audio 213)	
Threshold (minimum standard): Second year Audio Engineering students will have an average score of 80% or higher on practical tests demonstrating proficiency setting up and operating audio equipment within a set time limit in a recording studio. Second year Audio Engineering students will have an average score of 80% or higher on practical tests demonstrating proficiency setting up and operating audio equipment within a set time limit in a live sound environment.	
Summary of Data collected: Practical Final Average for Audio 255 (Fall and Winter 2016/2017): 87.7%. Practical Final Average for Audio 213 (Fall and Winter 2016/2017): 86.15%.	
Threshold Achieved (yes/no)?: Yes	
Use of Results:	

Also in 2016, the Program Review Team provided each program lead with a data report organized by the College's core themes, a jobs demand report, and a meeting opportunity to review the reports, answer any questions, and assist in identifying resources to support the process of assessment and review.

In response to recommendations from faculty on the Core Theme One team and consultation with CTE program leads, in AY1819 SFCC undertook a redesign of the program review process, resulting in the following changes:

- Extending the student learning outcomes assessment and review period from an annual to a biannual process (all outcomes to be assessed in a two-year process rather than each once over a three-year cycle),

- Developing a Program Lead Reflection Report, that in addition to more meaningful learning outcome assessment, includes new elements of program review and documentation of accurate and current information incorporating the program website, catalog, curriculum review, and program management, and

- Recruiting deans to facilitate the program review process.

These changes were informed by the recurring challenges observed in the Program Review teams efforts to sustain a meaningful and informative process:

- Effective learning outcome assessment needed to allow time for the design of measures, the establishment of acceptable thresholds, data collection, and assessment informed changes. An annual cycle tended to compromise the assessment of program learning outcomes and utilization of the results.

- Program health data elements do not change rapidly to require annual checks, so faculty time and effort should focus on reflection and review rather than report generation.

- Facilitation of program review completion was time-consuming. Communication of program review results to program leads, the Program Review Team and administration was ineffective. Putting the dean in the role of facilitator expands the level of engagement and communication.

The Office of Planning, Institutional Effectiveness, & Research (PIER) continues to produce an annual Program Review Data Report including program health metrics such as enrollment, FTES, student/faculty ratios, and fill rates; disaggregated student success outcomes including course success, retention, completion, and completers debt load; and employment outcomes nine months after leaving SFCC. The resulting modified Program Review Data Report and new Program Lead Reflection Report were implemented in the latter half of the AY1920, with completed results expected by the end of AY2021.

Note on Employment Data:

Finding meaningful employment data has been a recurring challenge. Post-graduate surveys were found to be ineffective, as were post-graduate calling campaigns. Data obtained through SBCTC data (the Data Linking for Outcomes Assessment database containing data compiled annually using SBCTC, unemployment insurance data from the Department of Labor, and the National Student Clearinghouse) excluded students not employed in workers compensation covered jobs where graduates were primarily self-employed and was often slow to be updated. Shifting to an emphasis on providing meaningful demand data, the team reviewed all CTE instructional program codes (CIPs) and any associated standard occupational codes (SOCs). Understanding that CTE programs are intended to prepare graduates for immediate employment, occupations for which either the majority of employees and/or job postings required degrees above that of the program (based on Burning Glass data or the Bureau of Labor Statistics) were excluded. The resulting list of SOC occupations and codes were reviewed by the program leads and then informed demand reports generated using Chmura JobsEQ in the Program Review Data Report. The desired data—showing completers employed in occupations aligned to the educational program—remains unobtainable until employers are required to report specific job codes for all employees.

Additional Documents
- Early Childhood Education Program Lead Reflection Report
- Graphic Design Program Review Report AY1617
- Graphic Design Jobs Report AY1617
- Audio Engineering Nichols Assessment Report AY1112

Academic Program Review

Assessment of transfer degree programs has historically been based on the assessment of SFCC's general education outcomes, presented in section 1.C.6 of this report. With the implementation of a Guided Pathways model, SFCC is developing an academic review process aligned with identified pathways and transfer-based disciplines. This development consists of three components:

- Reviewing, revising, and updating of all SFCC Course Learning Outcomes (CLOs) (1.C.3);

- Developing learning outcomes associated with the student maps developed through the Guided Pathways initiative; and

- Developing an academic program review process, informed by the CTE program review process, that combines learning assessment outcome results with other program related disaggregated data (e.g., measures of success, retention, equity, debt, etc.) for reflection and evaluation.

Course Learning Outcomes Assessment

ITALIC facilitates course learning outcomes development and assessment in three critical ways:
- Providing a learning outcomes development training course, *Outcomes 101,* and formative assessment training;

- Aiding the Curriculum and Graduation Requirements Committee (CGRC) by advising and working with faculty who are developing curriculum; and

- Facilitating the assessment and revision of course learning outcomes for all courses offered by SFCC.

ITALIC offers *Outcomes 101*, an ongoing professional development class that for over twelve years and is updated regularly to reflect emerging best practices. *Outcomes 101* is a quarter long course facilitated by two faculty members each year. ITALIC created a *Teaching and Learning* Canvas site course in AY1920 and condensed *Outcomes 101* into it, making the course materials available to faculty in the Canvas shell. While it is the content of *Outcomes 101* that directly supports assessment of student learning outcomes, the additional material in the Canvas shell also supports faculty in developing in-class formative assessment, and action research projects; utilizing inclusive universal design, the TILT framework and backward design; identifying strategies for equity; and implementing evidence-based teaching. ITALIC also assists the CGRC in developing materials for the *Curriculum Development Handbook*.

In 2018, ITALIC participated in a taskforce charged with reviewing and updating course learning outcomes (CLOs) for more than 900 courses offered at SFCC. The mandate was to ensure that course learning outcomes were measurable, and that the quantity of outcomes was in alignment with student workload expectations. ITALIC collaborated with the curriculum coordinator and CGRC to design a streamlined process for approving course learning outcomes. Courses that only required an update of learning outcomes were processed through a consent agenda. At the end of AY1819, a significant number of courses have had revised course learning outcomes (CLOs). Progress was interrupted in 2020 by a transition in the Vice President of Learning position coinciding with the pandemic, but the commitment has been affirmed. Of the over 900 courses in SFCC's catalog, approximately 323 courses still require review and revision. That work is on track to be completed by the end of the AY2021.

<u>Development of an Academic Review Process</u>

After many years of relying upon general education outcome assessment as the primary means of assessing academic programs, the College has committed to the development of a more robust process. The current Vice President of Learning has charged ITALIC and an instructional dean with outlining a robust academic review process informed by SFCC's CTE program review process and the practices in place at other institutions, by the end of the AY2021. The proposal should include program-level learning outcome assessments and relevant disaggregated data associated with student achievement of educational goals.

Co-Curricular Student Learning Outcome Assessment

In 2017, when the College learned of the impending changes to the accreditation standards, the student affairs division began to review its work and assessment processes and identify gaps in programmatic learning outcomes. The Vice President of Student Affairs at the time created the Student Affairs Administrators to manage the development of the work. In 2019, an expanded Student Affairs Leadership Team (SALT). SALT conducted a 'thought questions' process on the programmatic and learning outcomes to advance student success. Responses to the process indicated a need for a holistic program review process for student affairs that aligns with National Association of Student Personnel Administrators (NASPA) and American College Personnel Association's (ACPA) professional standards as well as NWCCU's accreditation standards for mission fulfillment. The VPSA decided to use a tiered

backwards design approach to perform the work because a clear understanding of the end goal is fundamental to operationalizing a complex process such as program review. By early 2020, SALT had:

- Developed and vetted a division-level mission statement that supports the college's mission,
- Created department-level purpose statements in alignment with the division's mission, and
- Outlined department-level outcomes related to services and programs.

Prior to the COVID-19 pandemic, the team's work focused on identifying the most appropriate assessment instruments and metrics, including leading and lagging indicators with support from the Office of Institutional Planning and Research. The division's work is not complete and has been interrupted by the pandemic, it is well-positioned to fully engage in the college's work on mission fulfillment moving forward.

Additional Documents
- [Report on Current State of Advising](#)
- [Developing Leading and Lagging Indicators for Student Affairs](#)

System to Improve Instructional Programs

The College's concentration on the development of faculty-led and administrative-supported systems of curriculum development and assessment embodies of the belief that both processes and the way systems work directly reflect the desired outcomes. The GP Clarify the Path workgroup process supports the development of curriculum structures to assist students in achieving their educational goals in a timely manner; the ITALIC Committee supports effective teaching and facilitates student learning by supporting educational assessment at the course level and coordinating the assessment of degrees, programs, and instructional delivery systems; and SALT supports meaningful assessment of co-curricular student learning outcomes.

1.C.6 (ER 5, ER 13) Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

General Education Assessment

Overview and Evolution of GESLO Assessment Process

Assessment of general education student learning outcomes was a primary element of Core Theme One (Teaching and Learning) and is now integrated in the College's GP model's focus on improving student learning.

Informed by the AAC&U 2014 Institute on General Education and Assessment, [General Education Student Learning Outcomes (GESLO) Assessment](#)* at SFCC began with the development of outcomes based upon the [AACU Value Rubrics](#) but modified to reflect what the faculty thought best defined a foundation of general education at SFCC. As the College's faculty assessment committee, ITALIC led the design and implementation of the GESLO process and provides ongoing supports. The resulting GESLOs include the [distribution areas](#) defining general education requirements within transfer degrees—

[communication](#), [critical thinking](#), [creative thinking](#), [diverse perspectives](#), [information literacy](#), and [quantitative literacy](#)—and all general education courses are mapped to at least one GESLO. As the rubrics and assessment process progressed through the pilot, faculty interdisciplinary conversations continued to inform modifications of rubric categories and the separation of critical and creative thinking into two different rubrics, resulting in the final list of six general education student outcomes affirmed in June 2016.

The GESLO assessment process set a goal of assessing each outcome on a three-year cycle, revised shortly thereafter to a two-year cycle. Faculty [mapped](#) all general education courses from the distribution categories of SFCC's liberal arts transfer degree (AA-DTA) to at least one and no more than two GESLOs. Informed by an [assessment of faculty needs](#), support was provided to develop signature assignments that students would complete and submit for assessment. ITALIC workshop facilitators prompted inter-disciplinary groups of instructors to discuss using assessment of course learning outcomes to create or modify signature assignments that are authentic for their courses. Faculty also led training sessions on norming.

After two years of managing the collection, assessment, and scoring of student artifacts through spreadsheets and PDFs, the General Education lead set up Canvas LMS shells for each outcome to effectively collect a wide variety of media and assignment types. The Office of Planning, Institutional Effectiveness, and Research (PIER) analyzed the scoring data and disaggregated the results by select student demographics while preserving student anonymity. Use of the LMS anonymous grading features also limited possible bias based upon a faculty assessors' familiarity with a student's prior academic performance.

At the end of the AY1920, four two-year assessment cycles were [completed](#), evaluating student artifacts on a numeric scale based on the rubrics. The results from these assessments demonstrated that the technology used for collection and assessment of student artifacts is adequate and the data exports are effective for generating the tabulated information needed for analysis. The data further demonstrated that inter-rater reliability was within acceptable tolerances to consider the assessment valid and meaningful if there were a large enough participation rate.

Image 8: Core Theme 1. [General Education Student Learning Outcomes Results](#)
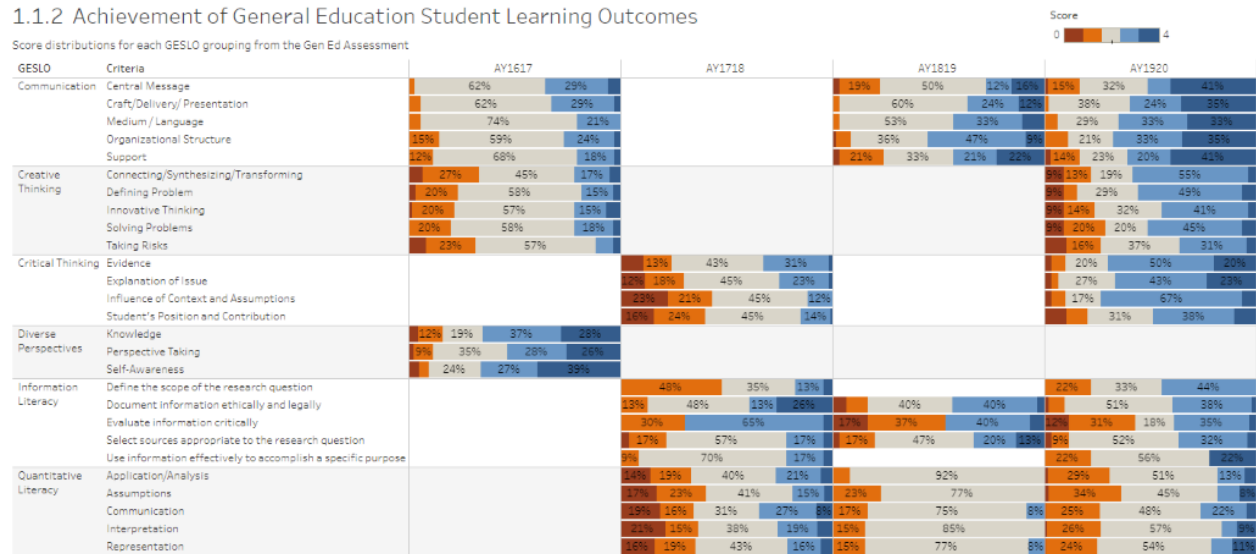
The AY1920 assessment cycle did reflect an overall increase in [scores](). Possible reasons for this include an increased faculty focus on teaching GESLOs due to assessment of their own students, greater understanding of assignment parameters and an implicit bias by knowing the students they are assessing as compared to anonymous external assessment, and the perception that the rubric benchmarks for community college students are too low.

By the end of the third cycle, it became apparent that participation rates are too low to assure enough data to make meaningful decisions based upon the GESLO assessment. While the collection of student artifacts and their assessment based on the faculty-developed rubrics proved simple from a technical standpoint, the logistics of conducting this assessment campus-wide proved to be challenging. The original model required two faculty, excluding the instructor teaching the student document source class, to score each artifact. Simplifying the process using the Canvas LMS reduced that burden and integrated assessing selected general education outcomes into class assignment assessment but did not substantially improve faculty participation. From its current foundation, SFCC seeks to refine and increase the scale of its general education assessment process.

Additional Documents
- [AY1920 GESLO Assessment Data Results]()

Scaling up GESLO Assessment

Preparing for the 2019-20 assessment cycle, the ITALIC committee identified key areas preventing the GESLO assessment from adequately informing improvement decisions.

- **Complexity of logistics to preserve anonymity:** The initial GESLO assessment process required setting up an additional shell for each class participating in the assessment**.** Faculty assessors were assigned as instructors in course shells unrelated to the courses they were teaching and did not know the assignment parameters. Many instructors declined to participate because they did not feel they had enough information to make effective assessments.

- **Misaligned assessment practices:** Some disciplines had limited participation due to a perceived misalignment between their assessment practices and the signature assignment authentic assessment model that was being used. Many instructors of these classes relied primarily on traditional exams to assess student learning and the GESLO process was perceived as favoring project based applied knowledge assignments

- **Signature assignments required too much complexity:** Many faculty assessors felt it was too difficult to assess every GESLO rubric criteria in a single assignment. Rubric criteria were perceived as being summative of the entire course rather than a single assignment.

- **Lack of course level information:** Instructors did not feel the GESLO process gave them useful information for them to make course-level improvement decisions. Aggregated data was kept anonymous, and faculty did not assess their own students work, so they could not see how their student's performance related to the overall campus.

- **Use of the Canvas LMS system:** The GESLO process was initiated at a time when only 50% of faculty were using the LMS system. Many instructors were using an older, simpler campus system or textbook websites for administering and collecting student assignments. There was significant reluctance to learn the new LMS system.

- **Initiative fatigue:** GESLO assessment is perceived as being extra work on top of multiple initiatives that were happening simultaneously such as the Guided Pathways and Faculty Advising initiatives.

To address these barriers to scaling the GESLO assessment the following changes were implemented for the AY1920 cycle.

- **Faculty assessed students in their own courses:** Based on the fact that the inter-rater reliability factor demonstrated that faculty had consensus on the assessment of the GESLO outcomes, the process was revised to have faculty assess student artifacts from their own courses. Faculty can now receive instant feedback on their overall course performance and are able to compare their students' performance to the aggregate campus data.

- **Assessment design workshop:** ITALIC worked with the math and science departments to develop a new assessment workshop that specifically addresses how to write test questions that achieve authentic assessment.

- **Faculty can assess GESLO rubric criteria across multiple assignments:** Faculty can now spread the GESLO assessment across the entire course if they choose to. They can also assess any of the GESLO's and are not limited to a primary and secondary GESLO mapping. As a result of this, the college can move to an annual GESLO assessment cycle rather than a two-year cycle for all outcomes.

- **Expanded canvas LMS assessment training:** ITALIC conducted training sessions across all departments that address the outcomes and rubric features built into the LMS system.

- **Increased norming sessions:** The college included use of the Canvas LMS survey feature to conduct more frequent norming sessions.

- **Teaching and Learning Canvas shell:** ITALIC Teaching and Learning Canvas shell contains training materials, recorded workshops, and assessment reports.

- **Virtual faculty chats about GESLO assessment:** a GESLO subcommittee of ITALIC host faculty chats about GESLO assessment in their courses. The intent is to keep the assessment conversation active and vibrant throughout the year.

- **Summer workshops:** SFCC hosted multiple summer workshops and one-on-one training sessions during Summer 2020, anticipating that that faculty would have more time to participate in professional development in summer.

Participation in the GESLO assessment process remained relatively low during the AY1920 cycle due to challenges associated with the pandemic and the Guided Pathways implementation. However, the College is optimistic that participation rates will rise as instructors have become more familiar with the Canvas LMS system during the increased need for online learning during the pandemic. General education assessment should also benefit from ongoing and emerging assessment initiatives associated with SFCC's Guided Pathways initiative, namely a campus-wide Course Learning Outcome inventory update and the expansion of the Career-Technical Program Review process to include transfer programs.

Additional Documents
- [Overview and Evolution of the General Education Assessment Processes](#)

1.C.7 (ER 5) The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

In addition to the accreditation expectations, SFCC is obliged by its commitment to implement a Guided Pathways model to "... *assess whether students are mastering learning outcomes and building skills across each program. This information is available to students. Faculty use the results of learning outcomes assessment to improve the effectiveness of instruction in their programs. The college assesses effectiveness of educational and pedagogy practice and uses results to create targeted professional development.*" The College's cycles of assessment and improvement are not fully coordinated or communicated but substantial work, if sometimes informal or unstructured, is happening throughout the College.

Utilization of Assessment in CTE Programs

As stated in SFCC's response to 1.C.5, the current CTE Program Review model has been in practice since 2015. It has been an ongoing challenge to align and document improvements in program planning and practice with the results of student learning outcome assessment within the program review process. Addressing this challenge was a primary motivation for expanding the review process from one to two years, documenting reflection on program health elements, and adding process facilitation by deans. However, program faculty are continually implementing program improvements informed by assessment, and program review, and the advisory committees as evidenced by the following:

Table 12: Improvements Informed by Program Review—Career/Technical Programs

CTE Program	Improvements Informed by Program Review	Improvements Informed by Advisory Committees
Photography	Moved some of the business practices content into PHOTO 200 in order to spread content throughout the second year of the program; added video assignments in PHOTO 112 and made PHOTO 237 a required course for all students starting in AY1819; created a library of digital workflow tutorials that are available in all first and second-year courses.	Photography used feedback from its advisory committee members to determine recent equipment purchases included new LED lighting, updated studio lighting, and a variety of new camera support gimbals and tripods.
Hearing Instrument Specialist	Added two additional hours of otoscopy practice to the HIS program orientation	
Physical Therapist Assistant	Based on a review of student progression of course learning outcomes, reviewed the respective value of Biology and Anatomy & Physiology grades for students that are admitted to the program.	
Information Systems	Informed by regional demand reports and a Cyber Security pilot course offering attended and evaluated by employees of the City of Spokane and the primary local utility company, developed	

CTE Program	Improvements Informed by Program Review	Improvements Informed by Advisory Committees
	a Cyber Security track within its associate degree program.	
Early Childhood Education		Adopted Washington State Early Childhood Common Core courses and stackable certificates.
Addiction Studies		Responding to Advisory Board requests for a higher standard of training for clinicians in the addiction treatment field, the Addiction Studies program developed training for master's level clinicians who work with youth.
Health Fitness Technician		Created a new class, Fundamentals of Resistance Training, based on a request from the advisory committee for more hands-on experience.
Business Technology	Faculty actively review the success rates for each course. As a department, the success rates become a steppingstone to examine more carefully course sequencing, capstone courses, and student readiness in each course. Faculty have implemented a review of course content and learning. When gaps in learning have occurred, curriculum has been modified to improve student learning. Some courses have implemented a competency-based approach. A qualitative approach to student success is used quarterly. Faculty are actively engaged in focus groups with students and Smart Start faculty to investigate, observe, and gather information to assist student.	Employment data, industry standards, and advisory committee recommendations provide benchmarks for course learning outcomes. Faculty use those benchmarks to assess student learning and employment readiness

Utilization of Assessment in English and Math

Completion of college-level English and math in the first year is an essential practice in the Guided Pathways model and brings a spotlight to these departments. Improvement in student outcomes has been a focus of efforts for several years and have included changes to curriculum, shorter pre-college sequences, a non-algebra-based math sequence for non-STEM students, use of multiple measures for placement, and accelerated scheduling models. In response to ongoing initiatives and the unique circumstances created by the pandemic, the English and math departments have implemented, and are committed to, transcript-based and advised self-placement processes.

Additional Documents
- [ALP Development and Assessment](#)
- [Antiracist Assessment](#)
- [Math Report](#)
- [SFCC Placement Reforms and YOU](#)

Utilization of Assessment in Student Affairs

Along with the recent solicitation for examples of assessment and improvement from faculty, IET also reached out to the student affairs division for their examples.

Table.14: Improvements informed by Program Review—Student Affairs

Student Affairs Function or Office	Improvements Informed by Program Review
Admissions and Records	In thinking about what we do in Admissions and Registration (AR) as a service to students, we communicate with students regarding important dates including classes start, enrollment and withdrawal deadlines, tuition due date, dropping and withdrawal deadlines, and waitlist processes. AR is committed to serving our diverse community by providing students with the tools necessary to navigate from application through graduation. We support the learning environment by empowering students to grow academically and professionally and support our campus community, faculty and staff with admissions, records, and registration processes. Where we can in relation to policy and procedures, we try to improve our communication, admission and registration processes for all our customers. Through our processes, students learn about the college process, and about the steps involved in ultimately earning a credential, including applying for a program, registering for appropriate courses, the grading process, and evaluation. Students learn about program offerings, course availability/registration, applicability of prior credit, and what is needed/remaining to earn a credential.
Counseling	We use measurable and tangible student data (grades, attendance, behavior referrals etc.) to guide our learning objectives for students, to make changes, if any, need to be made, to help adapt the learning environment for our student population,
Dual Enrollment	In Student Affairs, student learning is assessed by examining how effectively students are able to complete steps in our processes as they move through the student life cycle. To improve our services, we identify areas where students frequently express confusion or concern. Once an area is identified, we work as a team to consult students and community partners to determine ways to clarify processes and better communicate the information to students. Students can only be successful if our college is set up to support their success. In our dual credit programs, we also use pre and post surveys to gather data to assess the student experience. Finally, our dual credit programs established benchmarks to help us track student progress. These benchmarks include 1) 1st term GPA, 2) 1 year-persistence, 3) 2 year-persistence, and 4) Graduation rate. Staff are

Student Affairs Function or Office	Improvements Informed by Program Review
	assigned to monitor benchmarks and report any factors that influence these benchmarks.
Financial Aid	Our campus evaluates and determines if the current processes are effective in assisting students toward successful program completion or if we need to adjust or make changes to current processes for future.
Gateway to College	By being part of Gateway to College we update grades, track how many students graduate compared to those that drop and when we can compare quarterly, yearly and multiple years to see how we are doing to maintain students.
Testing Center	The Testing Center has created an all-online Bigfoot Orientation that all incoming students are expected to complete. A survey is included at the end of the Orientation asking about the effectiveness of the information contained in the Orientation. The data gathered informs the updates and additions to the Bigfoot Orientation.
Peer Services	In Peer Services, we assess learning from a survey sent to students participating in Peer Tutoring. We send out a survey mid-quarter asking students to provide feedback on the services we offer. Sample of questions focus on their perception of services received and entail factors on comfort, knowledge, accessibility of a tutor, understanding, relatability, and willingness to pursue tutoring again. This information is used to inform our Student Employee Professional Development Series workshops and discussions (which were expansive compared to what was held before). In those discussions, we have invited different speakers from across the campus (Communication, English, Math, Accessibility Office, Security, etc.) to help guide the growth of knowledge for our student employees to do their work. We send secret shoppers to meet with tutors needing help to assess their growth in the factors mentioned above. Peer Services in addition to increasing participant surveys, and Student Employee Professional Developments (since November 16, 2018) has also conducted individual appointments with tutors. In those meetings, we learn about difficulties tutors and students are experiences. Following such information, we create systems to improve such.
Pullman New Student Orientation	SFCC Pullman includes short assessments during our New Student Orientation in order to give us information about what is working or what needs improvement in our processes.
New Student Advising & Registration	In student affairs, we had started drafting outlines for program review of the various office. While this process was disrupted due to Covid-19, the intention is to continue this process in the fall. For online orientation and NSAR, while there are currently built-in quizzes into the Canvas course, the next iteration would be to look at we can assess student learning to improve the experience.

Transfer Credits

Spokane Falls Community College's local policies and practices are aligned with direction given by the State Board for Community and Technical Colleges (SBCTC) Policy Manual's statewide policy for transfer of credits and are accessible to students in the College catalog. Credits from other accredited institutions in degree, diploma and certificate programs may be transferred upon approval. The Washington State Intercollege Relations Commission (ICRC) Umbrella Transfer Policy, commits to transfer as a key path to the bachelor's degree adopted by the Higher Education Coordinating Board. The CTC Inter-College Reciprocity Policy Transfer Distribution Courses and Areas, addresses transfer among the SBCTC system colleges to ensure that students are not penalized by the differences in the specific requirements imposed by individual campuses within the general guidelines for fulfilling course distribution requirements of transfer degrees. The policies on reciprocity of transfer coursework among colleges include reciprocity of individual courses, distribution area or specific requirement courses, and diversity course requirements. The Common Course Numbering Protocol eases the transfer of academic transfer courses among the thirty-four SBCTC system colleges.

Credential evaluators use a variety of sources to determine transfer eligibility and ensure academic quality in transfer including *The College Handbook*, published by the College Board; *CollegeSource*, an online resource to college catalogs; faculty content expertise; statewide peers; and locally developed equivalency tables. Transfer credit is evaluated once an official copy of a transcript has been received to facilitate preparatory advising and registration. In courses that require pre-requisites, initial evaluations are considered preliminary. For credit to be assured acceptance in transfer the transfer institution must be regionally accredited, the course must be college-level, the grade received for the course must be 1.0 or better, and the course must apply to an SFCC program. Evaluation results are entered into ctcLink where they can be accessed and viewed by students and faculty in the Academic Advisement Report tool.

Credit for Prior Learning

Credit for prior learning is assessed in several ways based on recommended guidelines from SBCTC and includes test credit (Advanced Placement, International Baccalaureate, Cambridge International, CLEP, DANTES), challenge exams (SFCC departmental testing), and Prior Experiential Learning (a portfolio review of life learning, industry certification or education completed at unaccredited institutions).

Addition Documents
- Guidelines for Articulation Using the Direct Transcription Method for Dual Enrollment

Standard 1.D – Student Achievement

1.D.1 (ER 17) Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. it orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Recruitment

Outreach is conducted by the district CCS Outreach Team, which includes the Outreach, Marketing, and Communications departments. The College's outreach team works with the district team to develop recruitment and communication plans focused on specific and targeted populations based on community needs and workforce trends/projections. SFCC's outreach department works closely with prospective students, families, and community partners to answer questions about SFCC programs, requirements, policies, and the campus in addition to assisting with enrollment and onboarding processes (informing, connecting and delivering material, like FAFSA workshops). Interested parties can request in-person and virtual tours.

The College is currently in the process of implementing customer relationship management (CRM) software with the goal of it being live in Spring 2021. The CRM will provide the district and college with more complete inquiry data and tracking of outreach and recruitment activities.

Admissions

SFCC adheres to an "open-door" admission policy. As such, the College accepts all applicants over the age of 18 with a General Education Diploma (GED) or high school diploma. New students can begin at the College during any quarter, but some workforce programs may only offer admission during specific quarters, have limited capacity, or selective admission processes.

Washington community and technical colleges have a shared online admissions application (OAA). It was re-designed for the ctcLink colleges and went live at the end of January. The new OAA allows students to identify both award intent and, where appropriate, the pathway or an area of study. SFCC area of study options will be available in the OAA in Spring 2021.

Upon acceptance and matriculation, a welcome and admission letter, along with the checklist attachment, is automatically sent. In 2014, the "just in time" philosophy was adopted within student affairs and has been a key criterion for all process development since. In 2015, the language was reviewed for student "friendliness" and the letter was shortened significantly to highlight only the immediate next steps. Once admitted, students receive additional onboarding steps and information from the appropriate "next step" offices, contingent on a student's status/completion of items through other avenues (i.e., high school courses). The College uses a designated communications schedule for key events and deadlines (for example, advising and registration reminders, tuition due dates, FAFSA completion reminders, important add/drop/waitlist/refund deadlines, etc.).

Orientation

A substantial amount of change has taken place in student orientation over the last six years led by the Advising and Counseling Team (ACT). In 2013, the orientation process was thoroughly reviewed for potential barriers to student success and participation, and to increase access, more elements of new student orientation (NSO) where made available to students online. Students were able to either do all elements of the orientation online or complete some elements online and then complete the process in-person, but participation was limited. In 2015, ACT made changes to the on-ground NSO based on the results of the NSO pre-/post-student survey including a career exploration component to introduce students to the Career Center, complete a career inventory, and apply their decisions in an experiential learning experience.

With the College's change to the Guided Pathways model, the work of ACT transitioned to the GP Get on the Path (GoP) workgroup. In 2020, GoP redesigned the NSO process as a fully-online Bigfoot Orientation Canvas course (BFO). This change increased the College's capacity to require all students to complete BFO. Concurrent enrollment and international students have specialized BFOs. While the BFO course was created by (GoP), subject matter experts (i.e., Career Center staff and campus security personnel) developed the content of specific modules. The online BFO allowed increased one-on-one advising/counseling during New Student Advising and Registration (NSAR) sessions with each appointment lasting approximately one hour. Students remain enrolled in the BFO course for the duration of their enrollment at the College and can access the support information "just in time." With the arrival of COVID-19 and the mandated shutdowns, the timeliness of the move to an online BFO and NSAR was welcome.

International Students

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

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

Running Start/Dual Enrollment Students

Spokane Falls offers three options for dual enrollment for high school students, 1) Running Start that offers high school students college courses tuition free up to 15 credits and taught on the college campus, 2) College in the High School that offers high school students college-level coursework at the high school, and 3) Gateway to College that allows students ages 16 through 20 who have left high school or are struggling to finish to earn both the high school diploma and college credits at the same time.

The College regularly offers information sessions specifically geared for Running Start students and their parents. Prospective students meet with the Running Start counselor, instructors, and current Running Start students to learn firsthand of their experiences. Resources and contact information are available on the SFCC website.

Data

The effectiveness and equity of the recruitment and onboarding processes have only recently become a focus for the College. An Applicant to Enrollment Dashboard with disaggregation filters for comparison was designed and made available to the campus Fall 2020. Dual Enrolled student data can be disaggregated in our enrollment reports, Student Course Outcomes Report, and the Guided Pathway student progress and success metrics. There is also a Running Start specific enrollment report.

1.D.2 (ER 6, ER 21, ER 22) Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

SFCC regularly reviewed student achievement data through the Core Theme (CT) indicators prior to the shift to the Guided Pathways model as student success indicators are embedded throughout the College's definition of mission fulfillment. With the realignment of strategic priorities to the Guided Pathway framework, the College has used the Washington State and College Spark set of indicators during the design and planning years. These indicators allow the College to compare student achievement disaggregated by race/ethnicity, age, gender, and socioeconomic status at a system level.

Development of College Indicators

Membership in the Core Theme Teams included one or more deans as chair, faculty, student affairs staff, institutional research, and students. The CTTs were charged with reviewing the indicator data, developing institutional knowledge about actions and interventions that aligned with the objective, and making recommendations to the Institutional Effectiveness Team (IET) for prioritization and resource allocation. IET developed the Core Theme Report which provides current status data on all

CT indicators and is available to all SFCC employees. Each CTT provided a [report] to IET including addressing the following questions:

1. What was your plan for the year for collecting and analyzing data? Did you accomplish it?

2. What was the basis for evaluating the accomplishment of the core theme objectives? Why are the indicators assessable and meaningful measures of achievement of the Core Theme Objective and, therefore, the core theme?

3. Can you document the core theme objectives' alignment, correlation, and integration of the college's planning, resources, capacity, practices, and assessment?

Due to the move to the GP framework, the College is also moving from the CT indicators to a set of student progress indicators identified by SBCTC and informed by GP research. These include earning 15, 30, and 45 college-level credits, completion of college-level English and math in the first year, retention to the second fall, and completion in 150% time.

From the beginning of the GP grant, the College presented GP indicator data at all-college meetings and demonstrated web-based data reports available to the campus community. In Winter 2021, the College began the process of identifying college-wide equity priorities informed by [achievement gap data] and establishing equity goals that will inform resource allocation. The College will also develop indicators at the institutional action level that align with our mission and service to our community.

Development of State Level Indicators

The College routinely reviews the student-achievement indicators of institutional effectiveness from the Washington State Community and Technical College System (SBCTC), including the system's performance funding program, called the Student Achievement Initiative (SAI) and the affiliated [SAI data dashboards]. These metrics are consistent with those used for the College system's [Guided Pathways framework], the College Spark grant early indicators, and [SAI]. The College will be able to compare outcomes with the state system and select peer institutions.

Additional Documents
- [Student Achievement 3.0 Handout]

Data Literacy

Like many colleges, SFCC has an abundance of data but lacks capacity to fully utilize it. Data is still perceived by some as measuring what is easily measured rather than what is important. The College's challenges over the past seven years resulting from both leadership change and the ERP (ctcLink) conversion have hindered work on increasing comfort and confidence in data utilization.

In 2018, the College was awarded a Title III grant which included a substantial [data literacy] component. Professional development opportunities for faculty and staff—including course learning analytics as well as institutional indicators—has started. The foundational model of these efforts is to build both capacity and a culture in which data informs wisdom to produce equitable student learning outcomes.

Image 10: Data Literacy Progression Model
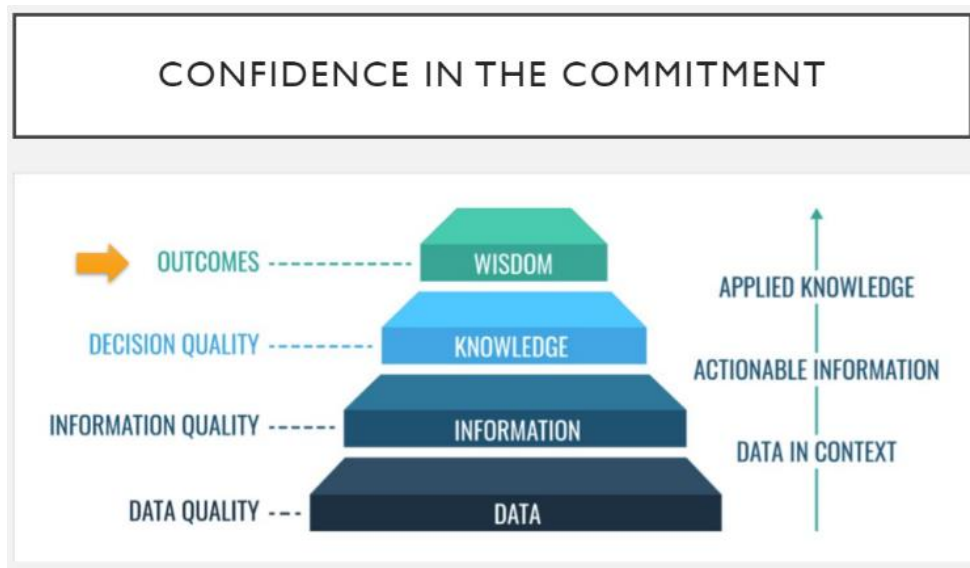
1.D.3 (ER 6, ER 21, ER 22) The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Data Accessible to the Public

In 2018, the Community Colleges of Spokane completed a two-year website redesign project with a user design focus with potential and current students as the primary users. Data accessible to the public on the College's website fulfills compliance requirements for students right to know data including all versus athletic student outcomes, faculty credentials, IPEDS indicators, as well as the College's Quick Facts and accreditation information. With the new accreditation expectations for the information to be on the website, the College began working with the CCS Communication and Marketing department to fulfill this standard. SFCC now publishes student success indicators on the College website that can be disaggregated. State system success indicator data is also available but not yet at the peer comparison level.

Data Accessible to the College Community

Disaggregated indicators of student achievement have been available to the College community through the internal intranet site, Data Central, the Office of Planning, Institutional Effectiveness, and Research intranet site*, and the SBCTC website. The College's Core Theme indicators were developed under the previous NWCCU standards which did not have the expectation of comparison with regional and national peer institutions disaggregated by race, ethnicity, age, gender, socioeconomic status, and first-generation college student. As the College and the SBCTC system moved to GP and an equity focus, disaggregated data has become increasing available in the College's and SBCTC's reports.

Board of Trustee Indicators

The CCS Board of Trustee dashboard (Image 11) provides disaggregated data for both the College and district in support of the Board of Trustees' strategic goals supporting equity.

Image 11: Board of Trustees Equity of Student Success Report Example
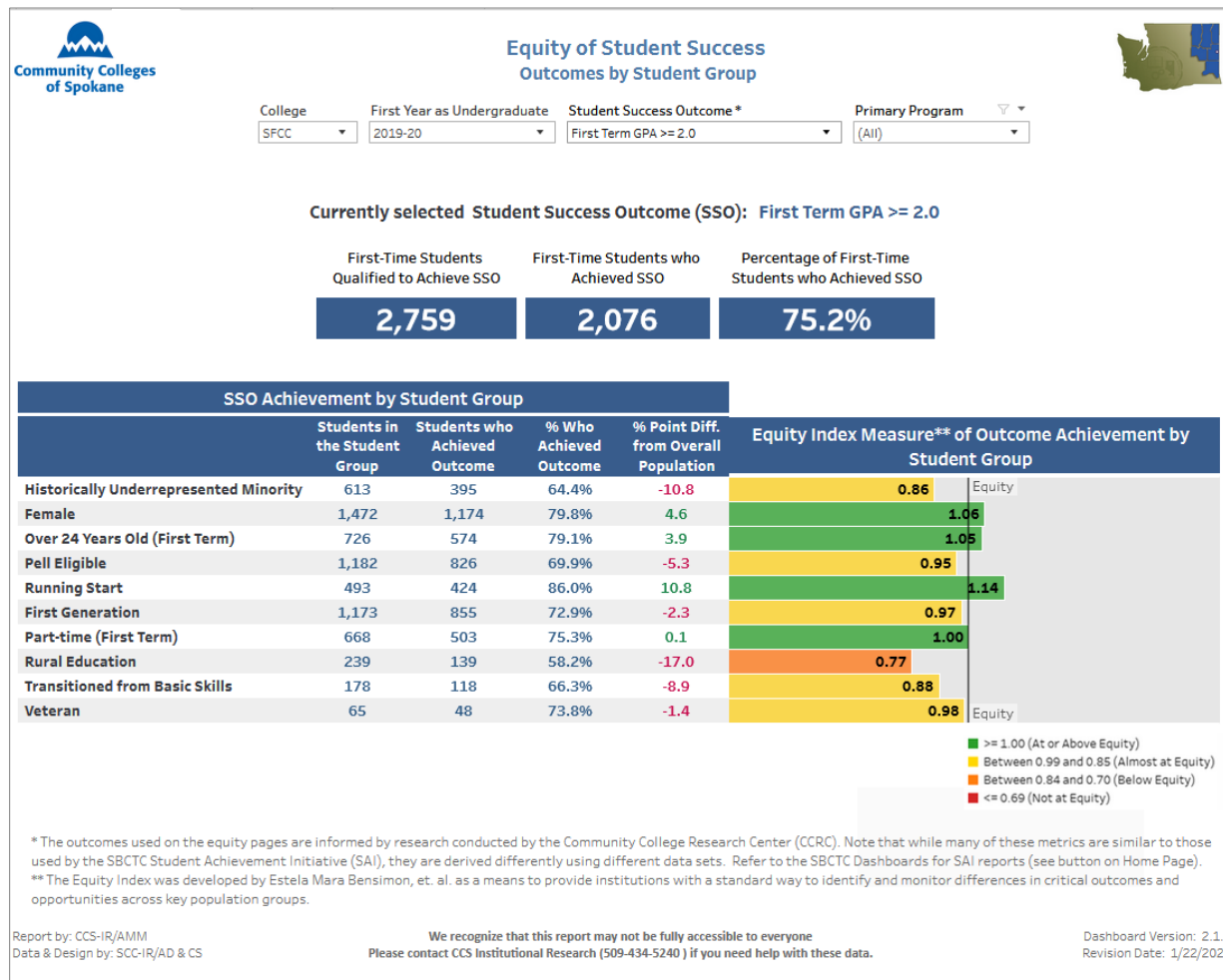
Institutional Effectiveness and Core Theme Indicators

The College reports institutional effectiveness and student success metrics through a suite of Tableau and Sequel Server Reports (SSRS) accessible to employees. The primary reports include the Retention and Completion Report which has bio-demographic filters, Student Course Outcomes Report which includes bio-demographic and Running Start participation filters, Annual Program Enrollment and Completions, and the Principle Enrollment Report which includes enrollment FTES and headcounts for various student populations including I-Best, International, Running Start, first generation, rural, students of color, and veterans. The Career and Technical Education (CTE) Program Review Data Report also includes KPIs specific to program health including access, success, and participation equity data. The Core Theme Report includes data on the indicators developed prior to the College's move to Guided Pathways. Some of the indicators had disaggregated the data. Core Theme Four (Diversity, Equity, and Global Awareness) had indicators specific to equity in retention and completion, while CT Three (Broad Access) reported disaggregated tenth day/census retention data. Completion and retention data by

financial aid type, age group, sex, and race/ethnicity are also available from SBCTC which allows for peer comparison.

Guided Pathway Indicators

Spokane Falls Community College utilizes and shares student achievement indicators in support of student progress through first, second, and post-completion milestones developed by the Washington State Board of Community and Technical Colleges (SBCTC). The First-Time Entering College dashboard includes indicators 15, 30, and 45 college-level credits with a cumulative GPA of 2.0 or above, completion of college-level math and English, retention, completion, transfer, and post-completion employment. This data is compared to the state-wide community and technical colleges system which includes 34 diverse colleges. This data can be disaggregated by race/ethnicity, historically underserved (HU) status, entering status (first-time in college, first-time at institution, or dual enrollment), educational intent, age group, basic skills, gender, need-based aid, veteran benefits recipient, and completion status. While this report allows for comparison with the SBCTC system, access is limited to college employees and from a state computer. The same data, but SFCC specific, populates our own student success indicator dashboard.

Completion of College-level English and math

Completion of college-level English and math are two essential practices in the Guided Pathways framework. The SBCTC First-Time Entering College Outcomes dashboard provides disaggregated data that reports on that indicator. The SFCC English and math departments have made substantial changes in curriculum, sequencing, and placement. The impact of these efforts is beginning to be seen in the data, if unequally for students of key race/ethnicity groups.

Graph 5—% of SFCC First-time Ever in College, Fall Start, Full-time, Degree Seeking Students Who Started in Pre-College English and Completed College-level English in the First Year by Selected Race/Ethnicity Group

	Black students	Hispanic	All
2015	56%	46%	57%
2016	70%	57%	62%
2017	33%	50%	53%
2018	45%	63%	60%
2019	17%	63%	58%
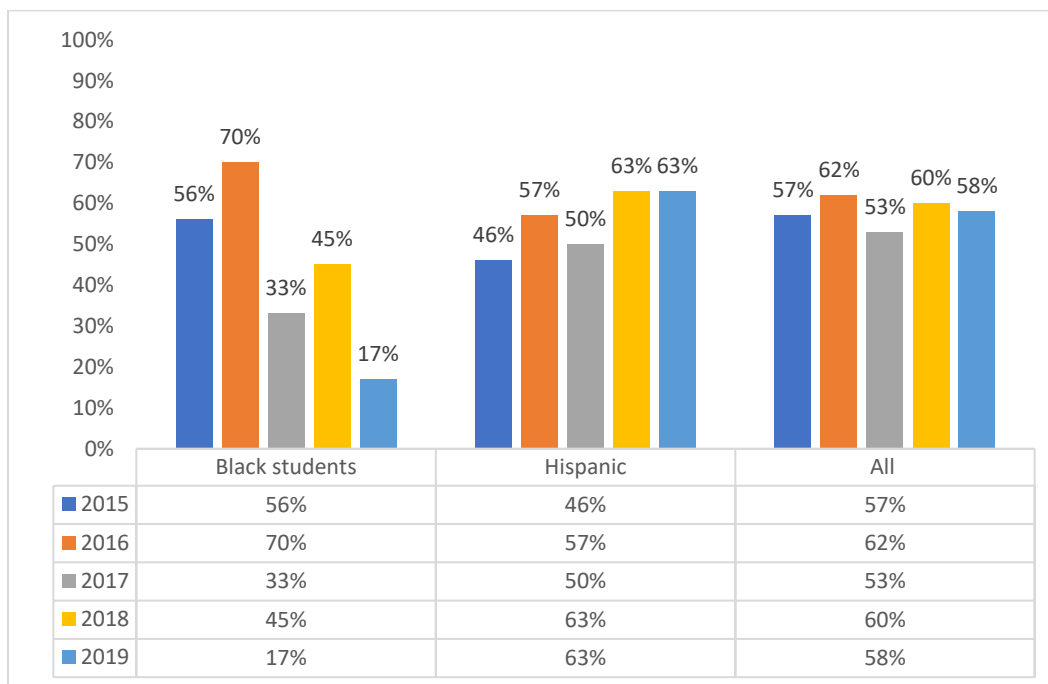
The multipronged approach to improving student completion of college-level math in the first year is showing results especially in parity of achievement for Hispanic/Latino students. The number of Black/African American students in the reporting group is small and ranges from just 13 to 21, so the percentage data is less meaningful.

Graph 6—% of SFCC First-time Ever in College, Fall Start, Full-time, Degree Seeking Students Who Started in Pre-College Math and Completed College-level Math in the First Year by Selected Race/Ethnicity Group

	Black students	Hispanic	All
2015	0%	9%	9%
2016	8%	12%	13%
2017	4%	13%	16%
2018		9%	16%
2019	29%	24%	22%
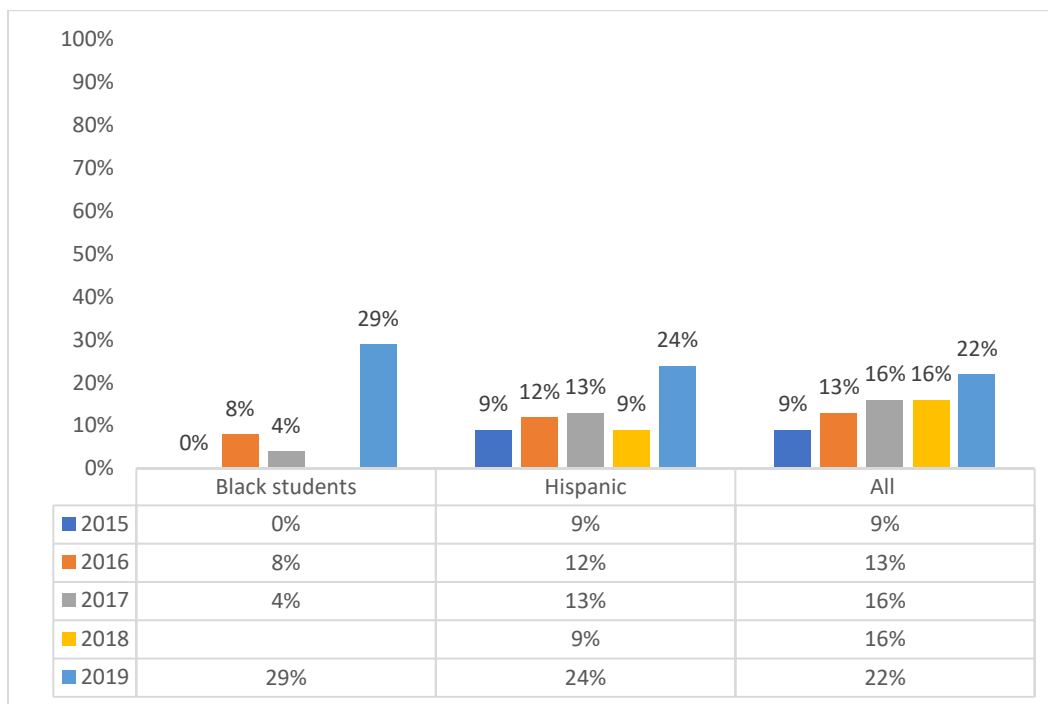
Going Forward

At this time, while the College is working on providing disaggregated public facing data on the website, it does not have access to the same data for peer institutions other than through summative dashboards created by SBCTC. The majority of those dashboards are available only to college employees. SFCC hired a Tableau designer in Winter 2021, as part of the Title III grant, who will be charged with the development of new data dashboards and reports that will include prioritized disaggregation.

Additional Documents
- Student Achievement Indicators

1.D.4 (ER 6, ER 21, ER 22) The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Methodologies and Transparency

Collection of Indicator Data

The collection of student data is managed through the ctcLink ERP which is then moved to the dataLink server by the state board Data Services. From there the data is replicated in the CCS local operational data store (ODS). CCS data governance and IT processes provide data quality checks. Operational data is also available directly from ctcLink through queries that have been approved by SBCTC. Data that resides outside of ctcLink is brought into the local ODS through APIs and data sharing agreements. This includes regularly scheduled downloads from the National Student Clearinghouse and Washington Employment Security Department employment data. Student demographic data is self-reported and voluntary where allowed by state or federal requirements. To protect student privacy, data that might allow a student to be identifiable is suppressed when appropriate, following the federal guidelines of not reporting groups smaller than ten.

Institutional level analyses methodologies are determined by the nature of the research question or reporting purpose and are grounded in institutional research professional standards and best practices. Equity gaps are identified through the application of the Equity Index developed by Bensimon, et al. in addition to differences in frequencies and descriptive statistics. Given the nature of our data and small population numbers in many groups of interest, most analyses are limited to descriptive rather than inferential statistics. The need to include students' voices informed the decision to contract with a qualitative researcher in Spring 2021 to conduct a robust research project using critical race theory.

Mitigating Equity Gaps

Both the English and math departments have made substantial changes in placement, curriculum, and pedagogy over the last several years. The effects are showing in the number of students *not* enrolling in lower-level pre-college math, success in college-level courses, and an increased number of students completing the college-level course in the first year. While the increase in college-level completion has improved, the impact of the reforms has not yet closed the achievement gaps. The complex network of conditions that impact both the student and institutional efforts in teaching and learning confound direct causal relationships between data, actions, and outcomes.

While the College strives to improve its data literacy and utilization, creative and engaged faculty and student support professionals continue their efforts in response to the known achievement gaps through the work of their disciplines and departments.

Table 15: Institutional Efforts to Mitigate Equity Gaps

Institutional Efforts to Mitigate Equity Gaps	
Classroom Efforts	– Faculty incorporate student-focused equity practices including curriculum reviews for inclusive content, reviews of curriculum assessments with specific

Institutional Efforts to Mitigate Equity Gaps	
	attention given to conscientious rubric development and revising syllabi and course materials using the TILT framework.
	— Faculty lead regular efforts to support students who are in financial need include establishing program specific foundation grants, develop or utilize open education resources (OER) to reduce textbook costs, and connect students with the Workforce Program Coordinator for additional funding.
	— MESA Center teamwork, events, and tutoring.
eLearning Efforts	— The Community Colleges of Spokane (CCS) district eLearning department provides faculty professional development in the areas of retention, accessibility, and equity in the online classroom.
	— Over the past several years, eLearning has conducted training in universal design, strategies for retention in online classrooms, inclusivity in online course design, and transparent course design using the Transparency in Learning and Teaching (TILT) framework.
	— eLearning also hosts an annual eLearning Academy which features presentations by faculty and staff across the district of practical strategies, including equity-focused strategies, to increase student engagement and learning.
MOSAIC Efforts	— Substantial support outside the classroom is provided to students from historically minoritized groups through the efforts of the Multicultural Office for Students Actively Involved in Community (MOSAIC) which provides workshops, coffee-talks, student dialogues, and events for both students and faculty.
	— MOSAICs mission is to provide "…guidance to historically minoritized student populations, in conjunction with student services and academic learning, in building, implementing, and offering student support services to assist students with personal development, academic achievement, and graduating."
Employee Efforts	— Faculty and staff voluntarily participate in the Safe Campus Advocate Training, a series of beginning and intermediate trainings, addressing how to understand and effectively engage and support the learning of various identity group populations.

Student Privacy and Rights

Data governance practices limit access to student-level data that is identified as sensitive, confidential, or confidential requiring special handling as determined by SBCTC. SFCC is currently completing a review of dashboards and reports that contain this data and applying the appropriate securities based on employee role. A reminder of FERPA compliance is boldly presented at the top of Data Central, which houses the majority of the College's data reports. All student surveys administered through the Office of Planning, Institutional Effectiveness, & Research are voluntary, low risk, and where appropriate, anonymous.

Conclusion

Spokane Falls Community College decided to adopt the NWCCU 2020 set of standards with an open acknowledgement of the implied challenges. The new standards represent a significant change in both the nature of the report and indicators of accountability. The College's assessment of some of these measures is admittedly in an emerging state. However, SFCC whole-heartedly welcomes the commitment to the values represented by these standards, especially the emphasis on success for all students. These priorities are in alignment with SFCC's commitment to Guided Pathways and the principles of diversity, equity, and inclusion.

Challenges

As noted in this report, SFCC has endured multiple challenges in the last five years. SFCC volunteered to be a pilot school for the state's implementation of ctcLink (Oracle PeopleSoft), a replacement for a 35-year-old system. In the State Board's own words, there were "numerous system functionality and conversion issues following go-live." These issues created a tremendous strain upon the College's staff as basic functions such as financial aid, payroll, course construction, data management, admissions, registration, and more were compromised.

Unfortunately, this period also saw turnover in executive cabinet positions. Between 2015 and 2020, the College was led by four different presidents, three different vice presidents of learning and three different vice presidents of student affairs. Combined with an 8.7% decline in headcount from the AY1516 to the AY1819 (pre-COVID) and the corresponding funding impact, SFCC experienced a weakening of organizational infrastructure and employee morale. Of the three pillars of institutional leadership (planning, allocation, and assessment), only the Institutional Effectiveness Team consistently engaged with the campus community. Significant, impactful work was evident across the campus, but it tended to be isolated incidents of excellence. Clear and consistent institutional leadership was lacking.

Opportunities

In June of 2019, Dr. Kimberlee Messina was selected as SFCC's president. President Messina has provided stable leadership and has overseen the selection process to hire a permanent Vice President of Student Affairs and Vice President of Learning in 2020. She brought in consultants for a two-day visit with the College in February 2020, who interviewed faculty, staff, administrators, and students. Their report led to the formation of a representative Governance Steering Committee, which will determine a definition of participatory governance and draft a proposed governance organizational structure for implementation in Fall 2021.

The College's acquisition of multi-year funding through the College Spark Foundation and the State Board of Community and Technical Colleges (SBCTC) dedicated to the implementation of a Guided Pathways model in AY1819 was fortuitous in many respects. The initiative calls for and funds the review, redesign, and implementation of new models for program pathways, scheduling, advising, and assessment, all with an emphasis on equity of student success. Coordination, planning, supportive allocation of funds, and assessment of efforts are all required to accomplish these complex tasks. While not a complete substitute for the comprehensive practices of planning, allocation, and assessment, the implementation of Guided Pathways at SFCC has provided an excellent scaffold of practices that will be integrated into the emerging governance model.

While the Guided Pathways model will not fully be in place at SFCC until Fall 2023, the work documented in this report, especially in the areas of English and math, advising, and student learning outcomes, provides a foundation for ongoing efforts. The College has emerging evidence of success to build upon. For first-time college students over the period of 2014 through 2019,

- Completion rates within three years have increased from 19% to 24% (2014 through 2017 start),
- 30 credit attainment has increased from 45% to 47%,
- 45 credit attainment has increased from 13% to 17%,
- College-level math completion in the first year has increased from 14% to 30%, and
- College-level English completion in the first year has increased from 49% to 55%.

While the improvements are not at the same level across all disaggregated populations, SFCC is committed to actively assessing and acting to ensure that equity informs its actions toward improving success for all students.

After years of budget challenges, SFCC is poised to not only sustain its current operations, but now has the capacity to implement innovation. SFCC is also looking forward to completion of key capital projects, highlighted by a new Fine and Applied Arts Building, a $40,000,000 replacement project providing a modernized, well-designed, safe, and sustainable space for visual learning which will meet the changing needs and evolution of the instructional programs.

As with all institutions of education, the pandemic brought unique challenges in providing safe and effective practices of instruction and support, creating stresses for students and staff. However, the coordinated, collegial approach to meeting these new demands by SFCC is in alignment with its emergence from the host of challenges experienced in the last five years. Under stable, effective leadership, dedicated to the establishment of meaningful implementation of participatory governance structures, and proud of its accomplishments during an extended period of duress, Spokane Falls Community College is well positioned to take advantage of current opportunities and expectations to improve upon its current success and make significant improvements toward meeting the goals of all of its students.

Appendices

Spokane Falls Community College

Appendices

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)
STANDARD ONE – STUDENT SUCCESS AND INSTITUTIONAL MISSION AND EFFECTIVENESS			
Institutional Mission			
1.A The institution has a statement of mission that defines the institution's broad educational purposes and its commitment to student learning and achievement.			
1.A.1	2011 Year One Report: Standard One, Mission, Core Themes, and Expectations	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.A%20Mission/2011%20Year%20One%20Report%20Standard%20One.pdf	
1.A.1	What We Know About Guided Pathways	What We Know About Guided Pathways (columbia.edu)	
1.A.1	Core Theme 3 Yearly Report	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={763C58D7-CA77-4E9B-AB43-3018A7D68AE3}	
1.A.1	Institutional Effectiveness Team Roster	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.A%20Mission/Institutional%20Effectiveness%20Team%20Committee%20Roster%20AY2021.pdf	
1.A.1	Pullman Campus	Pullman (spokane.edu)	
1.A.1	SBCTC Guided Pathways Advisory Council	Guided Pathways Advisory Council	SBCTC	
1.A.1	SFCC Mission Statement	About Us (spokane.edu)	
Improving Institutional Effectiveness			
1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.			
1.B.1	Academic Standing Report	Workbook: Academic Standing (sbctc.edu)	
1.B.1	Career-Technical Program Review Report	Workbook: SFCC Program Review (sbctc.edu)	
1.B.1	CCSSE	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/ccsse%202017.pdf	

1.B.1	Change: Pathways to Success	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/CHANGE%20Pathways%20to%20Success%20Title%20III%20grant.pdf
1.B.1	Core Theme & GP Alignment	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Core%20Theme%20&%20GP%20alignment.pdf
1.B.1	Core Theme 1 Annual Report AY1819	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={59290C87-5E58-42F9-9E13-6628BD5C0670}
1.B.1	Core Theme 1.1.2 Gen Ed Learning Outcomes	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Core%20Theme%201.1.2%20Gen%20Ed%20Learning%20Outcomes.pdf
1.B.1	Core Theme 2 Annual Report AY1819	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={CC52157 6-6AFE-4F9A-A751-4ADE01C85A42}
1.B.1	Core Theme 3 Annual Report AY1819	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={BAC06DC 0-291B-4AA0-A709-BE1AB732F4F8}
1.B.1	Core Theme 4 Annual Report AY1819	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={B8B9834 8-DE11-4110-9DD8-3436B36DAE86}
1.B.1	Core Theme 5 Annual Report AY1819	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={6402952 0-BA0B-4EF0-813F-423FAB5E4BC7}
1.B.1	Core Theme Charge AY1516	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={0E9E57C 3-BBAC-4575-9FA1-10384C395E64}
1.B.1	Core Theme Committee Membership	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Core%20Theme%20Committee%20Assignments%20AY1819.pdf
1.B.1	Core Theme Recommendations AY1617	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={30B6386 9-2BF3-4470-9D19-22974A72CE95}

1.B.1	Core Theme Recommendations AY1819	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={6DC109DF-16C0-4273-A9BD-D753237B27C4}	
1.B.1	Core Theme Recommendation Quadrant	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Core%20Theme%20Recommendation%20Quadrant.pdf	
1.B.1	Core Theme Report	https://tableau.sbctc.edu/t/CCS/views/SFCCCoreThemeReport/1_1_1CTEProgramLearningOutcomes?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no&:origin=viz_share_link	
1.B.1	Core Theme Yearly Report Breakdown	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={023EB082-1CEB-40B1-9625-F12DBC4A8D71}	
1.B.1	COVID-19 Student Need & Transition Surveys	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Student%20Covid-19%20Surveys.pdf	
1.B.1	Criteria for Prioritizing CT Recommendations	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Criteria%20for%20Prioritizing%20CT%20Recommendations.pdf	
1.B.1	Data Central	DataCentral (spokane.edu)	
1.B.1	Diversity Learning Environment Survey	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={CC2B85B7-1729-4F14-ADF6-0654930ABC33}	
1.B.1	Enrolled by not Registered for Next Quarter Report	Current Students Not Enrolled Next Quarter - Report Viewer (spokane.edu)	
1.B.1	Gap In Completion Rate (Equity Index) for Minorities	https://tableau.sbctc.edu/t/CCS/views/SFCCCoreThemeReport/4_1_2CompletionRateGapforMinorities?iframeSizedToWindow=true&%3Aembed=y&%3AshowAppBanner=false&%3Adisplay_count=no&%3AshowVizHome=no&%3Aorigin=viz_share_link	
1.B.1	Gap In Retention Rate (Equity Index) for Minorities	https://tableau.sbctc.edu/t/CCS/views/SFCCCoreThemeReport/4_1_1RetentionRateGapforMinorities?iframeSizedToWindow=true&%3Aembed=y&%3AshowAppBanner=false&%3Adisplay_count=no&%3AshowVizHome=no&%3Aorigin=viz_share_link	

1.B.1	General Education student learning outcomes	Course Modules: SFCC Teaching and Learning (instructure.com)	
1.B.1	Guided Pathways Advising Model	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Guided%20Pathways%20Advising%20Model%20.pdf	
1.B.1	Guided Pathways Aligning Direction AY1920	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={5A91E48E-2281-4A6C-A6CE-C2530EBFE992}	
1.B.1	Guided Pathways Aligning Direction AY2021	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={98EFA3CC-A144-4161-BCE2-8D7D8432AD09}	
1.B.1	Guided Pathways Essential Practices	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={AF53FD9F-BFC3-4822-B4DE-9E1AE5D9F5A0}	
1.B.1	Guided Pathways Essential Practices Schedule	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={AF53FD9F-BFC3-4822-B4DE-9E1AE5D9F5A0}	
1.B.1	Guided Pathways Initiative	https://collegespark.org/grants/guided-pathways/	
1.B.1	Guided Pathways Steering Committee	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Guided%20Pathways%20Steering%20Committee%20Roster.pdf	
1.B.1	HOPE RealCollege Housing & Food Insecurity	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/HOPE%20RealCollege%20Housing%20&%20Food%20Insecurity.pdf	
1.B.1	Institutional Effectiveness Team Charge AY1718	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={C8D4ACE4-1974-4C04-B8A5-F9147598199E}	
1.B.1	Institutional Effectiveness Team Charge AY1819	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={CCB9988B-2786-441E-A228-1FD3DA2B39EA}	
1.B.1	Institutional Effectiveness Team Charge AY1920	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={A50C3B42-4A1A-4204-919D-52F4B88306F9}	

1.B.1	Institutional Effectiveness Team Five Rs	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={DEB33639-EFAD-441D-96FF-C9BF9663A193}	
1.B.1	Leadership Changes	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Leadership%20change.pdf	
1.B.1	Milestones of Student Progress (SAI Points)	Workbook: SAI3_Points_Groupings_B89_Final (sbctc.edu)	
1.B.1	Mission Statement	https://sfcc.spokane.edu/About-Us	
1.B.1	NACADA Debrief	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={58A90309-88C6-4F71-9B91-B3AC1024EF99}	
1.B.1	NSF-STEM Grant	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/NSF-STEM%20Grant.pdf	
1.B.1	Operational Planning Process	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={C7ECD226-48B5-4877-8B5B-9B0BE26815F0}	
1.B.1	Retention & Completion Report	Workbook: ctcLink Retention and Completion Rates (sbctc.edu)	
1.B.1	Safe Campus Advocates	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Safe%20Campus%20Advocates.pdf	
1.B.1	SFCC Pathways Maps Report	SFCC Pathways Maps - Report Viewer (spokane.edu)	
1.B.1	Student Course Learning Outcomes	https://tableau.sbctc.edu/t/CCS/views/ctcLinkSCOR_0/SCORDashboard?:iid=2&:isGuestRedirectFromVizportal=y&:embed=y	
1.B.1	Student Satisfaction Inventory	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Spokane%20Falls%20Community%20College%20-%20SSI%20-%2005-2018.pdf	

1.B.1	Zero to Completion	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Zero%20to%20Completion.pdf	
1.B.1	Students' Experience Contributed to Development in Understanding People of Other Racial/Ethnic Backgrounds	https://tableau.sbctc.edu/t/CCS/views/SFCCCoreThemeReport/4_3_1EncouragedUnderstadingofOtherRacialEthnicBackgrounds?iframeSizedToWindow=true&%3Aembed=y&%3AshowAppBanner=false&%3Adisplay_count=no&%3AshowVizHome=no&%3Aorigin=viz_share_link	

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.			ER4; ER5; ER6; ER19
1.B.2	College Spark Guided Pathways SFCC grant	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.2%20Meaningful%20Goals%20&%20Objectives/College%20Spark%20GP%20SFCC%20grant%20award.pdf	
1.B.2	Common Course Completions	Workbook: CommonCourseCompletions_Course (sbctc.edu)	
1.B.2	Data Analysis for Priorities	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.2%20Meaningful%20Goals%20&%20Objectives/Data%20Analysis%20for%20Priorities.pdf	
1.B.2	First time Entering College Report	Workbook: First-Time Entering Student Outcomes (sbctc.edu)	
1.B.2	Institutional Effectiveness Team Mission Fulfillment Exercise	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.2%20Meaningful%20Goals%20&%20Objectives/Institutional%20Effectiveness%20Team%20Mission%20Fulfillment%20Exercise_11.28.2017_Results.pdf	
1.B.2	IPEDS Out of State Report	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.2%20Meaningful%20Goals%20&%20Objectives/IPEDS%20Out%20of%20State%20Peer%20Report.pdf	
1.B.2	IPEDS State Peer Institutions	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.2%20Meaningful%20Goals%20&%20Objectives/IPEDS%20State%20Peer%20Institutions%20Report.pdf	

1.B.2	Institutional Effectiveness Mission Fulfillment	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.2%20Meaningful%20Goals%20&%20Objectives/Institutional%20Effectiveness%20Team%20Mission%20Fulfillment%20Exercise_11.28.2017_Results.pdf	
1.B.2	Student Achievement Initiative	https://www.sbctc.edu/about/agency/initiatives-projects/student-achievement-initiative.aspx	
1.B.2	Student Achievement Initiative Changes Handout	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.2%20Meaningful%20Goals%20&%20Objectives/Student%20Achievement%20Initiative%20Changes%20Handout.pdf	
1.B.2	Technology Fee Request Example	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.3%20Planning%20&%20Resource%20Allocation/Tech%20Fee%20Request%20Example.pdf	
1.B.2	Technology Work Group Achieving the Dream Coaches Visit Notes	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.2%20Meaningful%20Goals%20&%20Objectives/Technology%20Work%20Group%20AtD%20Coaches%20Visit%20Notes.pdf	

1.B.3 The institution provides Exhibit that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.			ER4; ER19
1.B.3	2019 Recruitment Diversity Data Chart	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={ED37B4EA-4827-4219-904B-AFC8496819A1}	
1.B.3	All Gender Restrooms	https://sfcc.spokane.edu/About-Us/Contact-Us/Maps/Campus-Restrooms	
1.B.3	ALP Development and Assessment Report	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={58FE4C8D-589A-4C4F-9A27-457DCC67C3B3}	
1.B.3	Best Practices in Recruiting & Retaining Diverse Faculty	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={9081A6D2-C442-4BBF-BB51-3F2DF895637A}	
1.B.3	Math Report example	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.3%20Planning%20&%20Resource%20Allocation/Math%20Report%20old%20Example.pdf	

1.B.3	Math Report	Workbook: SFCC Math Report (sbctc.edu)
1.B.3	College Spark Work Plan Feedback	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={BF1FE405-ACC2-4D0A-943D-D1582DC53079}
1.B.3	Cultural Intelligence Training	Safe Campus Advocates (spokane.edu)
1.B.3	Disability Support Services	https://sfcc.spokane.edu/For-Our-Students/Student-Resources/Disability-Support-Services
1.B.3	Diversity, Equity, & Global Awareness Canvas Course	SFCC Teaching and Learning (instructure.com)
1.B.3	Diversity, Equity, & Global Awareness website‡	https://intranet.sfcc.spokane.edu/Default.asp?s=1303&w=54&p=1104
1.B.3	Facilities and Grounds‡	SFCC Intranet - Version 3.0 (spokane.edu)
1.B.3	First time Entering College Report	Workbook: First-Time Entering Student Outcomes (sbctc.edu)
1.B.3	Guided Pathways Aligning Direction AY1920	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={5A91E48E-2281-4A6C-A6CE-C2530EBFE992}
1.B.3	Guided Pathways Aligning Direction AY2021	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={98EFA3CC-A144-4161-BCE2-8D7D8432AD09}
1.B.3	Guided Pathways Work plan 2020	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.3%20Planning%20&%20Resource%20Allocation/Guided%20Pathways%20Work%20plan%202020%20.pdf
1.B.3	ITALIC‡	SFCC Intranet - Version 3.0 (spokane.edu)
1.B.3	MOSIC	https://sfcc.spokane.edu/For-Our-Students/Student-Resources/Mosaic
1.B.3	Precollege Placement & Outcomes	Workbook: precollege (sbctc.edu)
1.B.3	Quite Spaces	https://sfcc.spokane.edu/For-Our-Students/Libraries/Use-the-Libraries/Library-Guidelines
1.B.3	Recruitment Diversity Analysis	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={A0F22910-A356-4C16-9DA6-4532FCF6D4B5}
1.B.3	Safe Campus Advocates	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Safe%20Campus%20Advocates.pdf
1.B.3	Safe Spaces	Safe Campus Advocates (spokane.edu)

1.B.3	Search Advocates Charge	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.3%20Planning%20&%20Resource%20Allocation/Search%20Advocate%20Charge.pdf	
1.B.3	Search Advocates Description	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={A5FDD0DA-3DF5-498B-B6EF-9D1EBDD3EC9D}	
1.B.3	Search Advocate Review	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={2ED5346A-0454-40C8-A13C-F2DB1455C5E0}	
1.B.3	Student Course Learning Outcomes	[Workbook: ctcLink SCOR (sbctc.edu)](#)	
1.B.3	Student Listening Sessions Issues and Responses	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={CCF0774C-89BB-4C7C-8C34-7A56FAB0DF8F}	
1.B.3	Technology Fee Committee	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.3%20Planning%20&%20Resource%20Allocation/Technology%20Fee%20Committee%20Roster%20AY2021.pdf	

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.			ER4
1.B.4	Academic Plan Costs and Fees Breakdown	https://tableau.sbctc.edu/t/CCS/views/AcademicPlanCostsandFees_0/Welcome?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no	
1.B.4	Academic Standing Report	https://tableau.sbctc.edu/t/CCS/views/AcademicStanding/StudentsbyAcademicStandingQuarter?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no&:origin=viz_share_link	
1.B.4	Achieving the Dream	https://www.achievingthedream.org/	
1.B.4	Achieving the Dream COVID-19 Assessment	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Achieving%20the%20Dream%20COVID-19%20Reflections%20Report.pdf	

1.B.4	Achieving the Dream Institutional Capacity Assessment	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/ICAT%20Results%20Summary_Spokane%20Falls%20Community%20College.pdf	
1.B.4	Achieving the Dream Principles Self-Assessment	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Achieving%20the%20Dream%20Principles%20Self-Assessment.pdf	
1.B.4	Achieving the Dream Scale of Adoption-Equity	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Achieving%20the%20Dream%20Scale%20of%20Adoption%20Equity.pdf	
1.B.4	After College Status-Professional-Technical Program & Apprenticeships	Workbook: Professional/Technical Programs and Apprenticeships (sbctc.edu)	
1.B.4	After College Status-Transfer	Workbook: After College Status - Transfer Data (sbctc.edu)	
1.B.4	Allocation Report	Enrollment Reports	SBCTC	
1.B.4	Annual Program Enrollments and Completions	https://tableau.sbctc.edu/t/CCS/views/AnnualProgramEnrollmentsandCompletions_15675298895800/ProgramEnrollments?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no%231	
1.B.4	Applicant to Enrolled	https://tableau.sbctc.edu/t/CCS/views/ApplicanttoEnrolledDashboard_16071281703140/ApplicanttoEnrolledDashboard?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link&:isGuestRedirectFromVizportal=y&:embed=y	
1.B.4	Board of Trustees Executive Dashboard	https://tableau.sbctc.edu/t/CCS/views/BOTDashboardv2_0_15738641543450/HomePage?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no	
1.B.4	Burning Glass Digital Filmmaking	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Burning%20Glass%20Digital%20Filmmaking.pdf	

1.B.4	Campus Student Climate Survey (college developed)	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Campus%20Climate%20Student%20Results%20Report.pdf	
1.B.4	Campus Student Climate Survey (college developed)	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Campus%20Climate%20Survey%202013%20Results%20-%20Faculty.pdf	
1.B.4	Career-Technical Program Review	Workbook: SFCC Program Review (sbctc.edu)	
1.B.4	Career-Technical Program Review Employment data	https://tableau.sbctc.edu/t/CCS/views/SFCCProgramReview/JobPlacementWages?iframeSizedToWindow=true&%3Aembed=y&%3AshowAppBanner=false&%3Adisplay_count=no&%3AshowVizHome=no&%3Aorigin=viz_share_link	
1.B.4	Career-Technical Program Review Job Market data	https://tableau.sbctc.edu/t/CCS/views/SFCCProgramReview/JobMarket?iframeSizedToWindow=true&%3Aembed=y&%3AshowAppBanner=false&%3Adisplay_count=no&%3AshowVizHome=no&%3Aorigin=viz_share_link	
1.B.4	CCS Graduation & Transfer Rates	https://tableau.sbctc.edu/t/CCS/views/CCSGraduationRates/GradRateDashboard?:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no	
1.B.4	CCS Student Applicant Trends	https://tableau.sbctc.edu/t/CCS/views/CCSStudentApplicantTrends/CCSStudentApplicantTrends?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no	
1.B.4	Class Openings for Deans	https://reporting.ccs.spokane.edu/ReportServer/Pages/ReportViewer.aspx?/Reports/Enrollment/Class%20Openings%20For%20Deans	
1.B.4	Class Openings Report	https://reporting.ccs.spokane.edu/ReportServer/Pages/ReportViewer.aspx?/Reports/Enrollment/Class%20Openings	
1.B.4	Common Course Outcomes	Workbook: CommonCourseCompletions_Course (sbctc.edu)	
1.B.4	Community College Faculty Survey of Student Engagement	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/CCFSSE2017_cohort_freqs_facstu.pdf	

1.B.4	Community College Survey of Student Engagement	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/ccsse%202017.pdf
1.B.4	Core Theme Report	Workbook: SFCC Core Theme Report (sbctc.edu)
1.B.4	Core Theme Reports	https://tableau.sbctc.edu/t/CCS/views/SFCCCoreThemeReport/1_1_1CTEProgramLearningOutcomes?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no&:origin=viz_share_link
1.B.4	Course Fee and Book Cost Review	https://tableau.sbctc.edu/t/CCS/views/CourseFeeandBookCostInformation/ReadMe?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no&:origin=viz_share_link#2
1.B.4	Course Outcomes Generator	https://reporting.ccs.spokane.edu/ReportServer/Pages/ReportViewer.aspx?/Reports/Student%20Success/Course%20Outcomes%20Generator
1.B.4	Current Students Not Enrolled	https://reporting.ccs.spokane.edu/ReportServer/Pages/ReportViewer.aspx?/Reports/Registration%20and%20Admissions/Current%20Students%20Not%20Enrolled%20Next%20Quarter
1.B.4	Data Literacy Canvas Shell	Getting Data Smart - Fall 2019 (instructure.com)
1.B.4	Data walk posters with comments	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Data%20Walk%20Posters%20with%20comments.pdf
1.B.4	Department & Program Indicators	https://tableau.sbctc.edu/t/CCS/views/AnnualDepartmentandProgramIndicatorsReport/EnrollmentsandFillRates?:embed=y&:showShareOptions=true&:display_count=no
1.B.4	Diverse Learning Environment Survey	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Diverse%20Learning%20Environment%20Survey%20.pdf
1.B.4	Earnings for Graduates Dashboard (ERDC)	Earnings for Graduates Dashboard | Washington State Education Research and Data Center
1.B.4	eLearning Student Report (FTES & Headcount)	Educational Technology Data | SBCTC
1.B.4	Employee Remote Work needs (college developed)	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Employee%20Remote%20Work%20Needs.pdf

1.B.4	Enrollment	Enrollment Reports | SBCTC	
1.B.4	Enrollment Activity	https://reporting.ccs.spokane.edu/ReportServer/Pages/ReportViewer.aspx?/Reports/Registration%20and%20Admissions/Enrollment%20Activity	
1.B.4	Enrollment Report	Enrollment Reports | SBCTC	
1.B.4	Faculty and Staff Data	Workbook: personnel-data (sbctc.edu)	
1.B.4	Faculty Listening Event	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={0B0BE6FA-1D53-4A3C-9EB2-1455EE2F19C9}	
1.B.4	Fill Rates	https://tableau.sbctc.edu/t/CCS/views/FillRates/FillvsDemand?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no&:origin=viz_share_link	
1.B.4	Financial Aid Program Recipient Overview & Outcomes	Workbook: Financial Aid Dashboard (sbctc.edu)	
1.B.4	First-Time Entering Student Outcomes	Workbook: First-Time Entering Student Outcomes (sbctc.edu)	
1.B.4	IPEDS State Peer Institutions	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.2%20Meaningful%20Goals%20&%20Objectives/IPEDS%20State%20Peer%20Institutions%20Report.pdf	
1.B.4	Occupation Analysis Archeology	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Occupation%20Analysis%20archelolgist.pdf	
1.B.4	Occupation Outlook Handbook	https://www.bls.gov/ooh/	
1.B.4	Opportunity Atlas	https://opportunityatlas.org/	
1.B.4	Precollege Placement & Outcomes	Workbook: precollege (sbctc.edu)	
1.B.4	Principle Enrollment Report	Principal Enrollment Report - Report Viewer (spokane.edu)	
1.B.4	Program Schedule Matrix	https://reporting.ccs.spokane.edu/ReportServer/Pages/ReportViewer.aspx?/Reports/Enrollment/Program%20Schedule%20Matrix	
1.B.4	Real College--food & housing insecurity (Hope Institute, Temple Univ.)	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/HOPE%20RealCollege%20Housing%20&%20Food%20Insecurity.pdf	

1.B.4	Report for SFCC's Diversity, Equity, & Global Awareness Committee	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Report%20for%20SFCC%20Diversity,%20Equity,%20&%20Global%20Awareness%20Committee2019%2006-20-19.pdf
1.B.4	Retention & Completion Rates	https://tableau.sbctc.edu/t/CCS/views/ctcLinkRetentionandCompletionRates/RetentionandCompletionRates?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no
1.B.4	Safe Campus Advocates	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Safe%20Campus%20Advocates.pdf
1.B.4	SBCTC Program Explorer	SBCTC Program Explorer - John Fink | Tableau Public
1.B.4	SBCTC Enrollment Report	Workbook: AYR-Enrollments (sbctc.edu)
1.B.4	SFCC Administrative Council Black Lives Matter Statement	Administrative Council Black Lives Matter Statement (spokane.edu)
1.B.4	SFCC Core Theme Report	https://tableau.sbctc.edu/t/CCS/views/SFCCCoreThemeReport/1_1_1CTEProgramLearningOutcomes?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no&:origin=viz_share_link
1.B.4	SFCC Governance Survey (college developed)	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/SFCC%20Governance%20Survey.pdf
1.B.4	SFCC Math Report	https://tableau.sbctc.edu/t/CCS/views/SFCCMathReport/GradeDistributions?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no
1.B.4	SFCC Program Review	Workbook: SFCC Program Review (sbctc.edu)
1.B.4	Spokane City Planning Letter	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Spokane%20City%20Planning%20Letter.pdf
1.B.4	Student Achievement Initiative by student groups	Workbook: SAI3_Points_Groupings_B89_Final (sbctc.edu)
1.B.4	Student Achievement Initiative	Workbook: SAI3_PointsSummaryDashboard (sbctc.edu)

1.B.4	Student Athlete Title IX EADA Report	https://tableau.sbctc.edu/t/CCS/views/CCSStudentAthletes/StudentAthleteEnrollments?:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no
1.B.4	Student Communication Preference	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Student%20Communication%20Preference%20Results.pdf
1.B.4	Student Course Outcomes Report	https://tableau.sbctc.edu/t/CCS/views/ctcLinkSCOR_0/SCORDashboard?:iid=2&:isGuestRedirectFromVizportal=y&:embed=y
1.B.4	Student Listening Sessions Issues	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={7E06DD28-BB73-437C-9AD7-26ED77620AA6}
1.B.4	Student Satisfaction Inventory	Spokane Falls Community College - SSI - 05-2018.pdf (sharepoint.com)
1.B.4	Student Transition to Remote Learning series (college developed)	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Student%20Transition%20to%20Remote%20Learning%20series.pdf
1.B.4	Student/Faculty Ratios	Workbook: S-F Ratios (sbctc.edu)
1.B.4	Students Meeting Plan Requirements with No Completion	https://reporting.ccs.spokane.edu/ReportServer/Pages/ReportViewer.aspx?/Reports/Registration%20and%20Admissions/Students%20Meeting%20Plan%20Requirements%20With%20No%20Completion
1.B.4	Technology Fee Committee Roster	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Technology%20Fee%20Committee%20Roster%20AY2021.pdf
1.B.4	Transactional Enrollment Trends	https://tableau.sbctc.edu/t/CCS/views/DailyEnrollment/CompareYears?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no
1.B.4	Workforce Board SFCC Program Evaluation	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Workforce%20Board%20SFCC%20Prog%20Eval%20-%20July%202019.pdf

Student Learning		
1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.		ER5
1.C.1	Program Content & Rigor/Programs and award type.pdf	Transfer Degrees (spokane.edu)
1.C.1	SBCTC 4.20 Degrees and Certificate Requirements	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.1%20Program%20Content%20&%20Rigor/SBCTC%204.20%20Degrees%20and%20Certificate%20Requirements.pdf

1.C.2		
1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.		ER5
1.C.2	CCS catalog	http://catalog.spokane.edu/CoursesAndPrograms/Default.aspx
1.C.2	SFCC Pathways Maps Pre-Pharmacy	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.2%20Awards%20Based%20on%20Learning/SFCC%20Pathways%20Maps%20Pre-Pharmacy.pdf
1.C.2	2012 Program Approval Process Guidelines	https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/professional-technical/2012programapprovalprocessguidelines.pdf
1.C.2	bachelors-program-approval-application	https://www.sbctc.edu/colleges-staff/programs-services/applied-baccalaureates/bachelors-program-approval-application.aspx
1.C.2	Learning Inventory Final Feb 2019	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.2%20Awards%20Based%20on%20Learning/Learning%20Inventory%20Final%20Feb%202019.pdf
1.C.2	WA-Transfer Council degrees	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.2%20Awards%20Based%20on%20Learning/WA-Transfer%20Council%20degrees.pdf
1.C.2	SFCC Pathway Maps Report	SFCC Pathways Maps - Report Viewer (spokane.edu)

1.C.2	applied-baccalaureate-degree-and-certificate-policy	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.2%20Awards%20Based%20on%20Learning/applied-baccalaureate-degree-and-certificate-policy.pdf	
1.C.2	applied-bacc-degree-program-proposal-template	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.2%20Awards%20Based%20on%20Learning/applied-bacc-degree-program-proposal-template.pdf	
1.C.2	Baccalaureate Budget Worksheet	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={76D74669-9099-43BB-B206-983704F42018}	
1.C.2	Example of Curriculum packet Digital Filmmaking	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.2%20Awards%20Based%20on%20Learning/Example%20of%20Curriculum%20packet%20Digital%20Filmmaking%20Packet.pdf	
1.C.2	Curriculum Handbook	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={ABE169A3-6AD2-4D99-A21B-69981742835C}	

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.			ER5
1.C.3	Course Learning Outcomes Rubric for Deans and Chairs	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={06AEA8D8-E079-4CBB-8B39-8620B4D44E8E}	
1.C.3	CCS catalog	http://catalog.spokane.edu/CoursesAndPrograms/Default.aspx	
1.C.3	Distribution Area Outcomes	https://shared.spokane.edu/ccsglobal/media/Global/PDFs/Distribution-Area-Outcomes.pdf	
1.C.3	Programs of Study	http://catalog.spokane.edu/ProgramsOfStudy.aspx?page=PV3	
1.C.3	What to Study	https://sfcc.spokane.edu/What-to-Study	
1.C.3	Faculty Handbook	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.3%20Program%20Learning%20Outcomes/Faculty%20Handbook%20r8-31-20.pdf	
1.C.3	Course Learning Outcomes Initiative‡	https://intranet.sfcc.spokane.edu/default.asp?s=1303&w=186&p=4706	

1.C.3	Course Learning Outcomes Development faculty packet	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.3%20Program%20Learning%20Outcomes/Course%20Learning%20Outcomes%20Development%20faculty%20packet.pdf	
1.C.3	Courses And Programs	http://catalog.spokane.edu/CoursesAndPrograms/Default.aspx?page=PV2	
1.C.3	Visual Performing Applied-Arts Graphic Design Example	https://sfcc.spokane.edu/What-To-Study/Degree-Description?id=142&ref=/What-to-Study/Visual-Performing-Applied-Arts/Graphic-Design	
1.C.3	Course Learning Outcomes Project	https://devdocs.ccs.spokane.edu/Projects/CourseLearningOutcomes.html	

1.C.4 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.			ER17
1.C.4	CCS catalog	http://catalog.spokane.edu/CoursesAndPrograms/Default.aspx	
1.C.4	Become a Student	https://sfcc.spokane.edu/Become-a-Student	
1.C.4	CCS 3.10.01 Admissions Policy	3.10.01-A Admission (spokane.edu)	
1.C.4	Graduation Requirements	http://catalog.spokane.edu/ProgramsOfStudy.aspx?page=PV2	

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs			ER5; ER12; ER13
1.C.5	ITALIC‡	https://intranet.sfcc.spokane.edu/Default.asp?s=1303&w=186&p=3522	
1.C.5	Graphic Design Program Review Report AY1617	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={7A38A347-FE75-44E6-88FF-DC10C478F277}	
1.C.5	Graphic Design Program Review Jobs Demand Report AY1617	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={1E8C24FC-3E7F-4DE5-9EB5-51843E1C9B82}	
1.C.5	Program Review Data Report	https://tableau.sbctc.edu/t/CCS/views/SFCCProgramReview/Overview?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no&:origin=viz_share_link	
1.C.5	Program Lead Reflection Report	https://tableau.sbctc.edu/t/CCS/views/ctcLinkSCOR_0/SCORDashboard?ReturnUrl=%2fProgramReview	

1.C.5	Early Childhood Education Program Lead Reflection Report	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.5%20Program%20Learning%20Assessment/New%20Early%20Childhood%20Education%20PR%20Reflection.pdf	
1.C.5	Guided Pathways Program Mapping	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.5%20Program%20Learning%20Assessment/Guided%20Pathway%20Program%20Mapping%20Instructions.pdf	
1.C.5	Audio Engineering Nichols Assessment Report AY1112	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={6836C52D-0FFF-4803-ACEC-7B944D676D0C}	
1.C.5	Report on Current State of Advising	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={9F16C02B-BE9B-44B6-B06B-8F0F354F67FC}	
1.C.5	SALT Agenda with Membership	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={CF4CBC58-EB79-429C-BBDA-F51DEFB09616}	
1.C.5	Developing Leading and Lagging Indicators for Student Affairs	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.5%20Program%20Learning%20Assessment/Leading%20and%20Lagging%20Indicators.pdf	
1.C.5	Learning Inventory Final Feb 2019	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.2%20Awards%20Based%20on%20Learning/Learning%20Inventory%20Final%20Feb%202019.pdf	

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.			ER5; ER13
1.C.6	General Education Student Learning Outcomes (GESLO) Assessment‡	http://intranet.sfcc.spokane.edu/default.asp?s=1304&w=226&p=5427	
1.C.6	AACU Value Rubrics	https://www.aacu.org/value-rubrics	
1.C.6	Communication Rubric	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.6%20General%20Education/Communication%20Rubric.pdf	

1.C.6	Critical Thinking Rubric	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.6%20General%20Education/Critical%20Thinking%20Rubric.pdf
1.C.6	Creative Thinking Rubric	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.6%20General%20Education/Creative%20Thinking%20Rubric.pdf
1.C.6	Diverse Perspectives Rubric	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.6%20General%20Education/Diverse%20Perspectives%20Rubric.pdf
1.C.6	Information Literacy Rubric	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.6%20General%20Education/Information%20Literacy%20Rubric%20.pdf
1.C.6	Quantitative Literacy Rubric	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.6%20General%20Education/Quantitative%20Literacy%20Rubric%20.pdf
1.C.6	Course Learning Needs Assessment	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.6%20General%20Education/Courses%20Learning%20Needs%20Assessment%20.pdf
1.C.6	Courses Mapped to General Education Student Learning Outcomes	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={58D240F2-E3BA-4F4E-ABEC-3F92641EE0A3}
1.C.6	Learning inventories	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={2884F600-67C5-4117-8997-EF366C7B42A9}

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning support planning and practices to continuously improve student learning outcomes.		ER5
1.C.7	ALP Development and Assessment	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={7C2F8D8F-599B-454E-876D-ACEBC505B2DB}
1.C.7	Antiracist Assessment	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.7%20Uses%20Assessment%20Results/Antiracist%20Assessment%2020-1103.pdf
1.C.7	AY1920 GESLO Assessment Data Results	AY1920 Results Tables.xlsx (sharepoint.com)

1.C.7	GUID 105 All College Presentation	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.7%20Uses%20Assessment%20Results/GUID%20105_All%20College.pdf
1.C.7	Needs Assessment CLOs results	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.7%20Uses%20Assessment%20Results/Needs%20Assessment%20CLOs%20results%20.pdf
1.C.7	Overview & Evolution of the General Education Assessment Process	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={0DB0B37E-0B43-4297-B557-3C9754F4E0BF}
1.C.7	SFCC Placement Reforms	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={347C218E-A3E8-4FC2-8715-F1886B4C3605}
1.C.7	Student Learning Outcomes (GESLO) Assessment	https://tableau.sbctc.edu/t/CCS/views/SFCCCoreThemeReport/1_1_2GenEdLearningOutcomes?iframeSizedToWindow=true&%3Aembed=y&%3AshowAppBanner=false&%3Adisplay_count=no&%3AshowVizHome=no&%3Aorigin=viz_share_link

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.		ER5; ER13
1.C.8	CCS Catalog	http://catalog.spokane.edu/CoursesAndPrograms/Default.aspx
1.C.8	CollegeSource	https://cso.collegesource.com/
1.C.8	Common Course Numbering Protocol	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.8%20Transfer%20&%20Prior%20Learning/common-course-numbering-protocol-processes.pdf
1.C.8	CTC Inter-College Reciprocity Policy…	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.8%20Transfer%20&%20Prior%20Learning/SBCTC%20inter-college-reciprocity-policy-2012.pdf
1.C.8	Guidelines for Articulation Using The Direct Transcription Method	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.8%20Transfer%20&%20Prior%20Learning/Guidelines%20fro%20Articulation%20Using%20the%20Direct%20Transcription%20Method.pdf

1.C.8	SBCTC Policy Manual Chapter 4 Prior Learning	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.8%20Transfer%20&%20Prior%20Learning/SBCTC%20Policy%20Manual%E2%80%93Chapter%204%20_%20Prior%20Learning.pdf
1.C.8	SBCTC Umbrella Transfer Policy	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.8%20Transfer%20&%20Prior%20Learning/SBCTC%20Umbrella%20Transfer%20Policy.pdf
1.C.8	Statewide Policy for Transfer of Credits	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.C%20Student%20Learning/1.C.8%20Transfer%20&%20Prior%20Learning/SBCTC%204.30%20Transfer%20Policies.pdf

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.		n/a
1.C.9	n/a	n/a

Student Achievement		
1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.		ER17
1.D.1	New Student Orientation (NSO): Introduction	https://ccs.instructure.com/courses/1986560
1.D.1	Campus Climate Survey (college developed)	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={F34DB3D7-7D77-40D8-AF81-73FE90A8A4E8}
1.D.1	Community College Faculty Survey of Student Engagement	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.D%20Student%20Achievement/1.D.1%20Recruitment%20&%20Admission%20Ability%20to%20Benefit/CCFSSE2017_cohort_freqs_facstu.pdf
1.D.1	Community College Survey of Student Engagement	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.D%20Student%20Achievement/1.D.1%20Recruitment%20&%20Admission%20Ability%20to%20Benefit/ccsse%202017.pdf

1.D.1	Student Satisfaction Inventory (Ruffalo/Noel-Levitz)	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.D%20Student%20Achievement/1.D.1%20Recruitment%20&%20Admission%20Ability%20to%20Benefit/Spokane%20Falls%20Community%20College%20-%20SSI%20-%202005-2018.pdf	
1.D.1	Student Admission Letter	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={0F5B4274-D6D4-408D-B9D6-9725E8FE39FF}	
1.D.1	Student Checklist	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.D%20Student%20Achievement/1.D.1%20Recruitment%20&%20Admission%20Ability%20to%20Benefit/New%20Student%20Checklist.pdf	
1.D.1	Diverse Learning Environment Survey	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Diverse%20Learning%20Environment%20Survey%20.pdf	
1.D.1	Real College--food & housing insecurity (Hope Institute, Temple Univ.)	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/HOPE%20RealCollege%20Housing%20&%20Food%20Insecurity.pdf	
1.D.1	Achieving the Dream Scale of Adoption-Equity	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Achieving%20the%20Dream%20Scale%20of%20Adoption%20Equity.pdf	
1.D.1	SFCC Governance Survey (college developed)	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/SFCC%20Governance%20Survey.pdf	
1.D.1	Student Communication Preference	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Student%20Communication%20Preference%20Results.pdf	

1.D.1	Student Transition to Remote Learning series (college developed)	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.1%20Improving%20Institutional%20Effectiveness/Student%20Covid-19%20Surveys.pdf	
1.D.1	Employee Remote Work needs (college developed)	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.4%20Monitor%20Internal%20&%20External%20Environment/Employee%20Remote%20Work%20Needs.pdf	
1.D.1	Advising and Counseling Team	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.D%20Student%20Achievement/1.D.1%20Recruitment%20&%20Admission%20Ability%20to%20Benefit/ACT%20Meeting%20Example.pdf	
1.D.1	NSO pre-/post-student survey	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.D%20Student%20Achievement/1.D.1%20Recruitment%20&%20Admission%20Ability%20to%20Benefit/NSO%20Student%20Survey.pdf	
1.D.1	Enrollment Report	https://reporting.ccs.spokane.edu/ReportServer/Pages/ReportViewer.aspx?/Reports/Enrollment/Principal%20Enrollment%20Report	
1.D.1	College in the High School	https://sfcc.spokane.edu/Become-a-Student/High-School/College-in-the-High-School	
1.D.1	Gateway to College	https://sfcc.spokane.edu/Become-a-Student/High-School/Gateway-to-College	
1.D.1	Running Start	https://sfcc.spokane.edu/Become-a-Student/High-School/Running-Start	
1.D.1	support services	https://sfcc.spokane.edu/Become-a-Student/I-am-an-International-Student	
1.D.1	fully online student	https://sfcc.spokane.edu/What-to-Study/Online-Learning	
1.D.1	I'm New to Online Learning	https://sfcc.spokane.edu/What-To-Study/Virtual-Campus/I-am-New-to-Online-Learning	
1.D.1	Applicant to Enrolled	https://tableau.sbctc.edu/t/CCS/views/ApplicanttoEnrolledDashboard_16071281703140/ApplicanttoEnrolledDashboard?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link&:isGuestRedirectFromVizportal=y&:embed=y	

1.D.1	Student Course Learning Outcomes Report	https://tableau.sbctc.edu/t/CCS/views/ctcLinkSCOR_0/SCORDashboard?:iid=2&:isGuestRedirectFromVizportal=y&:embed=y
1.D.1	Running Start specific enrollment report	https://tableau.sbctc.edu/t/CCS/views/RunningStartDashboard/Enrollments?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no
1.D.1	Resources and contact information	Resources and contact information
1.D.1	Running Start orientation	Running Start Orientation - Spring 2021 (instructure.com)
1.D.1	Running Start orientation	Running Start Orientation - Spring 2021 (instructure.com)
1.D.1	Bigfoot Orientation Canvas Course	SFCC Bigfoot Orientation (instructure.com)
1.D.1	Student Progress and Success Metrics	Workbook: First-Time Entering Student Outcomes (sbctc.edu)

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).		ER6; ER21; ER22
1.D.2	College Spark grant early indicators	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.D%20Student%20Achievement/1.D.2%20Student%20Achievement%20Indicators/College%20Spark%20Grant%20Early%20Progress%20Measures.pdf
1.D.2	Core Theme Indicators Review Example	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={11978BF0-6A86-4457-86CB-E9F9204A296F}
1.D.2	Core Theme Report AY11516 Example	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={0E9E57C3-BBAC-4575-9FA1-10384C395E64}
1.D.2	CT Committee Assignments AY1819	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.D%20Student%20Achievement/1.D.2%20Student%20Achievement%20Indicators/CT%20Committee%20Assignments%20AY1819.pdf
1.D.2	Faculty presentation	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.D%20Student%20Achievement/1.D.2%20Student%20Achievement%20Indicators/Faculty%20data%20presentation.pdf

1.D.2	Guided Pathways framework	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={D08F3D65-E229-45E2-A9F3-BDCC78108906}
1.D.2	IPEDS Out of State Report	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.2%20Meaningful%20Goals%20&%20Objectives/IPEDS%20Out%20of%20State%20Peer%20Report.pdf
1.D.2	IPEDS State Peer Institutions	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.B%20Improving%20Institutional%20Effectiveness/1.B.2%20Meaningful%20Goals%20&%20Objectives/IPEDS%20State%20Peer%20Institutions%20Report.pdf
1.D.2	SAI data dashboards	Workbook: SAI3_Points_Groupings_B89_Final (sbctc.edu)
1.D.2	SFCC Core Theme Report 1.1.1	https://tableau.sbctc.edu/t/CCS/views/SFCCCoreThemeReport/1_1_1CTEProgramLearningOutcomes?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no&:origin=viz_share_link
1.D.2	Student Achievement 3.0 Handout	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.D%20Student%20Achievement/1.D.2%20Student%20Achievement%20Indicators/Student%20Achievement%203.0%20Handout.pdf
1.D.2	Student Achievement Initiative	Workbook: StudentAchievementInitiativeProgressMetrics (sbctc.edu)
1.D.2	Disaggregated Student Learning Outcomes	https://sfcc.spokane.edu/About-Us/Accreditation

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.			ER6; ER21; ER22
1.D.3	Accreditation Information	https://sfcc.spokane.edu/About-Us/Accreditation	
1.D.3	all vs. athletic student outcomes	Workbook: CCSStudentAthletes (sbctc.edu)	
1.D.3	College Navigator	https://nces.ed.gov/collegenavigator/?q=spokane&s=WA&id=236708	
1.D.3	Data Central	https://reporting.ccs.spokane.edu/ReportServer/Pages/Report.aspx?%2fReports%2fDataCentral&rc:Toolbar=false&Visibility=SFCC	
1.D.3	Faculty Credentials	http://catalog.spokane.edu/CoursesAndPrograms/credentiallist.aspx?ltr=A&unit=	

1.D.3	Office of Planning, Institutional Effectiveness, & Research‡	SFCC Intranet - Version 3.0 (spokane.edu)	
1.D.3	Quick facts	https://sfcc.spokane.edu/About-Us/Quick-Facts	
1.D.3	SBCTC Public Data website	https://www.sbctc.edu/colleges-staff/research/data-public/default.aspx	
1.D.3	Student Right to Know	https://sfcc.spokane.edu/About-Us/Public-Disclosures/Right-to-Know	

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.		ER6; ER21; ER22
1.D.4	Annual Program Enrollments and Completions	https://tableau.sbctc.edu/t/CCS/views/AnnualProgramEnrollmentsandCompletions_15675298895800/ProgramEnrollments?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no%231
1.D.4	Bensimon_Measuring the State of Equity	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.D%20Student%20Achievement/1.D.4%20Data%20Processes%20&%20Methodology/Bensimon_Measuring%20the%20State%20of%20Equity%20in%20Public%20Higher%20Education.pdf
1.D.4	Career-Technical Program Review	Workbook: SFCC Program Review (sbctc.edu)
1.D.4	Completion and Retention Data by Financial Aid Type	Workbook: Financial Aid Dashboard (sbctc.edu)
1.D.4	Completions	Workbook: SFCC Core Theme Report (sbctc.edu)
1.D.4	Core Theme Report	Workbook: SFCC Core Theme Report (sbctc.edu)
1.D.4	Data Literacy Canvas Shell	Getting Data Smart - Fall 2019 (instructure.com)
1.D.4	First-Time Entering Student Outcomes	Workbook: First-Time Entering Student Outcomes (sbctc.edu)
1.D.4	Precollege Placement & Outcomes	Workbook: precollege (sbctc.edu)
1.D.4	Principle Enrollment Report	Principal Enrollment Report - Report Viewer (spokane.edu)
1.D.4	SBCTC Data Classification	https://communitycollegesofspokane.sharepoint.com/sites/SFCC.Accreditation/Shared%20Documents/Standard%20One/1.D%20Student%20Achievement/1.D.4%20Data%20Processes%20&%20Methodology/SBCTC%20Data%20Classification.pdf
1.D.4	SBCTC Public Data website	https://www.sbctc.edu/colleges-staff/research/data-public/default.aspx

1.D.4	SBCTC Retention & Completion	https://tableau.sbctc.edu/t/SBCTC/views/First-TimeEnteringStudentOutcomes/CreditMilestones-YearMet?iframeSizedToWindow=true&%3Aembed=y&%3AshowAppBanner=false&%3Adisplay_count=no&%3AshowVizHome=no&%3Aorigin=viz_share_link	
1.D.4	Student Achievement Indicators	Workbook: StudentAchievementInitiativeProgressMetrics (sbctc.edu)	
1.D.4	Student Course Learning Outcomes Report	https://tableau.sbctc.edu/t/CCS/views/ctcLinkSCOR_0/SCORDashboard?:iid=2&:isGuestRedirectFromVizportal=y&:embed=y	
1.D.4	Tenth day/census Retention	Workbook: SFCC Core Theme Report (sbctc.edu)	

List of Contributors

Name	Primary Position; Service
Anderson, Christie	College Literacy Director
Anderson, Sunny	Instructor, Occupational Therapy Assistant
Anthony, Jared	Instructor, English; Get on the Path co-chair
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Beane-Boose, Linda	Dean, Humanities; Core Theme 3
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Le, Duy	Student; IET
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Vigil, Elisa	Student; IET
Wildman, Pete	Instructor, Mathematics; IET
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Community Colleges of Spokane

Spokane Falls Community College