Spokane Falls Community College

Mid-Cycle Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

Spring 2024

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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 11, 2024
_____
(Date)

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INTRODUCTION

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 colleges comprising Washington State Community College District 17, the state's largest community college district geographically. Each college has its own programmatic mission, with the aim of meeting the community's needs between the two colleges. SFCC's main campus serves Spokane, an economically challenged urban area, and five other rural counties of about 665,212 (2020 US Census). Its Pullman campus, housed on the Washington State University campus, serves the more rural Whitman County.

Approximately two-thirds of SFCC students are enrolled in offerings designed for transfer to baccalaureate, degree-granting institutions. The college offers 15 such degrees (AFAs, DTA/MRPs, ASs) including the general Associate in Arts DTA. These students benefit from Washington's statewide transfer agreements honored by all the public and most private baccalaureate institutions, including local four-year partners Eastern Washington University, Gonzaga University, Washington State University, and Whitworth University. For SFCC students pursuing a baccalaureate degree entirely through e-learning, SFCC has an articulation agreement with Western Governors University.

Approximately one-third of SFCC students enroll in one of the college's 54 professional-technical awards, six of which are also articulated for transfer.

SFCC also offers four Bachelor of Applied Science degrees, the first one was implemented in Fall 2015 and the most recent in Fall 2023.

PART I: MISSION FULFILLMENT

The district's structure has direct implications on the process of planning and institutional effectiveness. Because the two colleges work together to meet the needs of the community, we collaborate to create a single strategic plan for Community Colleges of Spokane (CCS). The colleges have the freedom to determine how the strategic priorities are operationalized on their campuses.

CCS has recently adopted a new mission statement and strategic plan. In Fall 2020, a team of students, faculty, staff, and administrators from across CCS began this work. Approved by the board of trustees in July 2021, the CCS Strategic Plan includes updated values, vision, mission statement, and three new strategic priority areas:

CCS Mission Statement	To provide all students an excellent education which transforms their lives and expands their opportunities.
CCS Values	Students First, Equity, Access, Excellence, Integrity, Leadership, Responsiveness, Stewardship
CCS Strategic Priorities	Student Success, Operational Excellence, Employee Success and Excellence

Because of the shared mission statement and strategic plan, CCS has adopted a particular terminology to differentiate between the two levels of planning—district and college. The term *strategic plan* refers to the joint plan developed as a district. The term *operational planning* describes the work done at the colleges—how the CCS strategic plan is applied or operationalized at each college. It is understood that the college-level operational planning will be aligned with the CCS strategic plan.

SFCC operationalizes the CCS mission statement and strategic priorities primarily through the Guided Pathways Essential Practices, the college's Program Review process, SFCC's Equity, Diversity, and Inclusion Strategic Plan, and the college's participatory governance structure. This alignment can be seen in the Alignment Matrix document in the Appendices.

Strategic Priority: Student Success

The CCS strategic priority of Student Success is operationalized through the college's Guided Pathways (GP) work.

In 2018, the College received grants from College Spark and State Board of Community and Technical Colleges (SBCTC), making it a member of the state's second Guided Pathways (GP) cohort. The GP model centers the student's educational and career goals and puts an increased emphasis on student success with an intentional focus on equity of access, participation, and achievement. These principles had an obvious alignment with the core themes SFCC used in the prior accreditation cycle. Because of this alignment, the college discontinued the use of the core themes and began to align our college goals with the GP principles and practices instead.

During the years of the grant, the GP initiative and structure provided an effective means of planning, allocation, and assessment through its essential practices and five-year work plan, along with the annual "Aligning Direction" document, developed in conjunction with the GP Steering Committee, a group that was representative of the entire college. The state's established milestones of student progress have served as the high-level indicators. 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.

At that time, the Steering Committee coordinated the three major work groups (Clarify the Path, Get on the Path, and Stay on the Path) all the way up through the full launch of GP in Fall 2021. Before being disbanded at the completion of its work at the end of AY2021, the Steering Committee selected three student achievement goals that would highlight the most critical equity gaps and serve as the focus areas for this seven-year cycle. (See Part II: Student Achievement below for more details.)

Goal 1	Increase completion of 30 college-level credits earned in the first year to 70% and close the equity gaps for Black/African American and Hispanic/Latinx students.
Goal 2	Increase completion of college-level math in the first year to 51% and close the equity gaps for Black/African American and Hispanic/Latinx students.
Goal 3	Increase 150% time to program completion rate to 46% and close the equity gaps for Black/African American and Hispanic/Latinx students.

A special focus area was added later: to increase supports for the enrollment of Indigenous students (Native American, Alaska Native, Native Hawaiian, and Pacific Islanders).

The three goals continue to serve as high-level indicators of progress and have now been incorporated into our Program Review and Position Request processes.

Over the last two years, the organizational structure for the systematic and continuous evaluation of the college's effectiveness within the GP model has become more collaborative and robust. The various tasks of the three GP work groups were integrated into the responsibilities of the appropriate positions across the college. The functions previously performed by the former GP Steering Committee are now managed through our participatory governance structure (more information below).

As a direct result of GP implementation, the traditional separation between Student Affairs and Instruction has been diminished; our processes increasingly invite and even require cross-college collaboration. The need for a forum for this type of collaborative work became apparent, and in Winter 2023, a GP Operations Team was created. This team is co-led by the Vice President of Learning and the Vice President of Student Affairs and is made up of a cross-section of Student Affairs and Instruction. It now provides a forum for the college's continued iterative improvement of the day-to-day operationalizing of GP practices. Recommendations out of this

group are presented to Administrative Council and Governance Council, then to Cabinet for approval for subsequent implementation.

Strategic Priority: Operational Excellence

The CCS strategic priority of Operational Excellence is carried out at SFCC through the college's participatory governance structures and the new comprehensive Program Review process.

In January 2020, SFCC hired an external consultant group to review all documents pertinent to participatory governance and to conduct comprehensive surveys and listening sessions with employees from across employee classifications and committee membership. The college then formed the Governance Steering Committee, an ad hoc task force charged with reviewing the consultants' recommendations and suggesting next steps.

In June 2021, this body presented its final recommendations to the college president. The committee affirmed a shared definition of participatory governance and recommended a reorganization of the existing campus committee structure. This involved the categorization of all committees as either operational or governance committees, the elimination of superfluous committees, and the establishment of two new governance committees: the Governance Council and the Budget Governance Committee. They also reaffirmed the vital role of the Diversity, Equity, and Global Awareness Committee and affirmed it as a governance body. The new Governance Council was charged with serving as the college's primary governance body and with overseeing the implementation of the new participatory governance process.

During AY2122, these bodies were established and asked to develop proposals for their own leadership, membership, and guidelines. By the end of the year, these recommendations formed the basis of SFCC's new [Governance Handbook](#), approved by the president and adopted by the college in June 2022.

With a governance structure in place, in Fall 2021 the president asked the Governance Committee to form a Program Review Task Force, with the charge of researching and recommending an expanded Program Review process that would include every department within Instruction and Student Affairs. In the spring of that year, the task force presented the Governance Council with a set of guiding principles. These principles were reviewed and approved by the Governance Committee in June 2022, with a request for Cabinet to draft a Program Review process based on these principles during Summer 2022. Collaborating with the Director of Planning, Institutional Effectiveness and Planning (PIER), SFCC's Cabinet outlined a new comprehensive Program Review process, which was reviewed by the Governance Committee and implemented in Fall 2022.

The three-year process is designed to support continuous improvement, highlighting the successes of the programs and identifying areas for growth and development while providing avenues for the request of resources and support to improve programs. It provides a consistent set of data that is used for assessment and to inform the allocation of resources, staffing decisions, investments in infrastructure and/or professional development, with the intent to

increase student success and student equity for all programs. Program Review reports are reviewed by departments, deans/directors, Budget Governance Council, and SFCC Cabinet, informing college's operational planning. During AY2223, one third of all instructional programs completed the first year of their three-year cycle. During the AY2324, the second third of all instructional programs and all Student Affairs programs have launched, with the remaining college programs scheduled to launch during AY2425.

Strategic Priority: Employee Success

The CCS strategic priority of Employee Success is operationalized at SFCC through the Search Advocates program, SFCC's New Faculty Academy (NFA), and the Sasquatch Staff Academy. Through these programs, we aim to recruit, select, and retain high-quality employees.

The Search Advocates program, launched in Fall 2015, supports the college in its goal of conducting fair, equitable, and inclusive hiring practices. The program trains volunteers in best practices that interrupt bias and eliminate barriers so that candidates may be selected based solely on factors related to job performance. Since the program's launch, SFCC has required that every screening committee include a trained Search Advocate, who operates under the CCS Search Advocates Charge. Screening committee chairs are also required to complete the training. Because of the high campus-wide participation in the program, many committees have multiple members who have completed the training.

In Fall 2021, SFCC launched a New Faculty Academy (NFA), offered by the director of the Center for Teaching and Learning (CETL). Each new full-time faculty member is given one-third release time to participate in this year-long learning community which aims to support faculty in developing their teaching skills and becoming integrated into the college community. In Spring 2023 we launched an Adjunct Faculty Learning Community with monthly meetings aimed to build community, provide professional development opportunities, and connect adjunct faculty with resources.

In Fall 2023, SFCC launched a New Employee Academy (called the Sasquatch Staff Academy), offered to all classified and exempt employees. Coordinated by the Dean of Equity, Diversity, and Inclusion, its aims are similar to the NFA: to integrate new employees in the college community.
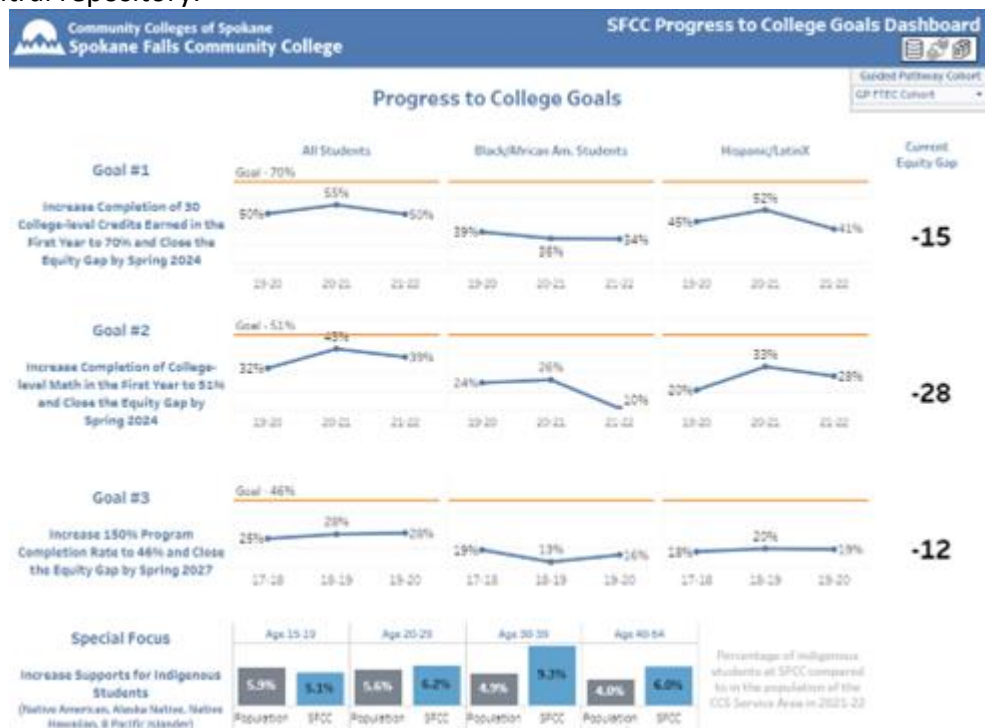
PART II: STUDENT ACHIEVEMENT

Institutional Student Achievement Indicators

In AY1920, the Guided Pathways (GP) Steering Committee selected student achievement indicators and goals. The Office of Planning, Institutional Effectiveness, and Research (PIER) and Title III led the committee through different methodologies for selecting indicators and setting goals based on disaggregated data for the seven student achievement indicators historically tracked by the college and the state. Three student achievement indicators were selected with goals, and one special focus area was later added. Based on the consistent and large equity gaps shown through the disaggregated data, two groups—students who identify as Black/African American or Hispanic/Latinx—were selected for inclusion in the indicator reporting. A key feature of the goals is the requirement that the college must both reach the target and close equity gaps in order to consider the goal to be successfully met.

The special focus area, increasing services to the Native American, Alaska Native, Native Hawaiian, and Pacific Islander student population, does not currently have a set target, as the work presently focuses on building the relationships and institutional infrastructure to meet the needs of these populations.

A visualization of SFCC's goals is available to the public through our Institutional Effectiveness website. One with additional drill-down capabilities is available to all employees through our Data Central repository.

Disaggregated Student Achievement Data Reporting

In addition to the college goals, SFCC regularly reviews the student achievement indicators developed by the State Board of Community and Technical Colleges (SBCTC) for the Student Achievement Initiative. SBCTC provides a dashboard for the colleges with longitudinal and disaggregated data. A publicly accessible version of this data is included on the Institutional Effectiveness State Peer data webpage.
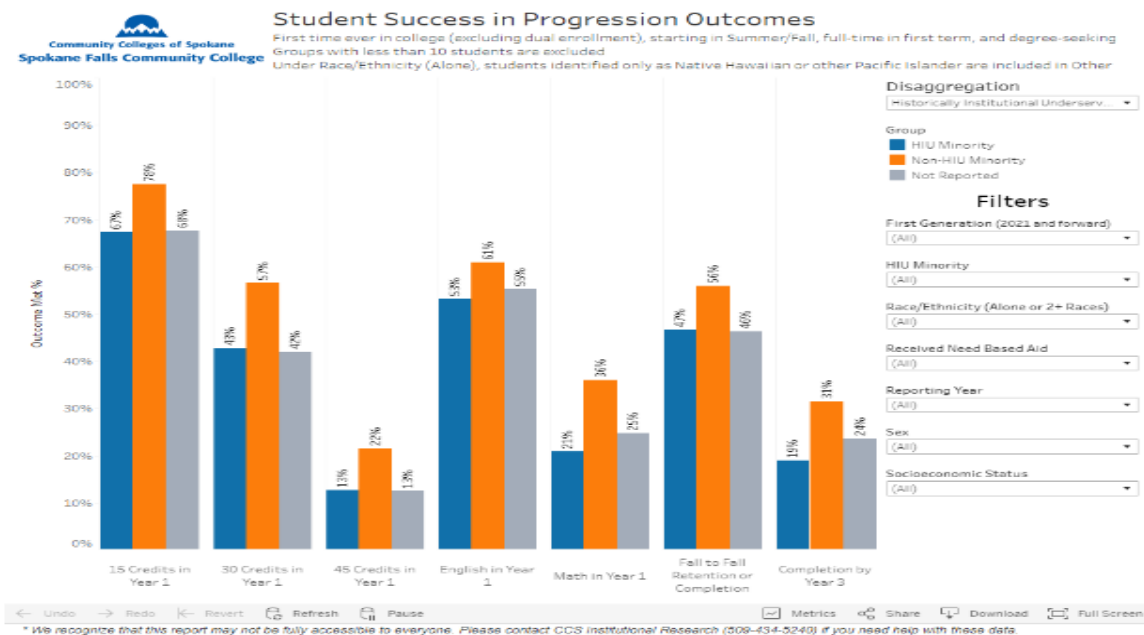
A benefit of the GP model, with unique maps/subplans for students, is our ability to now present student achievement data at a more relevant level for faculty through the Program Review process. The data report for instructional programs includes disaggregated data at the program level for retention, completion, college level math and English completion, and 30 college-level credits as well as course success by modality. (See Program Review Section below).

Peer Colleges

Selection Process

With the new 2020 standards, NWCCU added the requirement that colleges clearly identify peer groups, both regional and national, and that student achievement indicators comparing the college and peer groups be made widely available. While SFCC identified and used a state peer group in previous accreditation cycles, there was neither organizational intentionality in the selection or use nor meaningful use of peer groups to inform actions. Previously, peers were selected primarily by the Vice President of Learning based on knowledge of an institution and its program mix.

Peer institution selection is a challenge for any institution as there are multiple factors that make each college distinctive. Typically, factors such as size, organizational structure, program mix, demographics, and setting are considered. For example, SFCC has not selected Spokane

Community College as a peer primarily because the program mix is meaningfully different, even though organizational structure, demographics, and setting are similar.

SFCC has three specific characteristics that employees frequently reference in describing the college: 1) the high percentage of enrollment in the academic transfer plans, 2) the high percentage of White identifying students, and 3) the younger than typical for community college students age average.

The high White population of the college is a feature of location—Spokane County and the five other counties in our service area are not racially diverse.
- Spokane County 73% white only,
- Stevens County 76% white only,
- Ferry County 53% white only,
- Pend Oreille County 81% white only,
- Lincoln County 85% white only, and
- Whitman County 66% white only.

Race/ethnicity is an important variable for identifying, addressing, and monitoring equity gaps in student achievement. Institutions with a smaller percentage of historically institutionally underserved populations often face data challenges of numbers too small to report or high variability over time.

Along with these three student-based characteristics, the following criteria were selected for identifying peers:
- Carnegie Classification-- 4-yr, primarily associates, public,
- Program mix—high liberal arts associate,
- Full-time enrollment, and
- Student aid and Pell eligible percentages.

Using these criteria, data was downloaded from IPEDs to create a spreadsheet of potential peer institutions for state, regional, and national groups. Quartile groups were then assigned to each indicator to identify institutions in the same quartile group as SFCC. Institutions with the most indicators in the same quartile as SFCC were identified. Priority was given to student characteristics and liberal arts awards. The four colleges in the table below had the most similar mix of student and institutional characteristics to SFCC.

State Peers example:

Institution	Student/ Faculty	% awarded any aid	% Pell Grant	% FT	% White	% 24 & Under	Graduation	Transfer Out	% Liberal Arts AA
Clark	12:1	56%	28%	54%	63%	70%	39%	14%	53%
Centralia	14:1	80%	31%	57%	61%	58%	44%	13%	45%
Lower Columbia	13:1	66%	31%	51%	72%	58%	26%	12%	40%
Pierce	21:1	47%	28%	52%	43%	66%	38%	16%	62%
Spokane Falls	14:1	61%	33%	68%	70%	68%	29%	22%	52%

To validate the similarity of the institutions, a customized IPEDS Data Feedback Report was run. In addition, data from the SBCTC FTEC (First-time Entering College) dashboard was used to create a comparison table of the student achievement metrics comparing the proposed peer group to SFCC. On most metrics, SFCC has a similar or higher percentage of achievement, except for the known equity gaps for Black/African American and Hispanic/Latinx identifying students.

Report Year 2021	15 credits 1st Year	SFCC 15 credits 1st Year	30 credits 1st Year	SFCC 30 credits 1st Year	45 credits 1st Year	SFCC 45 credits 1st Year	English in Year 1	SFCC English in Year 1	Math in Year 1	SFCC Math in Year 1	Fall to Fall Retention or Completion	SFCC Fall to Fall Retention or Completion	Completion by Year 3	SFCC Completion by Year 3
Black/African Am	62%	43%	41%	21%	18%	0%	50%	36%	33%	0%	48%	50%	14%	18%
Hispanic/Latino	53%	54%	31%	29%	13%	11%	46%	37%	23%	20%	46%	34%	17%	17%

Selected Peer Institutions:

After completing the data analysis and identification of potential peers, a proposal was submitted to the Governance Committee for recommendation to Cabinet. The Cabinet approved the following institutions for SFCC peer groups.

State Peer Institutions:
- Centralia
- Clark
- Lower Columbia
- Pierce District

Regional Peer Institutions:
- College of Southern Idaho (Idaho)
- MiraCosta College (California)
- Shasta College (California)
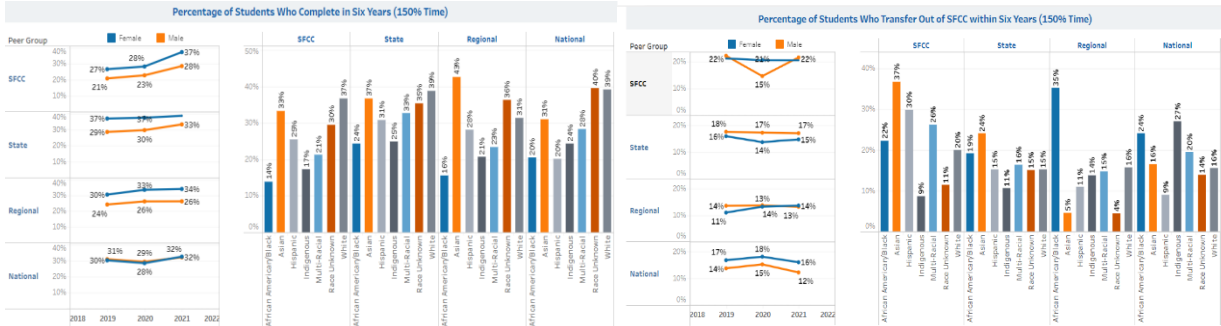
National Peer Institutions:
- Bismarck State College (North Dakota)
- Brazosport College (Texas)
- Modesto Junior College (California)
- Northwestern Michigan College (Michigan)

With peer institutions selected, SFCC built a new Institutional Effectiveness webpage to present the college goals, along with SFCC and state peer disaggregated data on seven student

achievement metrics. The interactive report allows for disaggregation of various demographics to help identify institutional equity gaps and effectiveness.
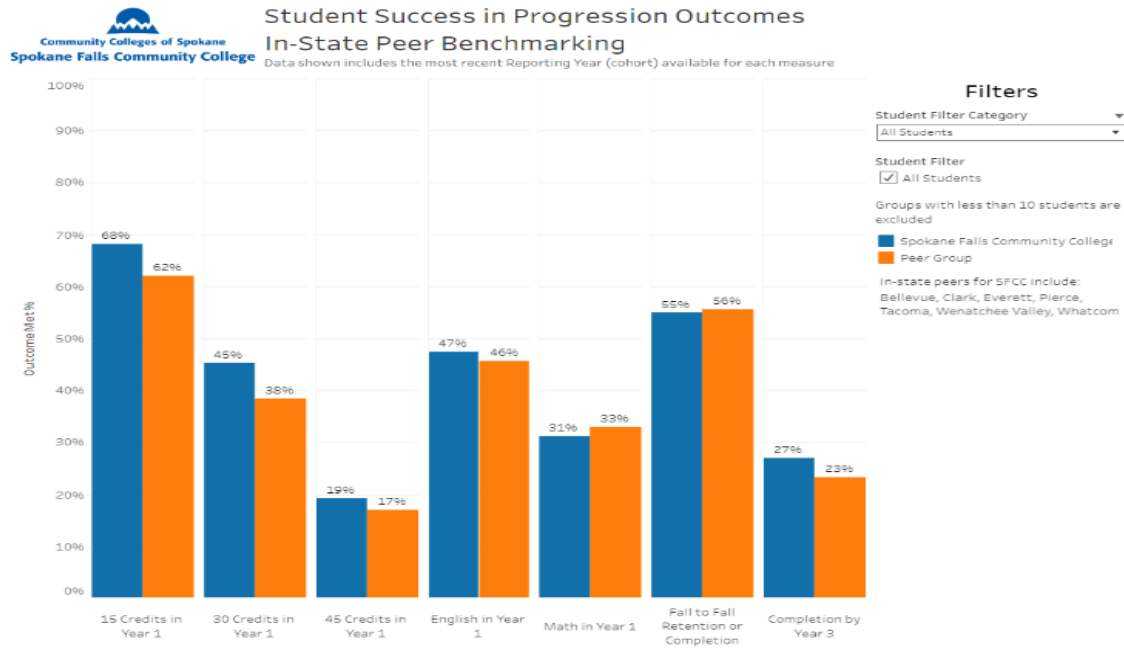
Unfortunately, IPEDs data does not provide as robust an option for disaggregation. What is available on completion and transfer outcomes is presented for state, regional, and national peer groups.

Student Achievement Data Utilization

SFCC has a long history of concern for equity, diversity, and inclusion. Over the years, several analyses have been conducted to identify institutional achievement gaps based on first generation status, socioeconomic status, racial/ethnic identity, age, gender identity, etc. Professional development through book discussion groups, visiting lecturers, workshops, faculty development through the Center for Excellence in Teaching and Learning (CETL), Safe Campus Advocates, and more are evidence of our high level of engagement with these issues.

Additional resources have been committed to the office of the Dean of Equity, Diversity, and Inclusion, to support increased collection and utilization of data regarding student and employee voice on issues of campus climate, inclusion, and equity. This Winter, the qualitative

researcher who conducted the student voice interviews will present its findings to the campus community, with a focus on financial equity.

In AY2223, SFCC began a data literacy pilot, Data Ambassadors (DAs), that provided training and stipends to a group of faculty representing different divisions. The DAs would, in turn, work with other faculty to review, process, and act upon their course or program data to improve student outcomes. The first project is based on one of the GP Essential Practices regarding predictive courses. An analysis of courses taken by students pursuing the general academic transfer associate degree identified key courses that predicted increased likelihood of completion. The DAs are working with course faculty to utilize course data and conduct action research within their courses. The faculty members will present the results to their peers.

SFCC has primarily used the Washington state system (SBCTC) as a point of comparison and to identify institutions which may be helpful in sharing promising practices. Both the English and Mathematics departments have reached out to other colleges in the system to learn about placement and co-requisite models. COVID moved forward the revision of the math placement process, leading to the implementation of a directed self-placement (DSP) instrument. The Office of Planning, Institutional Effectiveness, and Research (PIER) conducted a statistical analysis of the impact of the new placement methods on student achievement. In reaction to the success rates of students enrolling in MATH&88 and MATH&141 from the DSP, the math department revised the DSP with the guiding question of, "What type of questions would support students in making an informed decision about their math placement?" The roll-out of the new DSP started in September, so the department is still collecting data to see if the change in questions and the increase in explanation of math courses within the DSP instrument will contribute to changes in success rates.

In addition to reaching out to peers for specific topics, the college also participates in best practices sharing opportunities led by the state through its Guided Pathways support and advisory council.

Lessons Learned

The use of peer data to inform institutional action has primarily focused on the data from our Washington state peer colleges as they are the most familiar, most similar, and for which we have the most data and relationships with. Leadership and faculty serve on multiple commissions in which challenges and practices are discussed. Both formal and informal professional development opportunities exist within the SBCTC structure. While these important discussions are occurring and often result in institutional actions, SFCC has realized that we do not have a systematic and intentional structure in place to document these actions and any resulting successes.

PART III: PROGRAM REVIEW/LEARNING ASSESSMENT

Prior to the redesign of Program Review, only career/technical programs functioned as "programs" and went through regular Program Review. General Education assessment efforts had limited reach and engagement. Under the GP model, SFCC is now able to more effectively organize all instructional areas into "programs" for review. The map/subplan structure allows for alignment of course learning outcomes to program learning outcomes, including the outcomes of courses on the maps from outside of the program disciplines.

The redesign was informed by guiding principles developed by a dean-led task force which representation from both Instruction and Student Affairs. The principles, presented to the Governance Committee for recommendation to Cabinet, stated that the Program Review process should be defined by the following characteristics:

- Collaborative,
- Comprehensive,
- Developmental,
- Value-added,
- Sustainable, and
- Adaptive.

SFCC is now in its second year of the new model, with five instructional programs (one from each division) in Year 2, five more instructional programs in Year 1, and all Student Affairs programs in Year 1. The remaining award granting and non-award granting programs will begin their participation next Fall. (Full Tracking Schedule)

Purpose of Program Review

Moving to a GP framework allowed SFCC to expand Program Review to encompass all programs across the college with an integrated and holistic structure. This is especially notable in the instruction area. Prior to the re-design, we could not get meaningful learning outcome data for students working towards an academic transfer degree (about 65-70% of our students). Disciplines could consider their course level data, but they had no true "program" outcomes, so their contribution to student success was difficult to establish. With the implementation of GP program maps, each area of study now has one or more maps that students are coded to. Using that data element, we can now identify students who are on a map in the Life Sciences or Drama, even if they are pursuing the general academic transfer associate degree. SFCC's Program Review is now more collaborative and inclusive, not limited to just discipline courses but all courses in a program's set of maps.

- Program Review is designed to support continuous improvement. It highlights the successes of the programs, areas for growth and development and provides avenues for resources and support to improve the program.
- Program Review is designed to influence strategic planning and provides a consistent set of data used to support resource allocation requests, staffing decisions, annualized

schedule, etc. and to inform investments in infrastructure such as professional development to increase student success and student equity for all programs. Program Review data is reviewed by program members, dean/directors, the VPs, and the Budget Governance Committee to inform resource allocation.
- Program Review reflections are reviewed by the dean/director of each program, the VPs, and Cabinet to inform decision making and resource allocation.

Definition of Program
- Award granting programs: For Program Review purposes, the academic department will serve as the program and include the disciplines/maps associated with that department. Program health data is the aggregation of outcomes for all the awards offered in the department.
- Non-award granting programs: For Program Review purposes, the administrative unit will serve as the program and include all functions associated with that department. Student Affairs has four programs: Admissions and Registration, Disability Access Services, Financial Aid/Veterans, and Student Support Services. In addition to Student Affairs programs, the Equity, Diversity, and Inclusion Office (includes MOSAIC/LGBTQ+ center, CETL), Learning Support (includes circulation/acquisitions, academic coaching, career center), MESA, and Pullman are considered programs for the purpose of Program Review.

Overview and Timeline: Award Granting Programs
Relevant data is auto-populated each Fall in the [Instructional Program Review](#) report for all award granting programs for review.

Year 1—Comprehensive
Programs submit a [reflection](#) in response to guided prompts for short narratives that highlight the strengths and successes of the program and areas for growth. There is also a reflection section for the dean/director to address the relevant data, highlight strengths, and identify any areas of concern. The dean/director, together with the department chair/program lead(s), determine a [focus area](#)(s) which will serve as the Program Review's primary content during Year 2 and 3. Programs are asked to identify indicators impacted by the implementation of focus area strategies. The appropriate Vice President reviews the document and provides feedback.

Year 2—Review and Update on Implementation
Programs review their data and submit a reflection including comments on any significant changes in the data. The primary emphasis of Year 2 is to document the implementation and progress of focus area(s) identified in Year 1. The appropriate Vice President reviews the document and provides feedback.

Year 3—Review and Update on Impact
Programs review their data and submit a reflection including comments on any significant changes in the data. The primary emphasis of Year 3 is to document the impact of the focus

area identified in Year 1. The appropriate Vice President reviews the document and provides feedback.

Instructional programs within a division were divided into three cohorts to manage the workload. Year 1 of the Program Review process began in AY2223 for Cohort 1, AY2324 for Cohort 2, and will be AY2425 for Cohort 3. After a program completes Year 3, the cycle will begin again.

Cohort 1	Cohort 2	Cohort 3
Allied Health	Human Services	Business
Social Sciences	Math	CS/IS
Life Science	English	Physical Science
Philosophy	Music & Recording Arts	CAML
Fine Arts	PE	Applied Visual Arts

Non-Award Granting Programs

Student Affairs has four program areas—Admissions and Records, Disability Access Services, Financial Aid and Veterans, and Student Support. Each program will complete the Program Review cycle yearly. As this is the first year for these programs, the data for review is general institutional data. Based on the areas of focus, specific data relevant to each program will be identified and supplied for the ongoing process.

Other non-award granting programs are included in the new process as well. The library is beginning the three-year cycle this year while the other programs—Equity, Diversity, and Inclusion; Learning Support; MESA, and the Pullman Campus—are in the design phase and will begin their three-year cycle next academic year.

Resource Allocation

Opportunities to submit resource requests are available annually via the Funding Request and Program Review processes. This allows for decisions about the allocation of resources to take place within the context of the cycle of operational planning and data review.

At this time, the alignment of the resource requests to support the areas of focus identified has not been fully operationalized. The budget timeline for instructional position requests requires submission before the program reflection is completed in Winter. Funding sources from student fees, Perkins, innovation funds, campus improvement funds, etc. also fall outside of this time frame and may have usage requirements that do not tie directly to the selected areas of focus. We are currently working on a more complete integration of the new Program Review data and process into the resource request process.

Supporting the Process

SFCC supports its members in assessing student learning, achievement, and support services by committing resources and providing professional development.

In academic affairs, SFCC has committed resources to assist with the development and alignment of course (CLOs) and program learning outcomes (PLOs). Over the past two years, two faculty have served as Learning Outcomes Assessment Coordinators (LOACs); stipends were provided for time spent aligning CLOs to PLOs; and electronic data collection and alignment tools were supplied to simplify the processes as well as data access and reflection report submission. These supports enable the process to be systematic, transparent, sustainable, and lead to ongoing improvement.

The Student Affairs team had a year of professional development integrated into their regular team meetings, laying the groundwork to understand the role of Program Review in areas new to it. These discussions led to a deeper understanding of the practical, student focused, and prioritized approach needed for these areas.

Utilization of Program Review

Award granting programs are in the early years of the Program Review process. Cohort 1 has completed their Year 1 reflection and selection of areas of focus but has not yet submitted the Year 2 update reflection, which will include their review of measures of evidence. Cohort 2 is currently selecting their area(s) of focus. It is important to note that institutional data used as part of the evidence for improvement necessarily lags behind the implementation of changes. Improvements selected in Winter AY2324 and implemented the following Spring and in AY2425 will not be included in the Program Review data report until AY2526.

While it is too early to report quantitative data, the reflection reports submitted at the end of March will provide insight into the efforts of the programs in their areas of focus.

A formative review of the new Program Review process is currently being conducted to identify what is working, what else is needed, and what might be risks to the process. Known areas of concern or improvement include stronger alignment between resources specific to areas of focus identified through the process, emphasizing the value of the process to the programs (especially those with their own external accreditors), and providing support for the administrative work required to complete the process.

Non-award granting programs have also presented challenges to the process as the programs have distinct functions, but a consistent process is necessary to achieve the Program Review characteristic of "sustainable." The data needs are more specific and not necessarily already contained in the college ERP system, so processes for data collection, verification, and reporting will need to be developed.

Communication and documentation of actions, resources, and results are often a challenge as the work crosses traditional silos and is not always built in. The new structure should assist with the documentation through the multi-year reflection follow-ups, but SFCC recognizes that as a potential "pain point," so we will be monitoring that step of the process closely.

GUIDANCE 105

When SFCC began its transition to a Guided Pathways (GP) college, one of the first of the GP Essential Practices we committed to was to develop a better first-year guidance course to support student success. A GP Success work group was formed in 2019 to develop learning outcomes, content, and the LMS shell for the new course. The first pilot of GUID 105, in Fall 2020, consisted of two online sections with 65 students enrolled. In order to take the program to scale, instructor training was developed and by Spring 2021 an additional 25 faculty from 13 departments were fully trained and eligible to teach. To teach the GUID 105 course, instructors complete both an Advising 101 and a GUID 105 specific training. At this time, every division is represented and has faculty trained and teaching GUID 105, including athletics. All follow the same training and curriculum.

Content and activities were then selected and developed, using a backward design approach (McTighe and Wiggins) that would support student progress toward the course's three primary learning outcomes:

- I belong at SFCC.
- I know how to succeed at SFCC.
- I know where I'm going and why.

This course guides students in learning academic and personal skills necessary for success in college and employment. Through career exploration and education planning, students engage in informed decision-making, which is essential for graduation. The faculty worked with an eLearning instructional designer on an intentional course design—the look, flavor, and feel of the course—so students can easily navigate the Canvas shell, even those who may only be using their phones.

From that small pilot, the GUID 105 program has now gone through three revisions, developed an on-ground course version, grown to a community of 31 faculty, and served over 1,900 students. Effective Fall 2022, GUID 105 is required for all students seeking an AA-DTA degree, but not those seeking a major related program (MRP) Associate or a career/technical award. The belief that if a student has chosen a CTE or MRP program, that student has already indicated a clear goal for their education. Also, those programs tend to have more of a cohort quality, with advising/guidance structure built into them, relative to the AA-DTA. The AA-DTA also covers a large portion of students and has room in the 25 elective credits. As an institutional requirement for the degree, GUID 105 is eligible for financial aid.

Course Design
GP Success Sub Group

Members: Jared Anthony, Ursula Hefleck, Lisa Freeman, Lenya Hogan, Karen Kelly, Zhen Li, Craig Rickett, Barbara Simmons, Ben Whitmore

Guidance 105
Instructor Basics Design
2 sections, 32 students

Instructors: Craig Rickett, Mariah Boyle

Instructor Basic Training Pilot:
Author/Teacher: Jared Anthony;

Guidance 105 V2
8 Sections, 140 Students

Instructors: Jared Anthony, Mariah Boyle, Kenny Krestian, Michele Moore, Erica Morris, Jenni Spencer, Laura Woods

Summer Revision Festival course re-write. Eleven faculty Co-Authors.

HUM, VPAA, and Athletics pathway-specific versions were written and offered for the first time.

Community Partners Program Launched

| 7/2019 -9/2020 | Fall 2020 | Winter 2021 | Spring 2021 | Fall 2021 | Winter 2022 |

Guidance 105 Pilot
2 Sections, 65 Students

Instructors: Jared Anthony, Lisa Freeman, Craig Rickett, Barbara Simmons

Community of Practice Forms

Guidance 105
Instructor Training Pilot
2 sections, 19 students

Two Sections G105, 19 students
Instructors: Christine Mackleit, Michele Moore

Instructor Basics: Instructor - Jared Anthony 25 additional faculty from 13 departments complete the training plus Advising 101 become eligible to teach G105

Guidance 105 V3
3 Sections, 35 Students

Instructors: Carol Dahlman, Kenny Krestian, Satwik Dasgupta

Course updated revised Education Planning and program map assignments.

Guidance 105
2 sections + Instructor Basics V2

Two Sections G105, 37 students
Instructors: Satwik Dasgupta, Kenny Krestian

Instructor Basics: Revised and offered a second time. 29 enrolled, and 19 new instructors completed. 44 total instructors trained to teach G105.

On-Ground Course in Development

Guidance 105(V3) Required Course
20 Sections, 353 Students

Instructors: Mariah Boyle, Eddy Cuisinier, Satwik Dasgupta, Lisa Freeman(2), Kenny Krestian(2), Christine Mackleit, Michele Moore(2), Jason Nix, Craig Rickett, Barbara Simmons(2), Jenni Spencer, Paula Swan, Monica Stenzel, Laura Woods
On-Ground Pilot – 1 section, Instructor: Carol Dahman

The third version of the course.

Course now a graduation requirement for all AA-DTA, non-MRP students.

Guidance 105
7 Sections, 126 Students

Instructors: Eddy Cuisinier, JoAnne Eppers, Ashlee McQueen, Michele Moore, Craig Rickett, Jenni Roselli-Hull, Gabriel Valenzuela

| Spring 2022 | Summer 2022 | Fall 2022 | Winter 2023 | Spring 2023 | Summer 2023 |

Guidance 105 Summer V1
2 sections, 23 students

Instructors: Michele Moore, Laura Woods

Summer Course Written June 2022
Online Course Revised
Onground Course Finalized

Guidance 105
18 sections, 261 Students

Instructors: Mariah Boyle, Greg Cripe, Eddy Cuisinier, JoAnne Eppers, Lisa Freeman, Kenny Krestian, Christine Mackleit, Jason Nix, Craig Rickett, Jenni Roselli-Hull, Barbara Simmons, Jenni Spencer, Gabriel Valenzuela, John Whitmer, Laura Woods
On-Ground Instructor: Carol Dahmen

Guidance 105
TBA

Revisions for Fall 2023

Guidance 105
24 sections , 423 Students

Instructors: Jennifer Barson, Alissa Bourbonnais, Mariah Boyle, Kira Burt, JoAnne Connolly, Greg Cripe, Eddy Cuisinier, Lisa Freeman, Kenny Krestian, Christine Mackleit, Michele Moore, Amanda Nelson-Geruntho, Jason Nix, Craig Rickett, Jenni Roselli-Hull, Barbara Simmons, Brian Stack, Paula Swan, Gabriel Valenzuela, Laura Woods.

Guidance 105
TBA, sections TBA Students

| Fall 2023 | Winter 2024 | Spring 2024 | Summer 2024 |

Guidance 105
24 sections, 426 students

Instructors: Jennifer Barson, Mariah Boyle, JoAnne Connolly, Eddy Cuisinier, Lisa Freeman, Sunshine Giesler, Amy Gray, James Hansen, Kenny Krestian, Michele Moore, Amanda Nelson-Geruntho, Craig Rickett, Jenni Roselli-Hull, Barbara Simmons, Jennifer Spencer, Brian Stack, Gabriel Valenzuela, Laura Woods

Guidance 105
1 TBA sections, TBA Students

Community of Practice

A critical component of the GUID 105 program is the establishment and support of the Community of Practice (CoP). The CoP emerged almost from the beginning of the course development to support the project. This faculty-to-faculty support has been critical in the institutionalization of GUID 105 and its core principles. The CoP meets weekly with at least 20 faculty typically participating. This group of faculty maintains an ongoing collaborative conversation about the design, delivery, and effectiveness of GUID 105. Thus, the CoP ensures that student needs are being addressed through continued training/support for instructors and iterative improvements to the curriculum.

In addition, the CoP has become a rich learning community for instructors, providing a forum to discuss instructor experiences and promising practices within a supportive environment. This discussion often highlights how an instructor has been able to take an element of the GUID 105 practices and apply it to other courses. This sharing of best practices has created a sort of "magic" that ripples out into other disciplines and changes the way instructors interact with students in other content areas. In this way, the CoP has become a powerful, informal, college-wide learning community that supports faculty as they take GUID 105 principles beyond one course into the larger learning environment.

An added and unexpected benefit is that the CoP has proven helpful in combatting the idea that GP is "just another initiative," building faculty support for the GP model. As the ranks of GUID 105 instructors has grown to encompass every division across the college, their advocacy has enhanced the breadth of support and the institutionalization of both the GUID 105 course specifically and the GP principles more broadly.

Resource Allocation

SFCC supports the GUID 105 work through resource allocation including both release time and faculty stipends, technical assistance from eLearning and Title III (up through Spring 2023), and administrative support. Using our Title III grant allowed the early substantial investment necessary to develop the program before transitioning to a more sustainable level of support from college budgets.

The GUID 105 leadership team includes a coordinator with two-thirds release time and a co-coordinator with one-third release time. These faculty also teach GUID 105. All GUID 105 instructors receive small stipends for various elements of participation:

- training, both GUID 105 and Advising 101,
- participating as a mentor or mentee,
- participating in the Community of Practice, and
- for the additional time required by the extra touch points with students required by the curriculum. (There are 37 graded assignments that require individual communication with each student).
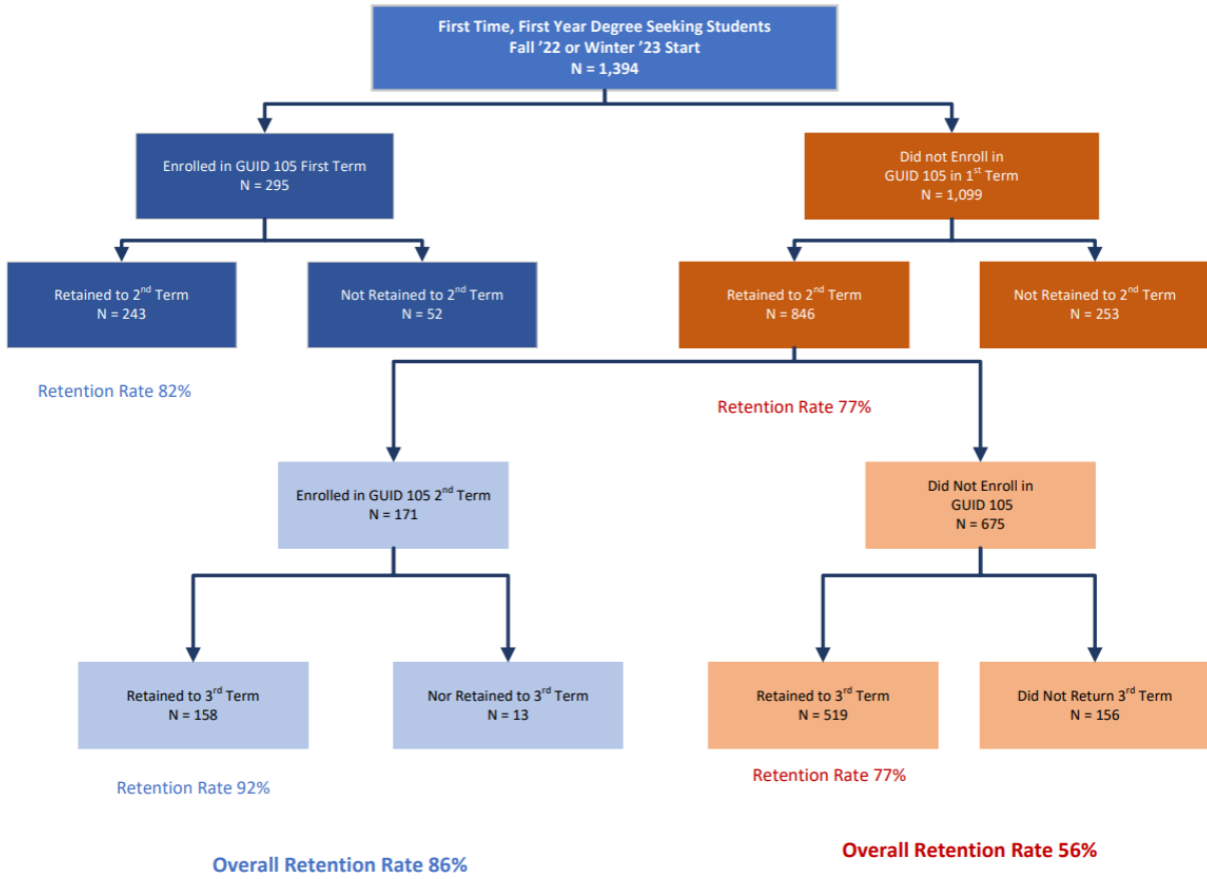
Student Achievement

Reviewing data to inform program improvement has been a central feature of the GUID 105 work from its inception. Student voice was collected through the course LMS shell. Questions aligned with the learning objectives were included, along with [questions](#) regarding course design. The CoP made modifications to the course content based on student responses.

In Fall 2023, PIER conducted an analysis of the impact of GUID 105 on next term retention. The key findings indicated a statistical and practical significant relationship:

- Retention to second term of degree-seeking students who took GUID 105 in their first term (82%) was higher than for students who did not take GUID 105 in the first term (77%). This finding was both statistically significant ($Z = 1.99$, $p < .05$) and practically significant.
- Retention from second to third term of degree-seeking students who took GUID 105 in their second term (92%) was also statistically significantly higher than those who did not take GUID 105 in their first or second term (77%). This finding was both statistically significant ($Z = 4.52$, $p < .05$) and practically significant.

If students who did not enroll in GUID 105 in either their first or second term were retained at the same rate as those who did, an additional 310 students would have been retained.

First Time, First Year Degree Seeking Students
Fall '22 or Winter '23 Start
N = 1,394

Enrolled in GUID 105 First Term
N = 295

Did not Enroll in
GUID 105 in 1st Term
N = 1,099

Retained to 2nd Term
N = 243

Not Retained to 2nd Term
N = 52

Retained to 2nd Term
N = 846

Not Retained to 2nd Term
N = 253

Retention Rate 82%

Retention Rate 77%

Enrolled in GUID 105 2nd Term
N = 171

Did Not Enroll in
GUID 105
N = 675

Retained to 3rd Term
N = 158

Nor Retained to 3rd Term
N = 13

Retained to 3rd Term
N = 519

Did Not Return 3rd Term
N = 156

Retention Rate 92%

Retention Rate 77%

Overall Retention Rate 86%

Overall Retention Rate 56%

Lessons Learned

The Community of Practice serves as a structure that promotes a continuous cycle of review, change, and review again, in regard to content and modality of GUID 105. Additional modifications, such as "teaching via announcements"—automated and custom manual email reminders that prompt students to remain engaged—are supported with a bank of routine announcements. These help faculty understand how to structure and use the announcements without having to do the work from scratch.

Students may request a waiver to the GUID 105 degree requirement. The process and appropriate criteria for receiving a waiver are not yet fully documented. Tracking the waiver status in ctcLink started in June 2023. Currently, the Program Review data includes the percentage of students who have taken GUID 105, but not the percentage or number who have waivers.

Since most CTE program schedules cannot accommodate an additional course, the intention has been that the CTE programs incorporate the course learning objectives of GUID 105 into program curriculum. While the design of CTE programs does include engagement and college readiness support structures, the assumption that these students do not need career exploration opportunities or that program faculty can provide additional engagement and college readiness supports may need to be explored in the coming years.

The analysis of GUID 105 on next term retention was limited by the population numbers and the inability to develop a statistical model where confounding variables could be controlled for yet also account for a meaningful percentage of variance. Additional analyses will be conducted as the data sets develop using propensity score matching to move to causal not just correlational relationships.

PART IV: MOVING FORWARD

Over the first half of this seven-year cycle, Spokane Falls Community College (SFCC) has built a solid infrastructure to increase engagement in participatory governance and strategic priorities, in particular the continued institutionalization of the GP model with its emphasis on equity and student success.

SFCC has made substantive changes informed by the Guided Pathways (GP) Essential Practices and is improving and implementing additional efforts. The college has undertaken large-scale reform of the entire student life cycle around GP principles—including intake, orientation, registration, placement, and advising.

As part of this work, a brand-new research-based Guidance course was created, piloted, and brought to scale, with the intent of grounding the students in a sense of belonging and a clear plan for the completion of their academic goals, while also engaging faculty more deeply in the holistic support of student success. Moving forward, the college is seeking ways to provide similar support to students in all areas of study.

All of these efforts are truly transforming the college. Due to all these changes, the college has started to experience meaningful gains in student retention and completion rates.

The new governance structure that the college has put in place promotes engagement across all employee groups. At the same time, the college has created programs to support this engagement. With the creation of the Center for Engaged Teaching and Learning, the New Faculty Academy, the Adjunct Faculty Learning Academy, and the Sasquatch Staff Academy, the college has made strong strides toward our aim of grounding the college employees into their own sense of belonging and a sense of shared responsibility to student achievement.

More recently, a brand-new systematic Program Review process was created and launched, creating a structure that engages all departments across the college in a continuous cycle of planning, assessment, and improvement. All areas of the college across both Instruction and Student Affairs are now included in Program Review.

Across Instruction, program learning outcomes are established and published for every academic program across the college. Course learning outcomes are assessed on a regular schedule and are aligned with and feed into program learning outcomes. In addition, the college has moved toward coding all students to the program map they have selected and has created mechanisms by which the college can track student progress.

However, all of this infrastructure is new and in need of continued advocacy, support, and development. Ongoing challenges include data literacy about the complex institutional level data and increasing the skill of translating findings into action. Using peer data in a formative way to provoke questions rather than provide answers or as evaluative, requires continual encouragement, modeling, and reassurance. Access is only the first step.

Just as the GP principles are centering the students' educational and career goals over the traditional institution-centered degree structure, Program Review is nudging the college to think more holistically about our work in a less siloed way. This requires a change of thought and habits and will take time and continued communication. Moving forward, the college plans to explore ways to wrap elements of student support into institutional Program Review, further developing a more holistic picture of students' learning experiences within a program.

PART V: ADDENDUMS

Formalize an inclusive, systematic planning and evaluation process, which informs and refines institutional effectiveness, assigns resources, and improves student learning and student achievement. (2020 Standard(s) 1.B.1; 1.B.3)

The relevant standards are included for reference.

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.3 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.

While acknowledging the significant turnover in Cabinet level administration over the previous four years and the significance in scale of SFCC's GP implementation, the evaluation committee noted the college's efforts to build systematic planning and develop assessable institution level outcomes of student achievement through that implementation. However, the committee expressed a concern that "An inclusive process of evaluation and planning, based on indicator data, is not formalized and systematically used to inform the assignment of resources and to improve institutional effectiveness, student learning, and student achievement."

Action Taken

In response to a report drafted by consultants Dr. Helen Benjamin and Dr. Debbie DiThomas in February 2020, SFCC formed an ad hoc task force (Governance Steering Committee) charged with reviewing the recommendations contained within the report and proposing next steps. The Steering Committee presented its final recommendations to the president in June 2021. A primary recommendation of the report was to reorganize the college committee structure into two committee types:

Operational Committees – Operational committees are formed based on the participating individuals' job description or role at the college and are concerned with the daily operational jurisdiction of a division, department, or unit.

Governance Committees - Participatory governance committees are formed to cultivate participatory governance and focus on areas such as establishing institutional policy, developing procedures that involve multiple units in the college, and planning initiatives required for the college to meet its mission, vision, and goals.

In affirming participatory governance at SFCC, the Steering Committee recommended the formation of three governance committees: Governance, Budget, and Diversity, Equity and

Global Awareness, with the Governance Committee serving as the primary governance body of the college.

Given the important role of the Budget Committee in the implementation of a planning process that is inclusive while supporting the allocation of necessary resources and improvement of institutional effectiveness, the following charge was approved by the Governance Council and SFCC Cabinet for the Budget Council in Spring 2022:

> *The SFCC Budget Committee is a governance committee that supports the college mission, goals, and values through the comprehensive evaluation of data relevant to the college annual planning process to recommend resource allocation and development of strategies to maximize funding.*
>
> *Duties of the Committee*
>
> - *Review and assess the impact of select budget activities.*
>
> - *Provide input and impact on financial decisions regarding accounts determined in partnership with Cabinet.*
>
> - *Recommend professional development activities that support the college community's knowledge of budget.*
>
> - *Collaborate with the Program Review Taskforce and other relevant committees on budget processes and resource allocation.*
>
> - *Promote transparency and information literacy on budget and financial aspects of the college.*
>
> - *Committee members serve as the liaison between committee and groups represented to bring inquiries, requests, and concerns forward for discussion.*

With a governance structure in place, in the fall of 2021 President Messina asked the Governance Committee to form a Program Review Task Force with the following charge:

> *Research and recommend a program review process that includes instruction and student affairs. The expanded program review will be integrated with a new integrated resource allocation processes to satisfy the accreditation recommendation. (Note - the goal is a meaningful process that supports reflection, improvement, and student learning that is efficient and respectful of workload).*

In spring 2022, the Program Review Task Force presented the Governance Committee with a set of Guiding Principles. After review and consultation with Cabinet, the Governance Committee recommended a final document in June 2022, with a request for Cabinet to draft a Program Review process based on these principles during the summer of 2022 to be reviewed by the Governance Committee and then implemented Fall 2022.

Working with the SFCC Director of PIER, SFCC Cabinet outlined a Program Review. The resulting process:

- Supports continuous improvement, highlighting the successes of the programs and identifying areas for growth and development while providing avenues for resources and support to improve programs

- Influences operational planning and provides a consistent set of data that is used to support resource allocation requests, staffing decisions, annualized schedule, etc. and informs investments in infrastructure such as professional development to increase student success and student equity for all programs

- Is reviewed by departments, deans/directors, Budget Governance Council, and SFCC Cabinet

The Program Review process that has been subsequently rolled out is based on a three-year cycle with the first cohort of programs beginning review AY2223, the second cohort beginning AY2324, and the last cohort scheduled to begin AY2425. Each year thereafter, all college programs will continuously cycle through the Program Review process outlined below.

Format of Program Review in Award Granting Programs:

For award granting (instructional) programs, the academic department serves as the program unit.

Year 1:

- Relevant data associated with the department is auto populated via a Program Review report that includes institutional effectiveness data such as enrollment trends, course fill rates, course success rates, student awards, etc. as well as course and program learning outcomes assessment data. All needed data is provided by PIER; there is no need for faculty or the dean to search for or input data. All data includes disaggregated data in support of SFCC equity goals.

- A reflection section provides guided prompts for the faculty to provide short narratives that highlight the strengths and successes of the program and identify areas of growth. There is also a reflection section for the dean to address the relevant data, highlight strengths, and identify any areas of concern.

- The dean and department chair/lead meet to determine the focus area(s) that will serve as the primary content of the Year 2 and 3 Program Review (examples could include curricular revision based on outcomes assessment, strategies for increased enrollment or retention, a focus on a particular student population based on the outcomes assessment or institutional data, researching a new program, etc.).

- The Vice President reviews the document and provides comments. The final review is made available to the Budget Committee and to Cabinet for use in decision-making.

Year 2:

- Programs review their current data and are provided with an opportunity to comment on any significant changes in the data. The primary emphasis in Year 2 is to document implementation and progress on the focus area(s) identified in Year 1.

Year 3:

- Programs review their data and are provided with an opportunity to comment on any significant changes in the data. The primary emphasis of Year 3 is to document the changes and results from the focus area(s) identified in Year 1.

Format of Program Review for Non-Award Granting Instructional Areas:

- Learning Support (including the information desk, academic coaching, workforce transitions, career education), MESA, the Office of Equity, Diversity and Inclusion (which includes student support centers for focused student populations and faculty development), and Pullman Campus is using 2023-24 to determine baseline data and create meaningful reflection questions and is scheduled to launch their Program Review 2024-25.

Format of Program Review in Student Affairs:

Student Affairs currently consists of four programs: Admissions and Registration, Disability Access Services, Financial Aid/Veterans, and Student Support Services.

Program Review Cycle in Student Affairs:

- AY2223 was used to identify the institutional effectiveness, outcomes assessment, and equity data supporting Student Affairs Program Review.

- All four Student Affairs programs are in progress for the completion a comprehensive Year 1 review in AY2324, followed by a shorter focused review in Year 2 and 3.

- The focus area for Student Affairs departments includes a review of how the programs are supporting and engaging across the college, with an emphasis on pathways support.

Resource Requests:

One of the aims of the Program Review process is to allow for requesting new resources to take place as part of strategic planning and data informed decision making. All requests for new resources (defined as expenditures that exceed existing departmental resources or new classified positions) are made on an annual basis. The solicitation of resource requests occurs during fall quarter, independent of funding source, and is open to the entire campus. The

Budget Governance Committee reviews all requests. Cabinet decisions about the allocation of funds consider the feedback received from Budget Governance and are made within the context of the department's most recent Program Review.

Faculty position requests (defined as a request for growth/new position or replacement position) are also made on an annual cycle. Decisions about faculty position requests are made in the context of the most recent department data and the most recent Program Review.

SFCC's Cabinet is currently working with the PIER Director to strengthen the connections between the Program Review process and the Resource Request process, to ensure that decisions about resource allocation take place as within the context of the college's stated goals and priorities.

CONCLUSION

In summary, SFCC has devised and launched an inclusive formalized Program Review process that creates a continuous cycle of planning and evaluation of effectiveness in all parts of the college which incorporates indicator data (including metrics of student learning and student achievement), informs operational planning and the allocation of resources in alignment with institutional goals, and is integrated into SFCC's recently implemented governance structure. With two-thirds of college departments having launched their Program Review cycle and the last one-third of departments scheduled for AY2425, we believe this recommendation has been fully met.

> Identify and publish expected program and degree learning outcomes, and engage in regular and ongoing assessment to evaluate quality of learning in its academic transfer programs. (2020 Standards 1.C.3; 1.C.5)

The relevant standards are included for reference:

> ***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.*

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

SFCC's Peer Evaluation report found that course learning outcomes (CLOs) were published for all courses and that program learning outcomes (PLOs) were published for the Fine Arts degrees, career technical degrees and certificates, and the BAS degrees. While PLOs for the AA/AS transfer degree programs had been written and were under consideration at the time of the visit, these were not yet published.

Additionally, the report noted that while the Program Review for CTE programs was occurring through a well-documented process, the college did not have an established process for ongoing assessment of academic transfer programs.

Action Taken

In SFCC's GP implementation, program maps represent a specific plan of study (for example, Chemical Engineering, Sociology, or Drama) within one of SFCC's six pathways (Business, Health, Humanities, STEM, Visual/Performing/Applied Arts, and Education and Social/Behavioral Sciences). In this model, transfer degrees may be associated with multiple maps. Reasoning that program learning outcome assessments should align with student achievement in the student's chosen path, the college decided that Program Learning Outcomes (PLOs) should be associated with program maps rather than degrees.

Part of the original development of the program maps during Fall 2019 included a simultaneous development of program learning outcomes (PLOs) for the new maps. Since that time, however, the program maps went through various revisions, including the removal and the addition of maps, and unfortunately the PLOs were not consistently maintained during this period. In summer 2022 the college took an inventory of PLOs and put a plan in place to finish the development/collecting of these and getting them approved and posted. During fall 2022, faculty in programs that did not have PLOs, were asked to create them, and faculty in programs that did have PLOs were given the opportunity to revise them. In Winter 2022, PLOs were vetted and approved through the college's curriculum process. During Summer 2023, PLOs for all programs—whether CTE or academic transfer—were posted on their corresponding web

pages. At the same time, a process for the continued maintenance/revision of PLOs was created and put in place for AY2324.

Concurrently, SFCC established the roles of the Learning Outcomes Assessment Coordinators (LOACs) in February 2022 toward a sustained, faculty-led effort in assessment, providing 50% release time each for two instructors who were charged with the development and implementation of a comprehensive, robust, sustainable system for outcomes assessment that met the institutional goals of the college and that was approachable and useful for faculty robust assessment of learning outcomes.

In March 2022, the LOACs proposed a model in which CLOs would be assessed quarterly and would feed into PLO assessment. This model was subsequently approved and presented to the college in Spring 2022 at an All-Faculty meeting, with workshops offered during Campus Development Day that same quarter.

A pilot of the new CLO assessment process was successfully run in Fall 2022. The pilot included all of the departments that had been designated as Cohort 1 of our new Program Review process (approximately one-third of instructional programs). The other two-thirds of departments (Cohorts 2 and 3) were added during winter and spring quarters. In this "soft" roll-out, departments were asked to assess a minimum of one section of each course offered each quarter, with the understanding that the eventual goal of the college would be to assess every section every quarter, to create the best, most meaningful data for the department's Program Review process. PLO assessment is embedded in the new Program Review process developed in response to Recommendation 1. While Program Review is built on three-year cycles, CLO/PLO assessment is ongoing. The learning assessment structure manages the assessment process, while the Program Review process emphasizes a reflection upon the assessment results.

The launch of the CLO pilot was accompanied by a process of aligning the CLOs and PLOs and populating the PLO assessment through the CLO assessment. During Fall 2022 the database tool for alignment was created. In Winter 2023, the alignment tool was launched, and programs in Cohort 1 and 2 were encouraged to complete alignments. By the end of spring 2023, alignment was completed for 80% of all programs, including all of Cohort 2 and most of Cohort 3.

CONCLUSION

In summary, SFCC has established program learning outcomes for all programs, and they are now published on our web pages. Ongoing and regular assessment of learning outcomes is now in place through the quarterly assessment of CLOs, which are aligned with and feed into the PLOs. Faculty review the results of the CLOs and PLOs through our newly established Program Review process, and these results inform the selection of the department's focus area(s) and the assessment of their success in our three-year Program Review cycle.

APPENDICES

Alignment Matrix

2024-2026 Guided Pathways Workplan

Cohort 1 Areas of Focus

Consort Diagram

Custom DFR Clark Pierce

Effectiveness of GUID 105 in Increasing Retention

GP Essential Practices

GUID105 Timelines

Guided Pathways and Student Success Updates Oct 2023

Math Placement Review

Peer Group Proposal

Program Review Data Report Example

Program Review Programs

Program Review Reflections Example

SFCC DEI Strategic Plan FINAL

SFCC Participatory Governance Handbook

SFCC Predictive Course Report

SFCC Search Advocates Charge