South Puget Sound Community College

Year Three Mid-Cycle Evaluation

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President

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This mid-cycle report focuses on South Puget Sound Community College's (SPSCC's) 2014-17 operating mission, new core themes, and new related indicators. The college community devoted the 2013-14 academic year to reviewing the college mission and redefining the related core themes. In addition, meaningful, assessable, and verifiable indicators of achievement were developed to support the new mission and core themes and guide implementation of the 2014-17 Strategic Plan. [1]

Report on Year One Recommendation

South Puget Sound's Year One peer evaluation report included the following recommendation: "It is recommended the college continue its work to identify indicators of achievement for all core themes that are meaningful, assessable, and verifiable. (Standard 1.B.2)"

In response to this recommendation, and as alluded to above, the College engaged a group of nineteen faculty, staff, and administrators to identify clear indicators of achievement for each core theme. The 2010-13 Strategic Plan[2] was finalized and by fall 2013 all indicators were fully developed and aligned with the core themes. As a result, the 2010-13 Strategic Plan has concluded with verifiable indicators of achievement for all relevant areas.

Mission

The mission of South Puget Sound Community College is to support student success in postsecondary academic transfer and workforce education that responds to the needs of the South Sound region.

Part I

Mission Fulfillment

The College's definition of mission fulfillment is provided in Standard One[3] and is defined by the South Puget Sound Community College Board of Trustees as 80% of core theme indicators meeting or exceeding the intended targets. The College has developed a mission fulfillment scorecard[4] that documents achievement levels of the core indicators over time. The scorecard includes the objectives developed for each core theme and indicators of achievement to be assessed to determine College progress toward mission fulfillment.

The ongoing assessment of mission fulfillment is a high priority for the College. An Institutional Effectiveness Committee (IEC), composed of faculty, staff, and administrators, was appointed in spring 2014 to oversee the assessment of the identified indicators of the college's mission fulfillment. To that end, the IEC is charged with the development of an annual Institutional Effectiveness (IE) plan[5]. The IE plan includes the college's strategic objectives and indicators of achievement for mission fulfillment,

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[1] 2014-17 Strategic Plan
[2] 2010-13 Strategic Plan
[3] Standard One
[4] 2014-17 Mission Fulfillment Scorecard
[5] Institutional Effectiveness Plan

indicator trends, rationale for indicator selection and target levels, the status of each indicator, and comparisons with local, state, or national standards. The IEC analyzes data related to core theme indicators in relation to mission fulfillment; develops and implements program and service level reviews; assures accuracy of data and dashboards; and evaluates the effectiveness of strategies (projects) pertaining to the College's strategic and operational plans. Data analysis and trend findings are shared with the President's Advisory Group, the Executive Team, the Board of Trustees, and the college community, as illustrated on the governance model flowchart[6].

The President's Advisory Group (PAG), composed of faculty, staff and students, is the College's primary planning and policy recommending body. The PAG refers to the College IE plan to assess institutional effectiveness. The Executive Team composed of the College's senior leadership, monitors ongoing progress toward mission fulfillment by reviewing data, trend analysis, and activity related to the IE plan.

To engage the broader campus community, the IE plan and scorecard will also be presented to the College's Joint Administrative Council, composed of the Executive Team and Deans and Directors within each college division. The Deans and Directors will share the plan at regular meetings of their divisions and departments. The College Relations department will assist in communicating updates and changes. The IE plan and scorecard will serve as the foundation for college wide operational planning.

The Board of Trustees is the College's final review and decision-making body in relation to assessing mission fulfillment. The Trustees adopt the College's Strategic Plan and evaluate progress towards mission fulfillment for each core theme.

Operational Planning

The College's year-long operational plan is developed at an annual Operational Planning event hosted by the President's Advisory Group. This planning activity engages all campus faculty and staff in developing strategies to fulfill the college mission. Operational planning includes development of the annual college budget and identification of fiscal resources necessary to implement strategies leading to mission fulfillment. The operational planning process is supported by the IEC's analysis of College progress in achieving core theme indicators of mission fulfillment. Analysis of progress in relation to the indicators facilitates development of improvement strategies and related resource allocation. The operational plan

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[6] Governance Model flowchart

facilitates action plan development and resource alignment to effectively carry out the College's core themes and assure mission fulfillment.

Core Themes, Objectives and Indicators

As described above, with the adoption of the 2014-17 Strategic Plan, the College developed new core themes, strategic objectives, and indicators of achievement, providing a detailed definition of the College mission. While core themes and objectives associated with the previous plan identified desired outcomes for student success in postsecondary academic transfer and workforce education, they were rather general and difficult to measure. The new themes and objectives address this concern. For example, the previous "student success" core theme has been changed in the new plan to "student retention and completion." This theme articulates measurable elements that contribute to student success.

Development of objectives supporting the new core themes was informed by the work of the College's 2014-17 Strategic Planning Taskforce, composed of a diverse group of twenty-five faculty, staff and administrators that began work in August 2013. The taskforce developed the new core themes and suggested strategic objectives to define and support each core theme. Based on this work, the IEC steering committee further defined each strategic objective. The core themes and strategic objectives identified in the 2014-17 Strategic Plan are:

Core Theme 1: Expand Student Retention and Completion
1.A Increase Student Retention
1.B Support Student Completion
1.C Engage Students

Core Theme 2: Inspire Teaching and Learning Excellence
2.A Support Faculty Growth
2.B Increase Learning

Core Theme 3: Advance Equity and Embrace Diversity
3.A Reflect Our Community Diversity
3.B Cultivate an Inclusive Environment

Core Theme 4: Champion Innovation
4.A Establish a Culture of Creativity
4.B Reward Innovation

Core Theme 5: Build Community
5.A Deepen Engagement
5.B Foster Economic Development

Not all the indicators associated with the core themes included in the College's previous Strategic Plan provided meaningful, verifiable, and assessable data, a weakness addressed by the resulting Year 1 recommendation. There were, however, several indicators that did clearly define student success. An improved understanding of characteristics of effective indicators enabled college personnel to develop a more comprehensive and measurable picture of mission fulfillment by combining new indicators as needed with the still useful indicators identified in the previous plan. The core themes are aligned with

the College mission and the strategic objectives and indicators selected to provide meaningful data to support a process of continuous improvement and allow for the ongoing assessment of mission fulfillment and sustainability.

Part II

The work to align the College's core themes, objectives and indicators described in Part I of this report has resulted in clearly articulated objectives, indicators of achievement, and methods for collecting and analyzing data that are meaningful in assessing mission fulfillment. Two core themes address student learning: *Core Theme 1: Expand Student Retention and Completion* and *Core Theme 2: Inspire Teaching and Learning*. Core Theme 1 provides representative examples of how South Puget Sound Community College has operationalized its mission and core themes, progressing from objectives to indicators to outcomes and finally to mission fulfillment.

Core Theme 1, Expand Student Retention and Completion was selected as the primary theme associated with student learning both because it is student focused and reflects the student learning experience and because of its alignment with the College's prior Strategic Plan. Core Theme 1 reflects the College's commitment to increasing student achievement. This theme is achieved through the development of clear degree and certificate pathways and supported by measurable outcomes. Part II of this report provides examples of 1) program and service reviews, and 2) program assessments, to demonstrate how the College is operationalizing Core Theme One.

The objectives and indicators for Core Theme 1 are presented below:

Core Theme 1**: Expand Student Retention and Completion**

Strategic Objective	Indicators of Achievement
1.A: Increase student retention	1.A.1: Fall to fall retention
	1.A.2: Student Achievement Indicator (SAI): retention point
	1.A.3: SAI: Points per student
1.B: Support student completion	1.B.1: 3-year graduation and transfer-out rate
	1.B.2: SAI: 45 point to completion point transition
1.C: Engage students	1.C.1: SAI: Total points
	1.C.2: Support for Learners, Student Effort
	1.C.3: Number of student visits to tutoring center

Each indicator of achievement is associated with a data point that facilitates comparison to local, state, or national standards. Using comparison data from state and national initiatives and surveys allows the College to measure its success against similar colleges as well as internal benchmarks. Establishing benchmarks enables the College to identify its strength as well areas needing improvement. The data analysis completed in spring 2014 for SPSCC's Board of Trustees demonstrates the following progress on each indicator associated with Core Theme 1:

1. Expand Student Retention and Completion					
			Current Data Point	Target	Status
Increase Student Retention	1.A.1	Fall-to-fall retention: full time	60%	58%	🟩
		Fall-to-fall retention: part time	47%	44%	🟩
	1.A.2	SAI: Retention Point	62.1%	61%	🟩
	1.A.3	SAI: Points per Student	1.72	1.71	🟩
Support Student Completion	1.B.1	3 year graduation rate	29%	27%	🟩
		3 year transfer out rate	19%	19%	🟩
	1.B.2	SAI: 45 Point to Completion	39.8%	38%	🟩
Engage Students	1.C.1	SAI: Total Points	13,130	12,500	🟩
	1.C.2	CCSSE: Support for Learners	44.0	50.0	🟥
		CCSSE: Student Effort	52.0	50.0	🟩
	1.C.3	Number of visits to tutoring centers	529	500	🟩
Core Theme 1 Mission Fulfillment (10 / 11)					**90.9%**

As stated earlier, South Puget Sound Community College has defined mission fulfillment as 80% of indicators meeting or exceeding their identified targets. For *Core Theme 1: Expand Student Retention and Completion*, progress was achieved in the areas of student retention, graduation, and transfer. The scorecard identifies areas where strategies for improvement are needed, including, for Core Theme 1, support provided for learners as assessed by student responses to the Community College Survey of Student Engagement (CCSSE). Nine of the eleven indicators must be at or above target level to achieve mission fulfillment for this core theme. The above table indicates that ten indicators are currently on target, so the College is currently fulfilling its mission in reference to Core Theme 1.

As prescribed by the College's IEC plan, the data for the Core Theme objectives will be annually updated as it becomes available, typically during summer and fall quarter. The IEC will then analyze the data, identify trends, and share the results with the President's Advisory Group, the Executive Team, and the Board of Trustees. Indicators needing improvement will be addressed in the Spring Quarter operational planning process.

Rationale for Indicators of Achievement

In 2006 the Washington State Board for Community and Technical Colleges (SBCTC) adopted a Student Achievement Initiative (SAI) intended to "raise the knowledge and skill of the state's residents by increasing educational attainment across the state." The initiative identifies key academic milestones of student achievement on the path to degree or certificate completion. The SAI indicators track student progression through these milestones. Recognizing the extensive research the Washington State Community and Technical College System has devoted to measuring student progression and completion, South Puget Sound Community College has adopted several SAI indicators of achievement for the strategic objectives identified in its strategic plan.

The College's retention, completion, and engagement indicators are addressed below in terms of the reasons the indicators were selected and the current status of each objective.

Increase Student Retention (Objective 1.A)

Student retention is the first hurdle for students in pursuing their educational goals. Retention through a student's first college year is crucial to student success. The U.S. Department's National Center for

Education Statistics (NCES) collects data annually through the Integrated Postsecondary Educational Data System (IPEDS). This data provides statistics associated with full-time and part-time fall-to-fall student retention (1.A.1) and can be used to benchmark South Puget Sound Community College in relation to other institutions. The SAI retention points (1.A.2) and points per student (1.A.3) indicators measures the movement of the College's student body as a whole toward completion.

SPSCC's fall-to-fall retention (1.A.1) has remained steady for full- and part-time students, with slight fluctuations in the last three years. Part-time students are considerably less likely to persist to the following fall quarter than full-time students. The College's retention analysis uses IPEDS data to develop benchmarks based on retention at other state and national institutions. Sixty percent of SPSCC's fall 2012 first-time, full-time, degree seeking students returned fall 2013. This is a 4% increase over the retention of the 2010 fall cohort and matches the Washington State statistic for all community and technical colleges.

SAI retention point data (1.A.2) allows the College to identify returning students from the prior year and determine whether they are satisfactorily progressing toward degrees. This indicator allows the College to focus on students who are not reflected in the IPEDS cohort data, including students enrolled exclusively in precollege coursework and those who are not first-time SPSCC students. The SAI retention point data covers a wider selection of SPSCC students than previously identified and facilitates targeted interventions with students who have returned but are not making academic progress.

Retention is further measured with the SAI points per student (PPS) indicator (1.A.3). The strength of academic achievement and momentum is measured at an institutional level by the PPS indicator. The College's PPS increased from 1.63 in the 2009-10 academic year to 1.72 in 2012-13. The College's current PPS exceeds the overall 2012-13 Washington State Community and Technology College PPS (1.69) and is at the level of the median point for all Washington State colleges. At this time, the indicator exceeds its identified target.

SPSCC has used the data analysis from IPEDS and SAI to justify increases in student support services, including tutoring services, peer mentoring, and evidence-based instructional strategies, including inquiry-based, contextualized, and integrated learning. SPSCC has also completely revised its developmental writing, reading and math curricula to reduce sequences and increase transition from pre-college to college-level coursework.

Support Student Completion (Objective 1.B)

The three-year graduation rate and transfer out rate (1.B.1) provides a well-defined metric for determining the successful completion of academic goals. Use of IPEDS data system allows SPSCC to compare the College's effectiveness in this area with that of other community colleges within Washington State and nationally. The College's three-year graduation rate is currently 29% for full-time, degree-seeking students entering SPSCC fall of 2010, compared with 25% for the fall 2006 cohort, a four percentage point increase. The transfer out rate, measuring the percent of students who enroll in other institutions prior to completing an SPSCC degree or certificate, is 19% for the 2010 fall cohort, representing decline of two percentage points from the 2009 cohort's transfer out rate, but aligning quite consistently with transfer out rates of the2007 and 2008 cohorts.

Accumulation of credits toward a degree is another indicator of progress toward completion. The SAI forty-five college level credit point to completion point transition data (1.B.2) identifies students who

have earned forty-five credits in the transfer program or professional/technical pathways by the beginning of a particular academic year and subsequently progress to completion by the end of the same academic year. Data associated with this indicator allows the College to engage and encourage students who are close to reaching their academic goals. Since fall 2009, students beginning the academic year with forty-five or more college level credits have completed a degree or certificate within that year in increasing numbers, with a single exception in the 2012-13 academic year.

Strategies the College has implemented to achieve the student retention and completion indicator include development of "stackable certificates"; certification of progressive skill attainment, providing a foundation for the next level of learning and allowing multiple entry and exit points for the traditional community college student; and increasing the number of online and hybrid online courses offered. These flexible options allow students to more easily balance their home, family and work responsibilities while pursuing their educational goals.

Engage Students (Objective 1.C)

Total Student Achievement Initiative (SAI) points (1.C.1), are the total number of SAI points earned by the entire student body as they move through various critical points in pursuit of educational goals. Use of this indicator allows the College to monitor students' educational attainment and identify intervention strategies to promote improvement in these areas. Total student achievement points earned also reflects the engagement of SPSCC students, as research demonstrates that engaged students are more likely to attain key academic milestones than students who are not engaged. The College's total student achievement points earned (1.C.1) have declined since the 2010-11 academic year. This indicator depends on enrollment levels, as students return to the workforce after the recession we can expect a downward trend for this indicator. However, the College has been able to compare total points with that of other Washington community colleges of similar size, in order to determine the institution's relative performance in this area. SPSCC's achievement points indicate that the College is performing well in relation to Washington community colleges of similar size.

South Puget Sound Community College has administered the Community College Survey of Student Engagement (CCSSE) every three years since 2005, most recently in spring 2014. The CCSSE asks students about their engagement with institutional services and practices that are highly correlated with student learning and retention. The CCSSE benchmark areas of Student Effort and Support for Learners (1.C.2) are aligned well with Core Theme 1. SPSCC benchmarks its CCSSE scores against CCSSE's medium college cohort, of which it is a member. 2011 was the first year in which SPSCC's scores for the student effort category exceeded CCSSE's average medium college cohort score. SPSCC scores for the student effort benchmark categories have risen steadily and were higher than ever in 2014. The Support for Learners category continues to be a SPSCC area needing improvement

Student engagement is tied to the quality of the College's tutoring and learning activities. The College has used response data from the CCCSE survey, along with institutional data to identify the need for a first quarter college readiness course and dedicated tutoring space. To implement these engagement strategies, the College has invested in AVID® (Advancement Via Individual Determination). AVID representatives train SPSCC faculty, tutoring specialists, and student support services in research based teaching and learning strategies in an effort to close the achievement gap by preparing all students for college readiness and success. SPSCC has piloted summer quarter a required first quarter Enhancing Student Success (ESS 101) course for new students placed in any pre-college level course through entry skill levels assessment. Full implementation of the ESS 101 course begins Fall 2014. The college Tutoring

Center's recent acquisition of TutorTrac® software will facilitate integration of tutoring efforts across the campus. TutorTrac allows students to schedule appointments with tutors online. Students also are required to log in with their student identification number when they enter a tutoring center. They have the ability to make notes after the session on their satisfaction with the service. Tutors can also record reflective notes on how the session went for them. Reports can be easily generated which provides data on usage, demographics, and outcomes. In spring 2014, TutorTrac's pilot quarter, the Tutoring center logged over 500 visits by 178 individuals. Student engagement will also be enhanced by the newly opened Center for Student Success, which co-locates key student support services in a central location.

Example One: Program and Service Reviews

Student retention, completion, and engagement are influenced by high quality educational programs and effective student services. For this reason, in fall 2011 the College introduced reviews of academic transfer and technical programs affecting students' SPSCC experience. The reviews were originally designed to occur on a three year cycle. The original review model has been updated to assure that collected data is meaningfully integrated with the College's core themes. Review criteria included in the academic transfer and professional/technical program reviews are aligned with the retention and completion indicators supporting SPSCC's Core Theme 1, along with other factors associated with overall program health such as enrollment (FTE) and budget impact. The FEST Program Review[7] document provides an example of such a review.

While the service review format was developed in 2011-12, these reviews were not entirely successful, due to difficulties in aligning many of the administrative services processes to the College's original core themes. Although the College considers teaching and learning to be its primary service to students, students' experiences and their ultimate college success is strongly affected by non-instructional college departments, such as facilities, career services, and financial aid. In 2014-15, the College plans to incorporate consideration of impact on students into the existing service review process.

As the original 2011-12 program review results indicated that more detailed analysis was needed in relation to the College's Horticulture, Culinary Arts, and Fire and Emergency Services Technician (FEST) professional/technical programs, the timeframe for review of these programs was extended. The Horticulture program review was completed in 2013-14 academic year, while reviews of the Culinary Arts and Fire and Emergency Services Technician (FEST) will be completed in 2014-15.
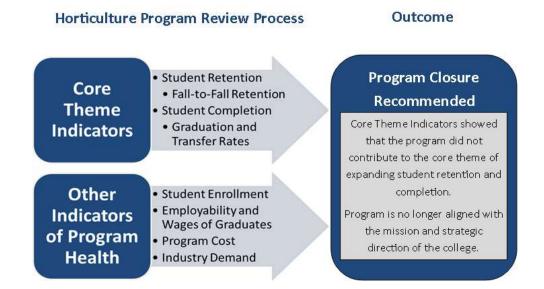
Horticulture Program Review

For the Horticulture program, retention and completion indicators supporting Core Theme 1 were reviewed along with indicators of program health. Data for the previous five years was analyzed to understand student enrollment and completion trends; employability and wages of graduates; future employment demand in the industry for program graduates; overall program cost, and; faculty credentials, background, and skills related to current and future teaching demands. The Horticulture review data demonstrated that a low number of students were completing degrees; enrollment was trending downward; wages of program graduates were below state performance minimums; and the program was costing significantly more to operate than it was generating in revenue and FTE. Moreover, the program did not contribute to student retention and completion and was no longer aligned with the

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[7] [FEST Program Review](#)

mission and strategic direction of the College. Based on these factors, the Horticulture program was recommended for closure.

Culinary Arts and Fire and Emergency Services Technology Program Reviews

Initial analysis in relation to Culinary Arts and Fire and Emergency Services Technology (FEST) program reviews indicated that these programs are viable and well aligned with the College's mission. However, further data analysis indicates significant revision to program structure and curriculum are called for. Curriculum revision is needed in the Culinary Arts program, to shift the focus from cafeteria service to fine dining and catering. Curriculum and program structure changes are needed in the FEST program to assure that courses align with college standards and provide students a clear pathway to completion. Preliminary results of these two program reviews demonstrate how review criteria related to student experience can be effectively used to develop and refine SPSCC's professional/technical programs.

Example Two: Academic Program Assessment

The college mission is "to support student success in postsecondary academic transfer and workforce education that responds to the needs of the South Sound region" rests on the belief that strong general education content helps students develop the intellectual skills to become effective life-long learners, engaging in the learning process and completing their academic goals. Program assessment activities improve teaching and learning, leading to increased student retention, completion, and engagement. The College expects students to develop a broad range of abilities that will make them effective in their professional and academic pursuits and enhance their capacity to effectively interact with others in their daily lives. This expectation led to the development in 2007 of SPSCC's five College Wide Abilities:

- Critical Thinking – *a critical thinker will question, search for answers and understanding, evaluate ideas and information, and develop and support meaningful conclusions*
- Communicate Effectively - *an effective communicator will successfully exchange messages appropriate to a variety of contexts*

- Evaluate and Process Quantitative and Symbolic Data - *an effective problem solver is able to evaluate and process quantitative and symbolic data including but not limited to graphs, equations, charts, and diagrams*
- Understand Ethical Responsibilities and Consequences - *an ethical thinker will understand their ethical responsibilities in both academic and professional contexts*
- Understand Themselves in Relation to Others in a Multicultural World - *a multiculturally aware individual will have knowledge of the diverse cultural values, beliefs, and practices of self and others in order to interact successfully in the world*

Subsequently, in 2007 all College instructional programs and academic departments developed program level outcomes supporting the five abilities. All course outlines are expected to identify the College Wide Abilities that are taught, reinforced and/or assessed in the respective courses. Each course outline is reviewed and approved by the Instructional Council at least once every five years. In the next several years the Instructional Council will review all course outlines to assure that the College Wide Abilities are identified and monitor that the College Wide Abilities are assessed in every degree program and distribution area.

Historically, academic programs/departments have been assessed at the department level in biennial rotation, the latest complete cycle having been in 2011-12 through 2012-13. The department/program assessment process reviews require that faculty identify program level learning outcomes with measurable criteria, corresponding measurement tools, the time frame for data collection, and analysis of results by department/program faculty. All SPSCC academic assessment results[8] are available to the public on the College's website.

An example of a thorough program/department level assessment is the 2011-2013 Pre-college English Department Assessment Report[9]. The report includes a data result and analysis section, in which department faculty have identified areas of student success as well as areas in which student learning is not meeting established criteria. The analysis indicates a need to completely restructure the pre-college English curriculum. The research specifically demonstrates that students entering the lowest level to prepare to enroll in English 101, a four course sequence, are unlikely to persist compared with students who were one level below college ready. As a result of this assessment, the department's pre-college English and Reading tracks were combined and restructured into a two course sequence. Analysis of the effectiveness of the redesign will be available in winter 2014-15.

The College faculty spent the 2013-14 academic year collaboratively restructuring the course and program review process. The new process, to be implemented in 2014-15, redefines the outcomes for the College's professional and technical programs and the academic distribution areas of Communication, Humanities, Social Sciences, Quantitative Skills, and Natural Sciences. The academic distribution areas are aligned with those identified in the transfer agreement between Washington State's community college system and public baccalaureate institutions. The goal of the new process is to communicate program/distribution area outcomes and assure alignment among course level student learning outcomes, program/distribution area student learning outcomes, and the outcomes associated with the college wide abilities. The program and distribution area learning outcomes integrate program-specific knowledge and skills with the college wide abilities. Identifying the five college-wide abilities at
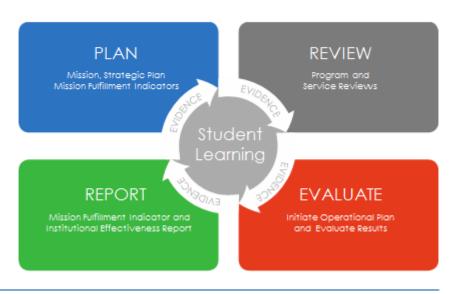
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the program/distribution area level assures that students obtain appropriate knowledge and core abilities to complete and enhance their professional and future academic life pathways.

Assessment of outcomes at the course level, program and distribution area level, and college-wide abilities will be developed and implemented in 2014-15.

Part III

The year seven self-evaluation will clearly demonstrate how SPSCC has moved full circle, from Standard 1, the mission and core themes, through quality teaching and learning opportunities that produce measurable student outcomes, and ultimately to fulfillment of the College mission of supporting student success in postsecondary academic transfer and workforce education that responds to the needs of the South Sound region.

Model for Institutional Efficiency at SPSCC

Toward this end, the College has made significant progress in many areas including developing a Strategic Plan that articulates well defined core themes, strategic objectives, and achievement indicators that provide meaningful, verifiable, and assessable data points for the college community to consider and act on.

The President's Advisory Group is responsible for facilitating the new Operational Planning process, engaging the college community with the Strategic Plan, and focusing resources toward mission fulfillment. The Institutional Effectiveness Committee is responsible for defining, monitoring, and communicating the achievement indicators to the President's Advisory Group, the Executive Team, and the Board of Trustees, as well as other college constituents.

The teaching and learning focus for 2014-15 will include:

- Implementing the new assessment process for the distribution area and program level learning outcomes
- Implementing the new course level assessment cycle
- Reviewing and revising course learning outcomes in alignment with distribution and program area learning outcomes and college-wide abilities

In 2014-15 the non-instructional areas will define and implement a meaningful service review process.

In summary, South Puget Sound Community College is confident that its core themes, strategic objectives, indicators of achievement, and processes for assessing mission fulfillment throughout the College align with and provide sufficient evidence to assess mission fulfillment and sustainability. The indicators supporting the College's strategic objectives have been selected to provide meaningful data for use in in-depth analysis and assessment of mission fulfillment. The data that has been collected and analyzed to date has led to substantive program changes. The practice of sharing data broadly within the college community and using data to inform decision making and develop strategic initiatives will be ongoing as the SPSCC moves through its seven year Self-Evaluation cycle.

Appendix: Exhibits

Exhibit A [Standard One](#)

Exhibit B [Standard Two Policy Master Links](#)

Exhibit A

South Puget Sound Community College

Standard One

Standard 1.A: Mission

Institution's Mission Statement

South Puget Sound Community College's mission approved by the Board of Trustees in 2010 is to support student success in postsecondary academic transfer and workforce education that responds to the needs of the South Sound area. The mission was reviewed as part of the 2014-2017 strategic planning process and determined to be as relevant today as it was in 2010.

Interpretation of mission fulfillment

South Puget Sound Community College (College) defines mission fulfillment through successfully meeting the objectives of its core themes. As demonstrated in the Core Theme Indicator and Mission Fulfillment Scorecard, [1] each core theme is represented by a series of indicators that represent the dimensions comprising that core theme.

The adoption of the 2014-2017 Strategic Plan by the Board of Trustees at its June 10, 2014 meeting culminated in an extensive strategic planning process involving a widely representative Strategic Planning Taskforce comprised of twenty-five faculty, staff, and administrators. The year-long process that began in August 2013 provided the College the opportunity to thoroughly review and discuss the core themes and strategic objectives defined in the 2011 Year One Self-Evaluation report to the Commission. This resulted in the development of five new core themes that reflect a more detailed definition of the College's mission. The taskforce also provided input to the objectives that support each core theme. From this work, the Strategic Planning steering committee that includes three executive staff members, three staff members, and one faculty member further defined each strategic objective. Meaningful, verifiable, and assessable indicators of achievement support each strategic objective as described on the following pages.

The College has historically evaluated its institutional effectiveness annually using multiple indices such as program review results and strategic enrollment management data, and through review of core indicator outcomes with the College's Board of Trustees. Implementation of the 2014-2017 Strategic Plan established the criteria for on-going assessment of mission fulfillment that is in turn overseen by the Institutional Effectiveness Committee (IEC). The IEC developed spring 2014 is comprised of a broad representation of faculty, staff, and administrators. The IEC is responsible for first level institutional oversight related to assessment and evaluation of mission fulfillment through the identified indicators. To that end, the committee is charged with the development of an annual Institutional Effectiveness (IE) Plan.[2] The IE plan includes strategic objectives and indicators of achievement for mission fulfillment; indicator trends and rationale for indicator selection and target levels; the status of each indicator; and, comparisons to local, state, or national standards. The IEC analyzes all data related to core theme indicators determining mission fulfillment; develops and implements program and service level reviews; ensures accuracy of data and dashboards; and, evaluates the effectiveness of strategies (projects)

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[1] 2014-2017 Mission Fulfillment Scorecard
[2] Institutional Effectiveness Plan

pertaining to the strategic and operational plans. Data analysis and trend findings are shared with the President's Advisory Group, the Executive Team, the Board of Trustees, and the college community in accordance with the governance model flowchart. [3]

Articulation of an acceptable threshold, extent, or degree of mission fulfillment

The College expects **80% of all core theme indicators to meet or exceed their intended goal as an acceptable threshold of mission fulfillment.** Currently, the College mission fulfillment scorecard is 76.8%

Standard 1.B: Core Themes

Definitions for each of the five core themes described below were developed as part of the 2014-2017 strategic planning process through input from the Strategic Planning Taskforce. Once reviewed and finalized by the Executive Team they were incorporated into the 2014-2017 Strategic Plan approved by the Board of Trustees at its June 10, 2014 regular meeting.

1.B.1: Core Theme One: Expand Student Retention and Completion

Core theme one is defined as a commitment to increase student achievement by constructing clear degree and certificate pathways supported by measurable outcomes.

1. Expand Student Retention and Completion			Data Collection Period	Current Data Point	Target	Status
Increase Student Retention	1.A.1	Fall-to-fall retention: full time	Fall 2012	60%	58%	🟩
		Fall-to-fall retention: part time	Fall 2012	47%	44%	🟩
	1.A.2	SAI: Retention Point	2012-13	62.1%	61%	🟩
	1.A.3	SAI: Points per Student	2012-13	1.72	1.71	🟩
Support Student Completion	1.B.1	3 year graduation rate	2010	29%	27%	🟩
		3 year transfer out rate	2010	19%	19%	🟩
	1.B.2	SAI: 45 Point to Completion	2012-13	39.8%	38%	🟩
Engage Students	1.C.1	SAI: Total Points	2012-13	13,130	12,500	🟩
	1.C.2	CCSSE: Support for Learners	2014	44.0	50.0	🟥
		CCSSE: Student Effort	2014	52.0	50.0	🟩
	1.C.3	Number of visits to tutoring centers	Spring 2014	529	500	🟩
Core Theme 1 Mission Fulfillment (10 / 11)						**90.9%**

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[3] Governance Model

1.B.2: **Objectives and Indicators of Achievement**

Rationale for Selection of Indicators of Achievement as Assessable, Meaningful, and Verifiable: Expand Student Retention and Completion

In 2006 the Washington State Board for Community and Technical Colleges (SBCTC) adopted a system direction with an overall goal to "raise the knowledge and skill of the state's residents by increasing educational attainment across the state." This led to the creation of the Student Achievement Initiative (SAI),[4] an assessment framework that identifies key academic benchmarks that students must meet to successfully complete degrees and certificates. The indicators within the SAI framework allow the College to quantify and continuously monitor student progression, milestone transitions, and completions.

Increase Student Retention

Student retention is the first milestone used to determine if a student reaches his or her educational goal.   The student's first year experience is critical in identifying areas of success along with potential obstacles. The Integrated Postsecondary Educational Data System (IPEDS) provides statistics regarding this milestone for full-time and part-time fall to fall student retention. The SAI retention point measures students who have made momentum, that is, returned from the previous year and earned a milestone point in the current year. The points-per-student indicator measures the level of progress the student body as a whole is achieving.

Support Student Completion

The three-year graduation rate and transfer out rate provide a well-defined metric for determining the successful completion of academic goals. Using the IPEDS data system allows the College to compare its efficacy against other community colleges both within the state and on a national level. An important indicator is the transition of students on the verge of accomplishing their academic goals.

Another important indicator of academic achievement is the accumulation of credits toward a degree. The SAI forty-five college level credit point to completion point measures students who have earned forty-five credits in the transfer or professional/technical pathways prior to entering the current academic year and subsequently earned the completion point at the end of the current year. The forty-five college level credit to completion data point provides the College the ability to assist, encourage, and engage students who are close to reaching their academic goals.

Engage Students

Total student achievement points are the volume of earned points by the student body demonstrating engagement in the learning process.   Using the SAI framework allows the College to continuously monitor student success and to engage in discussions regarding retention, progression and completion as well as to implement intervention strategies to further the success of its students. The College has

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[4] Student Achievement Initiative Framework

administered the Community College Survey of Student Engagement (CCSSE) every three years since 2005. The survey was most recently administered in spring 2014. The CCSSE survey benchmark areas ask students about institutional practices and behaviors that are highly correlated with student learning and retention. Two benchmark categories from the CCSSE that are aligned with Core Theme One are Student Effort and Support for Learners.

1.B.1: Core Theme Two: Inspire Teaching and Learning Excellence

Core theme two is defined by the faculty inspiration to grow as teachers and to lead instructional change that increases student engagement, achievement, and completion. Our students acquire the educational and professional skills they need to thrive in the world beyond the classroom.

2. Inspire Teaching and Learning Excellence					
		Data Collection Period	Current Data Point	Target	Status
Support Faculty Growth	2.A.1 Amount budgeted for exceptional faculty endownment	2013-14	$22,570	$22,000	🟩
	2.A.2 % of faculty participating in prof. development opportunities	2013-14	31%	28%	🟩
Increase Learning	2.B.1 CCSSE: College wide abilities	2011	52.6	50.0	🟩
	2.B.2 CCSSE: Active and Collaborative Learning	2014	51.9	50.0	🟩
	CCSSE: Academic Challenge	2014	51.3	50.0	🟩
	CCSSE: Student-Faculty Interaction	2014	47.3	50.0	🟥
	2.B.3 Faculty participation in prof. development at Teaching and Learning Center	2013-14	12	15	🟨
Core Theme 2 Mission Fulfillment (5 / 7)					**71.4%**

1.B.2: Objectives and Indicators of Achievement

Rationale for Selection of Indicator of Achievement as Assessable, Meaningful, and Verifiable: Inspire Teaching and Learning Excellence

Teaching and learning comprise the core business of the College with dedicated faculty as the cornerstone of quality education. The College encourages and supports professional growth of faculty and faculty is encouraged to pursue high performance designed to engage their students in innovative teaching methods that in turn promote academic success. The College is dedicated to ensuring students have course work in all required core college wide abilities, designed to provide each student with the intellectual skills necessary for educational goal attainment and lifelong learning.

Support Faculty Growth

The commitment to supporting faculty growth is validated through funding sources dedicated to develop and enhance teaching and learning skills and abilities among the faculty. Both the faculty Professional Development Fund (Article VI, Section 8) and the Exceptional Faculty Award fund (Article I,

Section 10) are mandated within the 2012-2015 faculty negotiated agreement.[5] The Professional Development Fund provides opportunities to faculty for conference attendance, presentations, training, and education. The Exceptional Faculty Award endowment is designed to provide funding for faculty to excel at teaching and learning in a dynamic way. As an example, during the 2013-2014 academic year funding was awarded to faculty in the mathematics department to study and realign pre-college course progression to maximize student success into college level math. Both these areas of funding are examples of ways in which the College is committed to teaching and learning excellence.

Increase Learning

Students at the College are expected to experience one or more core college wide abilities in all their instructional courses. The five core college wide abilities: critical thinking, communication, computation, multicultural awareness, and ethics were identified in 2007 as key characteristics of a general education curriculum and essential elements within the College's programs. The college wide abilities are embedded in classroom activity and documented in each course outline. Furthermore, the CCSSE measures six components aligning with the College's college wide abilities: writing clearly and effectively, speaking clearly and effectively, thinking critically and analytically, solving numerical problems, understanding people of other racial and ethnic backgrounds, and developing a personal code of values and ethics.

1.B.1: Core Theme Three: Advance Equity and Embrace Diversity

Core theme three is defined as embracing the diversity of our changing community and striving to reflect that diversity in our staff, faculty, and student body. We cultivate an inclusive environment on campus while ensuring respect for all.

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[5] Faculty Agreement

3. Advance Equity and Embrace Diversity			Data Collection Period	Current Data Point	Target	Status
Reflect our community diversity	3.A.1	Graduates/Completers mirror community (Note: Caucasian Completers 2012-13, 63%)	2010 Census			
		African American	2012-13	2.5%	2.5%	🟩
		Hispanic	2012-13	5.8%	7.1%	🟨
		Multi-Racial / Other	2012-13	6.1%	4.5%	🟩
		Asian / Pacific Islander	2012-13	6.8%	5.8%	🟩
		Native American / Alaskan Native	2012-13	2.0%	1.2%	🟩
	3.A.2	SAI: Completion point as a percent of total points				
		African American	2012-13	4.2%	4.2%	🟩
		Hispanic	2012-13	4.5%	3.7%	🟩
		Multi-Racial / Other	2012-13	6.9%	4.7%	🟩
		Asian	2012-13	5.5%	4.1%	🟩
		Native American / Alaskan Native	2012-13	8.2%	5.1%	🟩
	3.A.3	SAI: Points per Student (Compare to Caucasian)			1.71	
		Asian	2012-13	2.05		🟩
		African American	2012-13	1.87		🟩
		Hispanic	2012-13	1.60		🟥
		Multi-Racial / Other	2012-13	1.74		🟩
		Native American / Alaskan Native	2012-13	1.93		🟩
Cultivate an inclusive environment	3.B.1	Successful Course Completion Rates:Developmental (3 yr avg of race)				
		Asian	2012-13	76.4%	86.0%	🟥
		African American	2012-13	73.8%	64.1%	🟩
		Hispanic	2012-13	74.8%	75.8%	🟥
		Multi-Racial / Other	2012-13	72.2%	78.5%	🟥
		Native American / Alaskan Native	2012-13	80.0%	72.1%	🟩
		Caucasian	2012-13	73.8%	78.2%	🟥
		Successful Course Completion Rates:College Level (3 yr avg of race)				
		Asian	2012-13	90.5%	82.4%	🟩
		African American	2012-13	76.6%	72.1%	🟩
		Hispanic	2012-13	80.7%	78.4%	🟩
		Multi-Racial / Other	2012-13	81.6%	79.9%	🟩
		Native American / Alaskan Native	2012-13	84.1%	75.8%	🟩
		Caucasian	2012-13	84.3%	85.0%	🟥
	3.B.2	Diversity of faculty and staff	2012-13	9.20%	11%	🟥
Core Theme 3 Mission Fulfillment (20 / 28)						**71.4%**

1.B.2: Objectives and Indicators of Achievement

Rationale for Selection of Indicator of Achievement as Assessable, Meaningful, and Verifiable: Advance Equity and Embrace Diversity

Dedication to the assurance of campus equity and diversity began in 2005 with the addition of a diversity course requirement for all students pursuing a degree and expanded fall 2008 with the addition of a director of equity and diversity. Since 2008 the College's commitment continues to expand to include a veteran support center; dedicated staff to support diversity; disability and veteran focused

services**;** increased efforts to recruit student and faculty/staff of color; and, increased opportunities for staff and students to attend cultural enrichment activities on campus. Through the various campus offices and activities promoting cultural enrichment, dedicated students, faculty, and staff have continuously developed ways to promote an inclusive learning environment. Through the Diversity and Equity Center students have more and more been involved in designing activities promoting diversity and inclusion available to their fellow students and faculty and staff. Their involvement promotes ownership of their school and their education, thereby positively impacting student success.

Reflect Our Community Diversity

The College's mission is to serve the south sound region. The College is committed to furthering the educational attainment of all demographic segments within the community it serves. The student body is currently reflective of the community demonstrated by the students of color population proportion exceeding the 2010 census persons of color population proportion. However, the College has determined it is not sufficient to measure strictly enrollments but rather there is a need to ensure students are receiving the resources necessary for them to meet academic milestones and attain their academic goals. The measurement which ensures this indicator is reflective of student learning among diverse populations is defined by the points per student indicator and further defined through student completion of a college level credential.

Cultivate an Inclusive Environment

Since 1970, the Thurston County census increasingly has reflected a more diverse population. Ensuring academic success for traditionally underrepresented populations is a key strategy to achieve the academic goals for all students. The Board of Trustees, the Executive Team and the Strategic Planning committee has identified diversity of faculty and staff as a necessity to promote student success. Currently, according to the 2010 census,[6] 21.1% of the county's population are persons of color whereas according to human resource office and student enrollment records, the diversity of faculty and staff at the College is 9.2% and students of color represent 31.2%.

1.B.1: Core Theme Four: Champion Innovation

Core theme four is defined as promoting a culture of creativity among staff and faculty by encouraging innovation leading to student success. Teamwork and collaboration across disciplines and work areas are essential aspects of the innovation we seek.

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[6] [2010 Census Data](#)

4. Champion Innovation					
		Data Collection Period	**Current Data Point**	**Target**	**Status**
Establish Culture of ~~Creati~~	4.A.1 Number of innovative/best practices funded in operational planning	Spring 2014	15	10	🟩
Reward Innovation	4.B.1 Number of award recognizing innovation for faculty and staff	Spring 2014	6	5	🟩
	4.B.2 Amount of investment for innovation awards	Spring 2014	$6,000	$1,500	🟩
	Core Theme 4 Mission Fulfillment (3/3)				**100%**

1.B.2: Objectives and Indicators of Achievement

Rationale for Selection of Indicator of Achievement as Assessable, Meaningful, and Verifiable: Champion Innovation

During the 2014-2017 strategic planning process, the College community indicated it felt strongly about the need to promote innovation in all it does. This includes encouraging teamwork, collaboration, and thoughtful risk taking. External influences will continue to shape the community college experience on a national scale, in turn, requiring the College to embrace new ideologies regarding the learning experience and furthermore acknowledge the entire experience of learning through competencies achieved both inside and outside the classroom.

Establish Culture of Creativity

The College has the opportunity to demonstrate its commitment to innovation through allocation of financial resources for innovation and best practices identified through the annual operational planning processes. Through the development of this objective, the operational planning sessions which are open to all faculty and staff resulted in more than twenty suggestions to champion innovation at the College. Meanwhile innovative ideas were submitted to improve areas under all the core themes and are reflected in the operational plan.[7] For example, during the 2014 Operational Planning Cycle, 15 out of 36 funded strategies were identified as innovative by the Executive Team.

Reward Innovation

Faculty and staff should be encouraged and rewarded for implementing ideas that promote innovation. Spring 2014 was the first time faculty and staff that positively influenced their departments were recognized. A total of six individuals received gift certificates and monetary awards for their leadership while twenty-one individuals and groups received recognition for exceptional project management. Looking ahead, these annual awards will be a key component to incentivize innovation and recognize faculty and staff for new ideas that improve student success and/or efficiency.

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[7] 2014 Operational Plan

1.B.1: Core Theme Five: Build Community

Core theme five is defined by engaging our community of students and stakeholders by enhancing campus culture, increasing access to college services, and growing economic development.

		5. Build Community	Data Collection Period	Current Data Point	Target	Status
Deepen Engagement	5.A.1	Increased participation in operational planning	Spring 2014	34%	30%	
	5.A.2	Institutional Grants, Scholarships, and Other Aid supporting students	2012-13	$1,412,556	*$1,203,093*	
	5.A.3	College Relations: Number of investment towards sponsored community events (booth sponsor, table sponsor, etc)	2013-14	16	15	
Foster Economic Development	5.B.1	Businesses served in non-credit, job-related training courses	2013-14	184	191	
	5.B.2	Business development at SPSCC Entrepreneurial Center and SBDC (new capital investment)	FY 2013	$1,489,389	$1,400,000	
	5.B.3	SPSCC Completer employment rate	2012-13	75%	75%	
		SPSCC Completer median wage	2012-13	$15.56	$16.90	
		Core Theme 5 Mission Fulfillment (5 / 7)				**71.4%**

1.B.2: Objectives and Indicators of Achievement

Rationale for Selection of Indicator of Achievement as Assessable, Meaningful, and Verifiable: Build Community

The College is committed to serving its business partners and students through education, training, and support activities. As an example the College has on-going strong partnerships with key organizations and businesses in Thurston County and beyond. These include but are not limited to partnerships with: local school districts, The Evergreen State College, St. Martin's University, the Timberland Library System, area chambers of commerce, local and state government agencies, Thurston County Economic Development Council, Joint Base Lewis-McChord, the Washington Center for the Performing Arts, and several local non-profit organizations such as the United Way, YMCA, Head Start, and Native American tribes. It is through these rich partnerships with community and external organizations that the College can create opportunities for students and the community through development and training for a wide variety of learners.

Deepen Engagement

Engaging increasingly more constituents of the College and community ensures effective outreach and planning for continued College growth and financial support. It is through the community engagement process the College is able to offer grants and scholarships, which support student success. Another opportunity for enriched engagement is through the operational planning process that gives faculty and staff the opportunity to assist in the budget development process. Finally, the College's commitment to

support community events is demonstrated by the number of external sponsorships. Sponsorship, used as an outreach tool in college relations, is an ongoing effort to market the College to the larger community. This is done through participation via a sponsored booth or a College table at select events.

Foster Economic Development

The corporate and continuing education arm of the College continues to meet the needs of the community through offering specialized training and creative learning opportunities. The development of the Lacey campus includes a focus on expanding partnerships within the business community. This is exemplified by the partnership between the Thurston Economic Development Council, the Small Business Development Center and the College co-locating to create the South Sound Center for Business Resources Center (Center). The Center is designed to provide support for existing and new businesses in a variety of ways. The vision is for the Center to become the focal point for thinking and connections for major industries and smaller businesses in Thurston County and beyond. The final indicator of achievement (5.B.3) is designed to measure student success after graduation. Students who complete a degree or certificate and subsequently enter the workforce illustrate how the College fulfills its mission to "support student success". The College remains dedicated to ensuring quality programs that remain viable in meeting not only students' needs but also the needs of area employers.

Exhibit B

South Puget Sound Community College

Standard Two Policy Master Links

Standard 2 Description	Board Policy	Administrative Policy	College Website	14-15 Catalog	Faculty Agreement	Classified Agreement	Legislation	Membership Lists/Org Charts	Other
2.A.1: The College has an effective and widely published system of governance with clearly defined authority, roles and responsibilities. The College's decision making structures allow for the consideration of students', faculty, staff and administrators' views on matters of reasonable interest to them.	BORD 118						Section 28B.50.02	2013-2014 Governance	
								2013-2014 College Orga	
								2013-2014 Councils, Co	
2.A.2: The College is a single-college district with one satellite campus. The College retains a single governance system that supports the requirements, policies, regulations, and procedures for all college units. College policies are administered equitably across the college regardless of location							Section 28B.50.14		
2.A.3: The College is currently in compliance with the *Standards for Accreditation* of the Northwest Commission on Colleges and Universities (NWCCU) including the impact of collective bargaining agreements, legislative actions, and external mandates.					2012-2015 Faculty N	2013-2015 Classified			
2.A.4: The College is supported by a five-member board of trustees having no contractual, employment, or financial interest in the college. [1] Each board member's Conflict of Interest Annual Statement is on file in the president's office [2] and based on policy.[3]	BORD 101						Section 28B.50.10		2014 Conflict of Intere
	BORD 114								
2.A.5: The College's board of trustees acts only as a committee of the whole. No board member may act on behalf of the board except by formal delegation of authority by the board as a whole. In addition, because the College is a Washington State public community college, board members' responsibilities are defined in the *Revised Code of Washington*.	BORD 101, Sectio						Chapter 28B.50 RC		
	BORD 104						Chapter 42.30 RCV		
	BORD 108								
	BORD 117								
	BORD 105								
2.A.6: The College's board of trustees regularly reviews, revises as necessary, and provides broad oversight to both the college's and the board's organizational and operational policies.	BORD 101, Sectio						Section 28B.50.14		
	BORD 101, Sectio								
	BORD 108								
	BORD 112								
	BORD 106								
2.A.7: The College's board of trustees selects and regularly evaluates the president. The board delegates authority to the president who is accountable for the operation of the college and implementation of board-approved policies. Board policies include defining the president's authority, duties, and responsibilities.	BORD 110								President's Performan
									President's Annual Goa
2.A.8: The College's board of trustees annually evaluates its performance in relation to its duties, responsibilities, and annual goals for the previous year, and sets new goals for the upcoming year. The evaluation is an iterative process based on the emerging issues of the board over the past year. Annual evaluations typically occur at board retreats where agendas also focus on board development, understanding and clarifying trustee roles and responsibilities, the relationship of the board to the president, ethics, and strategic planning along with the formal self-assessment, and development of an annual plan.									Board of Trustees Self-
2.A.9: The College has an effective system of leadership with highly qualified administrators having appropriate levels of responsibility and accountability. College leadership plans, organizes, and manages the college and assesses its achievements.	BORD 110, B							2014 College Organizati	Executive Team Resum
								Executive Team Organiz	Executive Staff Evaluat
2.A.10: Dr. Timothy Stokes, College president since February 1, 2013, is more than appropriately qualified to serve as chief executive officer. Dr. Stokes is engaged full-time in the leadership of the college and serves as an *ex officio* member of the College's board of trustees and is secretary of the board.									President Stokes' Resu

Standard 2 Description	Board Policy	Administrative Policy	College Website	14-15 Catalog	Faculty Agreement	Classified Agreement	Legislation	Membership Lists/Org Charts	Other
2.A.11: The College employs a sufficient number of qualified administrators to manage the college at all organizational levels. At each level, managers are responsible for effectively leading their respective unit, as well as engaging in cross-division collaborative leadership focused on advancing the College toward mission fulfillment.								2014 College Organizati	Administrative/Exemp
								2013-2014 Governance	
2.A.12: The College's academic policies on teaching, service, scholarship, research, and artistic creation are clearly communicated to students, faculty, and staff through policies, the college catalog, the Code of Student Rights and Responsibilities, and negotiated agreements with the college's collective bargaining units.		INST 701	Administrative Policy	2014-2015 College Ca					
		INST 702							
		INST 705							
		STSV 106							
		STSV 217							
		STSV 104							
		INST 601							
2.A.13: The College's library and information resources policies are documented, published, and enforced.		INST 601							
		INST 602							
		INST 603							
		INST 604							
2.A.14: The College maintains clear, widely published policies and consistent processes for accepting credit from accredited colleges and universities. These policies maintain the integrity of the College's programs while facilitating student mobility between institutions and supporting students in the completion of their educational goals.		INST 201	Transfer Credits	2014-2015 College Ca					
		STSV 204	Online Class Schedul						
		STSV 218							
		INST 701							
2.A.15: Policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances and disability accommodations are clearly stated and available; they are administered consistently and equitably. The Code of Rights and Responsibilities is described in Washington State Administrative Code.		STSV 101	2013-2014 Code of S				Chapter 132X-60 V		
		STSV 405	2013-2014 Student H						
			Disability Support Se						
			Disability Accommod						
2.A.16: In order to assure a reasonable probability of student success, the College has developed policies and procedures to guide admission and placement of students in courses and certificate or degree programs that are informed by an assessment of their prerequisite knowledge, skills, and abilities. The College's termination and readmission policies are published, clearly stated, and administered in an equitable and timely fashion.		STSV 201	International Studen	2014-2015 College Ca			Section 28B.50.02		South Puget Sound Co
		PRSTSV 228	International Studen	2014-2015 College Ca					
		STSV 105	Placement	2014-2015 College Ca					
		STSV 106	Academic Policies						
			Early Alert						
2.A.17: The College publishes clear and consistent policies that guide its co-curricular student life program. These policies include student rights and responsibilities for clubs, events, and fund expenditures.		STSV 400	Campus Life				Section 28B.15.04		2013 Student Publicati
		STSV 402	Student Code of Righ				Section 132X-60-0		
		STSV 403	Financial Code						
		STSV 404	Documents						
		STSV 101							
		STSV 401							
2.A.18: The College publishes, regularly reviews, and equitably applies its human resource (HR) policies to employees and students.		HMRS Policies		2014-2015 College Ca					
		HMRS 100							
		HMRS 101							

Standard 2 Description	Board Policy	Administrative Policy	College Website	14-15 Catalog	Faculty Agreement	Classified Agreement	Legislation	Membership Lists/Org Charts	Other
		HMRS 108							
		HMRS 119							
		HMRS 113							
2.A.19: All employees of the College are apprised of employment conditions, assignments, rights and responsibilities, and policies and procedures for evaluation, retention, promotion and termination.		HMRS 116			Article IX, Faculty Ev	Article 6, Performanc			
2.A.20: The College ensures the security and appropriate confidentiality of human resources records.		ITSV 600					Chapter 42.56 RCV		General Retention Sch
							Health Information		
							Family Educationa		
2.A.21: The College represents itself to students and the public in a clear, accurate, and consistent manner. Students are informed of the college's academic intentions, programs, and services in a timely manner through continual web page updates and annual reviews and revisions of print and non-print publications.		CADM 101	Quarterly Schedule						2006 Clarus Report: Cu
									2010 Clarus Report: Cu
									Parker LePla Findings
									Editorial Style Guide
2.A.22: The College and its staff advocates, subscribes to and exemplifies high ethical standards in the treatment of students, staff, the Commission, external organizations, and all other constituents. Complaints and grievances are addressed by the College in an equitable and timely manner.	BORD 113	HMRS 111	2013-2014 Code of S	2014-2015 College Ca			Chapter 42.52 RCV		Washington State Exec
		HMRS 108		2014-2015 College Ca			Chapter 132V-121		Example: Developmen
		HMRS 119					Section 132X-60-0		
		STSV 101					Section 132X-060-		
		STSV 105					Section 132X-60-1		
		STSV 405							
		STSV 104							
2.A.23: The College is a Washington State public institution of higher education without social, political, corporate or religious affiliation. The College retains clearly defined policies that prohibit conflict of interest on the part of its board of trustees, administrators, faculty, and staff.	BORD 114		Ethical Conduct and				Chapter 42.52 RCV		
2.A.24 The College maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property. In 2013 as part of contract negotiations with the faculty, the College clarified issues related to copyrights and patents that is further iterated in policy.		INST 602			Article III, Section 1,				
2.A.25: The College accurately represents its accreditation by The Northwest Commission on Colleges and Universities (NWCCU), which is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. The College maintains an accreditation webpage on its external website stating that the college is accredited by the NWCCU and includes a link to the college's NWCCU accreditation reports.			Accreditation						
2.A.26: The College's contractual agreements with external entities are consistent with the mission and core themes of the college, adhere to college policies and procedures, and comply with the NWCCU's Standards for Accreditation. All contractual agreements are written and approved by the college, and are clear regarding scope of work, roles, and responsibilities.		PEAO 400							Washington State Adm
2.A.27: The College publishes and adheres to policies regarding academic freedom and responsibilities. These policies protect students and faculty from inappropriate influence, pressure, and harassment.	BORD 115	INST 601	Code of Student Righ		Article V, Section 1,				
2.A.28: The College's mission, vision and core themes affirm the right and responsibility of all members of the college community to pursue knowledge without impediment or undue influence.	BORD 115								
2.A.29: College employees with teaching responsibilities present scholarly work fairly, accurately, and objectively. Work derived from other sources is appropriately acknowledged as to source for the intellectual property, and personal views, beliefs, and opinions are identified as such.		INST 602							

Standard 2 Description	Board Policy	Administrative Policy	College Website	14-15 Catalog	Faculty Agreement	Classified Agreement	Legislation	Membership Lists/Org Charts	Other
2.A.30: The College maintains clearly defined policies for oversight and management of college financial resources. These policies address financial planning for the college, as well as approving and monitoring of operating and capital budgets, reserves, fundraising, cash and debt management, and transfer between funds. In addition, these policies are based on legislation published in the *Revised Code of Washington.*	BORD 117	PEAO 400					Title 39 RCW		
		PEAO 401					Chapter 39.58 RCW		
2.B.1 The College employs sufficient numbers of qualified employees to support college operations. Selection of personnel is guided by clear and published criteria, qualifications, and procedures. Position descriptions accurately reflect the duties, responsibilities, and authority of each position.			Screening Committee						Full-time Faculty Positi
2.B.2 Administrators, exempt, and classified staff evaluations are conducted annually to encourage professional growth and improvement, recognize outstanding performance, and when appropriate, implement corrective and improved processes related to performance.		HMRS 116	Policies, Contracts &						Administrative/Exempt
		HMRS 117							Classified Performance
2.B.3 The College provides faculty, administrative, exempt, and classified staff with appropriate opportunities and support for professional development. These opportunities are intended to assist employees increase their effectiveness and fully realize their roles, duties and responsibilities.		HMRS 300			Article VI, Section 8,	Article 5.8, Training a			2013-2014 Exceptional
		HMRS 302			Article 1, Section 10				
		HMRS 301			Article XI, Sections 1				
		HMRS 220			Article VII, Section 2				
2.B.4 Consistent with its mission and core themes, the College employs appropriately qualified instructional staff, in sufficient number, to achieve its educational objectives, provide academic policy oversight, and assure the integrity and continuity of its academic programs.				2014-2015 College Ca				2013-2014 Instructional	Institutional Data Form
									Institutional Goals for
2.B.5 College faculty has responsibilities and workloads commensurate with the college's expectations for teaching, service, and scholarship.					Article V, Section 2,			2013-2014 Councils, Co	
					Article VI, Section 8,				
					Article XI, Sabbatica				
					Article XIV, Workloa				
					Article XIV, Section 1				
2.B.6 The College faculty, both full and part time, are evaluated in a regular, systematic, substantive, and collegial manner. College policy specifies timeline and criteria, and refers to the 2012-2015 Faculty Negotiated Agreement for full information about the evaluation processes.		HMRS 118			Article IX, Faculty Ev				
					Article IX, Section 1,				
					Sample Tenured/No				
					Article IX, Section 2,				
2.C.1 The College provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.			Corporate and Conti	2014-2015 College Ca					Direct Transfer Agreem
			Programs	AAS-T Transfer Oppor					Washington Student A
			Program Planning Gu	2014-2015 College Ca					Intercollege Relations
			Program Planning Gu						Program Approval
			Program Planning Gu						
2.C.2 The College identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.				2014-2015 College Ca					Syllabus Template
			College Wide Abilitie						
			A-Z						
			PPG for AA, AS, BA						
			Degrees						
			Course Outlines						

Standard 2 Description	Board Policy	Administrative Policy	College Website	14-15 Catalog	Faculty Agreement	Classified Agreement	Legislation	Membership Lists/Org Charts	Other
2.C.3 The College awards credit and degrees based on documented student achievement. Credit awards are made in a manner consistent with college policies related to generally accepted higher education learning outcomes and equivalencies.			Academic Policies	2014-2015 College Ca					Washington State Boar
									Washington State Boar
									Washington State Boar
2.C.4 The College's degree and certificate programs demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.			College Wide Abilitie						Instructional Council: (
									Charge to Course Revie
2.C.5 College faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in selecting new faculty. Faculty with teaching responsibilities takes individual and collective responsibility for the assessment of student learning outcomes and student achievement.			Course Review Proce		Article XII, Section 9			2013-2014 Councils, Co	Full-time Faculty Peer/
			Syllabus Assessment						Screening Committee
									2007-2009 Assessment
									2007-2009 Assessment
									2009-2011 Assessment
									2009-2011 Assessment
									2011-2013 Assessment
									Institutional Goals for
									Instructional Council C
2.C.6 Faculty with teaching responsibilities partner with library and information resources staff to ensure that library and information resources are integrated into student learning processes. The integration of library and information sources into student learning occurs at various levels of instructional programming including courses within programs, and assignments associated with courses, employing a variety of methods.			Sample Copy: The Ins						
2.C.7 The College grants credit for prior experiential learning based on clearly stated and widely published policies and procedures, determined by college faculty		STSV 212	Prior Learning Assess						Guidelines for Prior Lea
			Transfer Credits						
2.C.8 The College maintains clear, published policies and consistent processes for accepting credits from accredited colleges and university. The College ensures that accepted credit is appropriate for its programs and comparable to credit granted for its credit offerings. Articulation agreements exist between select institutions, providing potential students ease of credit transfer both to the college and out of the college to receiving institutions.		INST 201	Procedures						Washington State Boar
		STSV 218	Special Transfer Agre						Washington State Boar
2.C.9 The College's general education program is integrated into certificate and degree programs, preparing students for lives of productive work, citizenship, and personal fulfillment. Transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of forty-five (45) quarter credits in length contain a recognizable core of related instruction and/or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.			Programs	College-wide Abilities					Intercollege Relations (
				Diversity Requiremen					
				Direct Transfer List, P					
				Distribution Requiren					

Standard 2 Description	Board Policy	Administrative Policy	College Website	14-15 Catalog	Faculty Agreement	Classified Agreement	Legislation	Membership Lists/Org Charts	Other
2.C.10 The College's transfer associate degree programs include identifiable and assessable student learning outcomes. These outcomes are identified at the course and programs levels. Additionally, there is a single set of college-wide learning outcomes for all degrees.				2014-2015 College Ca					College-wide Abilities
				2014-2015 College Ca					College-wide Abilities
									College-wide Abilities
									Institutional Goals for
									Course Review Process
									2014-2017 Strategic Pl
2.C.11 As noted in 2.C.9, the College's professional technical certificate programs of 45 credits or more and applied degree programs contain related instruction components with identifiable and assessable learning outcomes. These outcomes align with and support program goals as identified in the college catalog and on the program planning guide available through the advising center or online. Students are required to take a minimum of twenty quarterly credits of general education.				2014-2015 College Ca			Faculty Certificatio		
2.C.12 N/A									
2.C.13 N/A									
2.C.14 N/A									
2. C.15 N/A									
2.C.16 The College's continuing education and other special programs are designed in support of the college's mission, goals, and core themes.		INST 708	Hawks Prairie Center						Small Business Develop
			Hawks Prairie Center						
2.C.17 The College maintains direct responsibility for the academic quality of its corporate and continuing education programs and courses which are integrated into the college's academic governance structure. Courses offered for academic credit are approved by Instructional Council, and student learning assessed with appropriate faculty involvement.									
2.C.18 The College's granting of credit for continuing education courses adheres to accepted higher education norms, conforms with college policy, is consistent across the college, is appropriate to course objectives, and is determined by achievement of student learning outcomes.			Hawks Prairie Center						Ed2Go Website: Instru
2.C.19 The College maintains records of courses, syllabi, course objectives, and student learning outcomes for all non-credit courses delivered. The College also maintains records which describe the number of courses and nature of learning provided through non-credit instruction.									
2.D.1: Consistent with the nature of its educational programs and methods of delivery, the College maintains effective learning environments appropriate to its programs and its dynamic student population.		STSV 405	General Online Learn						Canvas
			Panopto						AVID Overview
			Learning Resources						eTutoring
			Disability Support Se						
			HDEV						
			Diversity and Equity						
			Diversity and Equity						
2.D.2 The College provides a safe and secure environment for all students at all locations. The College complies with federal and state regulations regarding crime statistics, campus security policies and other disclosures.		PEAO 200	Crime Statistics						
		STSV 102	Security						
2.D.3 Consistent with its mission and core themes, the College recruits, admits, orients, and advises students with potential to benefit from its educational offerings. The College provides timely, useful, and accurate information to potential and matriculated students pertaining to academic requirements and graduation and transfer policies.		STSV 218	2013-2014 Student H	2014-2015 College Ca					
		INST 201	Class Schedule						
		INST 701	Degrees						
		STSV 105							
		STSV 202							

Standard 2 Description	Board Policy	Administrative Policy	College Website	14-15 Catalog	Faculty Agreement	Classified Agreement	Legislation	Membership Lists/Org Charts	Other
2.D.4 In the event the College eliminates a program or significantly changes certificate or degree requirements, college staff makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption. In that case, the vice president for instruction oversees the development and implementation of a "teach out" plan so existing program students can complete their program.	BRD 108, Section	INST 706							
		INST 707							
2.D.5 The College publishes a catalog and a student handbook annually that contain comprehensive information for students. The catalog and handbook are both available in hard copy found in various offices and locations around campus, and on the college's website.			2013-2014 Student H	2014-2015 College Ca					
			Academic Calendar	Page 2					
			2013-2014 Student H	Pages 5-10					
				Page 111					
				Pages 109-112					
				Pages 19-70					
				Pages 113-115					
				Page 7					
				Pages 6-7					
				Page 109					
				Page 12					
2.D.6 The College's print and online publications fully describe certificate and associate degree programs and include accurate information on licensure, entry to professions, and unique occupational or transfer requirements.			A-Z	2014-2015 College Ca					
			Degrees						
2.D.7 The College adheres to explicit policies and procedures regarding secure retention, retrieval, and backup of student records, regardless of form.		STSV 104	Family Educational R	2014-2015 College Ca					General Retention Sch
2.D.8 The College provides an effective and accountable financial aid program to support its mission and core themes. The College publishes and provides accessible and complete information on the breadth of financial aid opportunities to prospective and enrolled students in accordance with college policy.		STSV 300	Financial Aid						
		STSV 301	Financial Aid Orienta						
2.D.9 The College clearly informs students receiving financial aid of repayment obligations. The College closely monitors its loan default rate, as well as the character and effectiveness of its financial aid programs.		STSV 300	Loans						
2.D.10 The College offers a well-developed, systematic and highly effective advising program in support of student success. Advising personnel are knowledgeable about the curriculum, program requirements, and graduation requirements for certificate and degree programs. They are fully prepared to successfully fulfill their responsibilities. Advising requirements are clearly defined, published, and available to all students.		STSV 205	Advising	2014-2015 College Ca					2012-2013 Year-End A
			Surveys						Sample SurveyMonkey
			Advisor Tool Kit						2012 Graduate Survey
2.D.11 The College's co-curricular activities are consistent with, and directly support, the college's mission, core themes, programs, and services. Co-curricular activities are appropriately governed and fully supported within the college.		STSV 400	Clubs						
		STSV 402	Costs						
2.D.12 The College operates auxiliary services that support the college's mission, contribute to its intellectual climate, and enhance the environment for student learning. Students and college personnel have appropriate opportunities to provide input on the operation of these services.			Bookstore						Fall 2010 Faculty Satisf
									Fall 2011 Customer Sat
2.D.13 The College's athletic programs support its mission and core themes. The athletic program retains appropriate college oversight. Student athletes are required to satisfy the same academic standards, degree requirements, and financial aid policies as all students.		STSV 404	Athletics						

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			Financial Code						
2.D.14 The College maintains an effective student identification process for students enrolled in distance learning courses. This process ensures student privacy; students are informed of current and projected charges associated with this process.									
2.E.1 The College's library staff are committed to providing authoritative and up-to-date content, and ready access to that content through extensive print and digital resources. Ongoing collection development is conducted by faculty librarians with guidance and input provided by faculty across the curriculum. Collection decisions are made in response to clearly anticipated needs and are guided by a comprehensive set of policies and principles as outlined in the library's Collection Development Guidelines and in administrative policy.		INST 601	2014 SPSCC Library (						2013-2014 Library Bud
		INST 605							2014 Holding Statistics
2.E.2 Planning for the College's library and information resources is evidence based, and includes solicited feedback from affected users and stakeholders.		INST 605	Library Mission State						2013-2014 Library Ann
		INST601	Who Does What in Y						2013 Student Survey R
		INST602							2012 Library Advisory (
		INST603							2013 Faculty Survey Re
		INST604							2014 Faculty Survey Re
									2013 Student Survey R
									2014 Library Vision Sta
									2013-2014 Yearly Stati
									2012-2017 Weeding Sc
									Number of Items Adde
									Example of One Month
2.E.3 The College provides appropriate instruction and support for students, faculty and staff to enhance their effectiveness in obtaining, using, and evaluating library and information resources wherever and however accessed.				2013-2014 LibGuide A					QP Meebo Chat Assess
				Sample LibGuide Digi					
2.E.4 The College regularly and systematically evaluates the quality, adequacy, use, and security of its information resources and services. Planning, evaluation, and informed decision making are essential characteristics of the College's library.		INST 601			Article IX, Faculty Ev				2011 Student Survey R
		INST 605			Article IX, Section 1,				2012 Student Survey R
		HMRS 118			Article IX, Section 2,				2013 Student Survey R
		HMRS 117							Collection Managemen
		HMRS 105							Database Cost Per Sea
									Multi-Media Planning (
									March 2013 A/V Surve
									National Center for Edu
2.F.1 The College is committed to responsible, stable, and informed long-term financial planning that supports its programs, services, core themes and the fulfillment of its mission. Responsible budgeting and the development of new revenue sources make it possible for the College to provide the resources and services that are the foundation for student success.	BORD 117						Section 28B.50.14(	2013-2014 President's A	2010-2013 Strategic Pla
							Section 28B.10.33(		2013-2014 Operating B
							Chapter 39.94 RCV		Slide titled 2013-2014 (
							Section 28B.50.14(		Three-Year Cash Flow
2.F.2 The College realistically plans for the use of Washington State allocations, tuition revenue, earned income, donations and other non-tuition revenue sources while adhering to board policy. The College has a long history of responsible and strategic financial planning that advances core themes and mission fulfillment goals.		PEAO 400							2013-2014 Grant Sprea
		PEAO 401							Chart showing food se
									Student Matriculation
2.F.3 The College closely follows defined budgeting policies guidelines, and processes through campus-wide participation in the budget process.		PEAO 401					Section 28B.50.14(	2013-2014 President's A	Program and Service A
									2014-2017 Large Equip
									2014-2017 Strategic Pla
									2013-2014 Operationa

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									Allocation Schedule for
2.F.4 The College subscribes to an accounting system that follows generally accepted accounting principles and effective internal controls. The College's accounting system provides timely and accurate financial information required for effective institutional decision making. The College's accounting and reporting follows guidelines established for the State of Washington by the Office of Financial Management. All transactions are recorded and tracked electronically using the Financial Management System (FMS) accounting system designed specifically for the Washington State Board for Community and Technical Colleges (SBCTC). Using FMS data, the SBCTC produces a single system-wide financial statement. The data are also uploaded to OFM's Accounting and Financial Reporting System (AFRS) to be included in the state-wide Comprehensive Annual Financial Report (CAFR).		PEAO 400						2014 College Organizati	Comprehensive Annua
2.F.5 The College's capital budgets directly support college mission fulfillment goals by effectively planning for facility and equipment acquisition. Long-range plans accurately project total ownership costs. Capital debt is periodically reviewed, justified, and carefully controlled to avoid negative impact on the College's educational programs.	BORD 117								2010-2013 Strategic Pl
									2014-2017 Strategic Pl
									2013-2104 Operational
									2007-2015 Facilities M
									List of Capital Projects
									2007-2014 Debt Servic
									Capital Budget Quarter
2.F.6 The College defines the financial relationship between its general operations and its auxiliary enterprises including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.									SBCTC Fiscal Affairs Ma
									State Administrative &
2.F.7 Traditionally, the College has been on a two-year compliance audit cycle by the Washington State Auditor's Office (SAO). The president, a board of trustees' member, the vice president for administrative services and the chief enterprise services officer meet with the auditors at the conclusion of each audit to review results. The College has not received an audit finding or management letter recommendation in the past twelve years. All exit items identified have been corrected and changes promptly implemented. Final reports are posted on the SAO website.									2007- 2009 Last Audito
									2007-2009 Washington
									Foundation Audit Repo
2.F.8 The College conducts its fundraising activities in a professional and ethical manner in compliance with all governmental regulations and requirements. The South Puget Sound Community College Foundation is registered with the U.S. Internal Revenue Service as a 501(c) (3) organization and with the Washington State Secretary of State as a charitable organization.		CADM 102	South Puget Sound C						
		CADM 103							
2.G.1: The College maintains physical facilities that are accessible, safe, secure and sufficient in quantity and quality to support its educational programs, core themes and fulfillment of its mission. The College's main campus is situated on 104 acres on Mottman Road in west Olympia, surrounded by single family residences on three sides and light industrial businesses on the other. The Mottman campus is comprised of 23 buildings totaling 481,411 gross square feet. A second campus, located at Hawks Prairie in Lacey WA, is comprised of 21,000 square feet of leased space.		PEAO 201	2013 Facilities Condi						Thurston Regional Plan
			2007-2015 Facilities						January 14, 2014 Board
			2014 Emergency Ope						2012 Civil Rights Comp
			2013-2014 Incident M						2012 Civil Rights Comp
			2013-2014 Safety Co						Voluntary Compliance
									The Olympian article,
									Latest Safety Committe

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2.G.2: The College adheres to practices and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials. The College's facilities department regularly reviews the use, storage and disposal of chemicals and hazardous materials as part of its overall safety responsibility. Guidelines for the safe handling of hazardous materials are outlined in policy.[1] The primary users of hazardous materials and producers of hazardous waste are: The Facilities, Planning and Operations Department and various instructional areas including biology, chemistry, health sciences, horticulture, art, automotive, and welding. Supervisors in those areas oversee the handling and disposing of hazardous materials and the forwarding of material safety data sheets to the security department. Security staff maintains a list of hazardous materials and reports annually to the Washington State Department of Ecology.		PEAO 202							
2.G.3: The College develops, implements and regularly reviews a long-range Facilities Master Plan which is aligned with, and responsive to, its educational and financial planning processes. Further, the College's master plan supports its core themes and goals for mission fulfillment.									2007-2015 Facilities Ma
2.G.4: The College obtains and manages equipment sufficient in quantity and quality to support the achievement of its core theme objectives and goals for mission fulfillment.			2014 Large Equipmen						March 28, 2014 Email
			Large Equipment Pri						
			Large Equipment Pri						
			2013-2014 Prioritized						
2.G.5: The College has appropriate technology infrastructure and systems in place to support its academic, managerial, and operational functions.			Open Lab Hours						Washington State Com
			Library Hours						CTC Link Project
2.G.6: The College provides faculty, staff, students and administrators appropriate instruction and support to effectively use the College's technology and technology systems related to its programs, services and institutional operations.									2013-2014 ITS Unit Act
2.G.7: The College provides opportunities for input from college stakeholders in its technology planning processes. Comments are solicited from constituents across the college, including students, faculty, and staff. Annual planning for technology infrastructure is part of the College's larger planning process, which includes the development of the ITS department's action plan.			2013-2014 ITS Unit A						
			2013-2014 Governan						
2.G.8: The College develops, implements, and regularly reviews its technology update and replacement plan to maintain and ensure the currency, adequacy and quality of its technological infrastructure.			ITS Computer Replac						